

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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|-------------|---------------------------------|
| DBN | 75X186 |
| School Name | P186X Walter J. Damrosch School |
| Principal | Sarah Templeman |

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

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|--------------------------------------|--------------------------------------|
| School Name: | P186X, Damrosch Day Treatment School |
| District Borough Number (DBN): | 75X186 |
| Grades Served: | K-8 |
| School Address: | 750 Jennings Street Bronx, NY 10459 |
| Phone Number: | 718-378-0006 |
| Fax: | 7185899544 |
| School Contact Person: | Sarah Templeman |
| School Contact Person Email Address: | stempleman@schools.nyc.gov |
| Principal: | Sarah Templeman |

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|---|-------------------|
| United Federation of Teachers (UFT) Chapter Leader: | Macellaro Joanna |
| Parents' Association President: | |
| SLT Chairperson: | Yelena Vassilyeva |
| Title I Parent Advisory Council Chairperson (PAC): | N/A |
| Student Representative(s) Middle /High School: | Jayden Sonson |
| Student Representative(s) Middle /High School: | |
| Community Based Organization (CBO) Representative: | N/A |
| School-Based Students in Temporary Housing (STH) Liaison: | Elhassan Gehan |

District Information

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|----------------------------------|-------------------------------|
| Geographic District: | 75 |
| Superintendent: | Ketler Louissaint |
| Superintendent's Office Address: | 400 1 st Avenue, NY, NY 10010 |
| Superintendent's Email Address: | klouiss@schools.nyc.gov |
| Phone Number: | 718-378-0006 |
| Fax: | 7185899544 |

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 | |
|--------------------|--|-----------|--|
| Sarah Templeman | Principal or Designee* | | |
| Macellaro Joanna | United Federation of Teachers (UFT) Chapter Leader or Designee* | | |
| Francisca Camacho | Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President* | | |
| | District Council 37 (DC 37) Representative (staff), if applicable | | |
| | Title I Parent Advisory Council Chairperson (or alternate) | | |
| | Student Representative (Required for middle and high schools) | | |
| | Student Representative (Required for middle and high schools) | | |
| | CBO Representative, if applicable | | |
| Yelena Vassilyeva | Assistant Principal | | |
| William Mccrain | Data Specialist | | |
| Kathryn Papaccioli | Instructional Coach | | |
| Yozilda Ventura | Parent | | |
| Fatou Seck | Parent | | |
| Alima Doumbia | Parent | | |
| Martha Juarez | Parent | | |
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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 | |

SECTION 4: SCHOOL SUMMARY

School Summary

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|--------------------------------------|-----|
| Your School's Accountability Status: | N/A |
|--------------------------------------|-----|

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|--|---|
| Provide your school's mission statement: | <p>The mission of P186X is for all students to become productive members of society through their educational experiences. Our vision is to improve students' problem-solving skills and view themselves as readers as a result of participation in culturally responsive and authentic reading tasks. P186X is committed to ensuring that through culturally responsive practices all members of our school community have a sense of belonging and empowerment. Our focus is on strengthening core instruction to ensure that all students are readers and are provided with equal and fair access to learning. We recognize that when our highest learning opportunities are equitably accessible, our highest human potential is limitless.</p> |
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|---|---|
| <p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p> | <p>P186X is a District 75/Citywide Special Education school located in Morrisania in the Bronx with 709 students from grade K through grade 8. The school population comprises 40% Black, 54% Hispanic, 2% White, 2% Asian, 1% Native American, less than 1% Native Hawaiian/Pacific Islander (2020 - 2021 School Quality Snapshot). P186X celebrates the ethnic and racial diversity of ELLs. P186X has 220 Current ELLs which is 30.8% of the school population. 4 (0.5%) of our ELLs are Former or Ever ELLs. Boys account for 73% of the students enrolled and girls account for 27%. As of July 9 2021 the total student population can be categorized as having the following disabilities: 37.5 % Emotional Disturbance, 20% Intellectual Disabilities, 35% Multiple Disabilities, 4.1% Autism, 1% other disabilities and 0.6% unknown. P186X has 80 Students in Temporarily Housing who are supported by STH Coordinator, Counselors, Teachers, Related Service Providers, Attendance Team and all school staff and Community Based Organizations. Our students need remediation in the following areas: communication, problem solving, self regulation, mobility, reading, and writing. These needs impede their ability to independently access the common core curriculum in comparison to the general education peers. P186X has a modified Culturally Responsive Text Reading block schedule in the Alternate and Standardized Assessment classes school-wide. The block allows for an additional reading period where students are grouped homogeneously based on their reading assessment data from various quantitative and qualitative data sources such as SANDI, WebABLLS, Fountas & Pinnell, and School designed tests. P186X partners with the following organizations: District 75 coaches, New York City Teaching Fellows (NYCTF), Urban Advantage, Title III, Middle School Quality Initiative (MSQI), College Access for All, Fletcher's Place, New York City Police Department</p> |
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

| Content Area (Indicate ELA and Math Only) | Grade Band | Digital and/or Print Curricula/Program | Adaptations |
|---|------------|--|-------------|
| ELA | K - 8 | TeachTown Encore | AA |
| ELA | K - 8 | Foundations | AA & SA |
| ELA | K - 8 | HMH | SA |
| Math | K - 8 | TeachTown Encore | AA |
| Math | K - 8 | Envision | SA |
| ELA | K - 5 | Assessment of Basic Language and Learning Skills Revised (ABLLS-R) | 6:1:1 AA |
| ELA | K - 8 | Essential for Living | 12:1:4 AA |
| ELA | 6 - 8 | Word Generation | SA |
| ELA | 6 - 8 | Rewards | SA |

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) |
|---|--|--|
| Improve reading skills and improve at least one reading level using Fountas & Pinnell | 14% of students decreased or remained on the same reading level based on EOY Fountas and Pinnel scores from June 2022. | Limitations of instruction due to remote learning, inconsistent attendance due to school closures. |
| | | |
| | | |

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

| Target Population | Baseline Data (CSI/TSI use ELA Academic Achievement Index) | SMART Goal |
|-------------------|---|---|
| All Students | 83% of students demonstrating an increase in one or more reading levels | By June, 2023, to improve students' reading skills, P186X will implement programs related to phonemic awareness and strategies geared toward increasing students' reading levels, as evidenced by at least 90% of students increasing one or more reading levels from the Beginning of the Year to End of the Year Fountas and Pinnell Assessments. |

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 18, 2022 | | | |
| Fountas and Pinnell | Increase in one or more reading levels. | 83% of students demonstrated an increase in one or more reading levels from BOY to EOY Fountas and Pinnell Assessment reading levels | 83% of students remained on the same level or increased one or more reading levels from 2022 EOY Fountas and Pinnell Assessment reading levels to 2022 BOY Fountas and Pinnell Assessment reading levels | 85% of students demonstrate an increase of one or more reading levels from BOY Fountas and Pinnell Assessment reading levels to MOY Fountas and Pinnell Assessment reading levels | 90% of students demonstrate an increase of one of more reading levels from BOY Fountas and Pinnell Assessment reading levels to EOY Fountas and Pinnell Assessment reading levels. |

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?) |
|------------|------------|---|
| 08/02/2022 | 09/08/2022 | Class rosters are created based upon results of EOY Fountas and Pinnell Benchmark assessments to create more homogenous reading levels across classes |
| 09/08/2022 | 09/29/2022 | Fundations Kits and student materials distributed to all classes based upon student reading levels. |
| 09/08/2022 | 11/05/2022 | Teachers will administer Fountas and Pinnell BOY Benchmark Assessment |
| 09/08/2022 | 01/31/2023 | Additional ELA period embedded into daily schedule focused on differentiated and small group reading interventions. |
| 09/08/2022 | 01/31/2023 | Literacy/AIS Reading teacher will provide additional supports to students who remained on the same reading level. |
| 09/08/2022 | 01/31/2023 | Teachers will use instructional coordination common planning periods to analyze student data and collaborate on instructional plans using the Fundations curriculum. |
| 09/08/2022 | 01/31/2023 | Teachers will create quality IEP goals focusing on ELA skills by utilizing assessment data obtained from Fountas and Pinnell and Fundations assessments. |
| 09/08/2022 | 01/31/2023 | Teachers will administer unit tests and monthly assessments using Fundations to progress monitor ELA skills on a monthly basis. This data will be used when planning instruction. |

Action Planning - February to June

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

| Start Date | End Date | Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?) |
|------------|------------|--|
| 02/01/2023 | 03/03/2022 | Teachers will administer Fountas and Pinnell MOY Benchmark Assessment |
| 03/06/2023 | 03/17/2023 | MOY Fountas and Pinnell Benchmark Assessment data will be analyzed to determine next steps as needed. |
| 02/01/2023 | 06/27/2023 | Additional ELA period embedded into daily schedule focused on differentiated and small group reading interventions. |
| 02/01/2023 | 06/27/2023 | Literacy/AIS Reading teacher will provide additional supports to students who remained on the same reading level. |
| 02/01/2023 | 06/27/2023 | Teachers will use common planning and PLC periods to analyze student data and collaborate on instructional plans using the Foundations curriculum. |
| 02/01/2023 | 06/27/2023 | Teachers will create quality IEP goals focusing on ELA skills by utilizing assessment data obtained from Fountas and Pinnell and Foundations assessments. |
| 02/01/2023 | 06/27/2023 | Teachers will administer unit tests and monthly assessments using Foundations to progress monitor ELA skills on a monthly basis. This data will be used when planning instruction. |
| 05/01/2023 | 06/02/2023 | Teachers will administer EOY Fountas and Pinnell Benchmark Assessment |
| 06/05/2023 | 06/27/2023 | EOY Fountas and Pinnell Benchmark Assessment data will be analyzed to determine next steps as needed. |

Family and Community Engagement

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

| Start Date | End Date | Strategies/Activities | Partners/CBOs Leveraged (if applicable) |
|------------|------------|--|--|
| 09/08/2022 | 01/31/2023 | Town Hall, Parent Teacher Conference, IEP Meetings, Parent Association or Parent-Teacher Association, School Leadership Team, parent resource center, school website, School Messenger (Remind) for newsletters, flyers, activities, etc., school surveys and feedback forms, parent workshops | School-based Foundations team, district coaches (literacy, MSQI) |
| 02/01/2023 | 06/27/2023 | Town Hall, Parent Teacher Conference, IEP Meetings, Parent Association or Parent-Teacher Association, School Leadership Team, parent resource center, school website, School Messenger (Remind) for newsletters, flyers, activities, etc., school surveys and feedback forms, parent workshops | School-based Foundations team, district coaches (literacy, MSQI) |

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| Human Resources | Instructional Coaches for SA and AA, Academic Deans, Specialty teacher assignments for Literacy and AIS Reading Instruction |
| Instructional Resources | Foundations, Rewards, HMH Reading, Word Gen, MSQI |
| Schedule Adjustments | Addition of ELA period to provide more opportunities for targeted instruction |
| Other Resources Needed | Technology to access digital resources, collaboration with district coaches (MSQI, Literacy) |

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) |
|---|---|---|
| Increase student math skills across all content areas identified in the SANDI math subtest | Students scored an average of 130 (32%) on the SANDI math subtest administered in Spring 2021 | Instructional limitations based upon remote learning, inconsistency in attendance to repeated school closures |
| Improve fidelity during test administration | Students scored an average of 110 (28%) on the SANDI math subtest administered in Fall 2021 | Inconsistency in previous assessment scores (Spring 2021) due to testing being administered remotely |
| Continue to address loss of learning due to COVID-19 complications and increase math skills across all content areas identified in the SANDI math subtest | Students scored an average of 129 (33%) on the SANDI math subtest administered in Spring 2022 | Instructional priorities to address skill regression included re-teaching, more intensive supports, etc. |

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

| Target Population | Baseline Data (CSI/TSI use ELA Academic Achievement Index) | SMART Goal |
|-------------------|--|--|
| All Students | 129 (33%) | By June, 2023, to improve math and problem-solving skills across all mathematical domains, P186X will implement differentiated instruction and curriculum resources that increase exposure to new math concepts and problem solving strategies, as evidenced by a 5% increase in SANDI Math subtest averages scores from the Beginning of the Year assessment to the End of the Year assessment. |

Progress Measures and Targets

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

| Measurement Tool | Key Performance Indicator | Quarterly Progress Monitoring Targets | | | |
|-----------------------------------|----------------------------------|---|---|---|---|
| | | Baseline Data | P1 (10/1-11/30) | P2 -Midyear (11/16-3/4) | P3 (4/26-6/17) |
| | | June 14, 2022 | | | |
| SANDI Math Subtest average scores | SANDI Math Subtest average score | SANDI Math Subtest average score: 129 (33%) | SANDI Math Subtest average score: 129 (33%) | SANDI Math Subtest average score: 141 (35.5%) | SANDI Math Subtest average score: 150 (38%) |

Action Planning - August to January

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

| Start Date | End Date | Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?) |
|------------|------------|--|
| 09/08/2022 | 11/05/2022 | Teachers will administer SANDI BOY assessments to all students. |
| 09/08/2022 | 01/31/2023 | TeachTown Encore curriculum will be distributed to teachers and all teaching staff (teachers and paraprofessionals) will receive ongoing training in implementing the program through on-site training from TeachTown trainers, school-wide professional development, and support from school-based instructional coach. |
| 09/08/2022 | 01/31/2023 | Teachers will use the TeachTown IEP progress monitoring tools to assess student progress towards math goals and use this data to drive instruction. |
| 09/08/2022 | 01/31/2023 | Teachers will create quality IEP goals focusing on math skills by utilizing assessment data obtained from SANDI. |
| 09/08/2022 | 01/31/2023 | Math AIS Specialty teacher will work with classes to provide additional support and instruction in math concepts. |
| 09/08/2022 | 01/31/2023 | Teachers will utilize instructional coordination common planning periods to analyze student data and plan for instruction. |

Action Planning - February to June

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

| Start Date | End Date | Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?) |
|------------|------------|---|
| 02/01/2023 | 03/03/2023 | Teachers will administer SANDI MOY assessments to all students. |
| 03/06/2023 | 03/17/2023 | MOY SANDI data will be analyzed to determine student progress and plan for next steps as needed. |
| 02/01/2023 | 06/27/2023 | Teachers will use the TeachTown IEP progress monitoring tools to assess student progress towards math goals and use this data to drive instruction. |
| 02/01/2023 | 06/27/2023 | Teachers will create quality IEP goals focusing on math skills by utilizing assessment data obtained from SANDI. |
| 02/01/2023 | 06/27/2023 | Math AIS Specialty teacher will work with classes to provide additional support and instruction in math concepts. |
| 02/01/2023 | 06/27/2023 | Teachers will utilize instructional coordination common planning periods to analyze student data and plan for instruction. |
| 05/01/2023 | 06/02/2023 | Teachers will administer SANDI EOY assessments to all students. |
| 06/05/2023 | 06/27/2023 | EOY SANDI data will be analyzed to determine student progress and plan for next steps as needed. |

Family and Community Engagement

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

| Start Date | End Date | Strategies/Activities | Partners/CBOs Leveraged (if applicable) |
|------------|------------|---|---|
| 09/08/2022 | 01/31/2023 | Town Hall, Parent Teacher Conferences, IEP Meetings, Parent Association or Parent-Teacher Association, School Leadership Team, parent resource center, school website, School Messenger (Remind) for newsletters, flyers, activities, etc., school surveys and feedback forms, parent workshops | SANDI, TeachTown |
| 02/01/2023 | 06/27/2023 | Town Hall, Parent Teacher Conference, IEP Meetings, Parent Association or Parent-Teacher Association, School Leadership Team, parent resource center, school website, School Messenger (Remind) for newsletters, flyers, activities, etc., school surveys and feedback forms, parent workshops | SANDI, TeachTown |

| | |
|-------------------------|---|
| Human Resources | School-based instructional coaches for SA and AA, Data Specialist, specialty teacher positions for math instruction (AIS) |
| Instructional Resources | TeachTown Encore Curriculum |
| Schedule Adjustments | N/A |
| Other Resources Needed | TeachTown Encore Curriculum |

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

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

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

| 1. Priority Need | 2. Data Trend(s) (Cite Data Source & Year) | 3. Root Cause(s) |
|---|--|---|
| Students will have access to an SEL curriculum that focuses on increasing emotional intelligence, building self-management skills, and developing social skills both in the school environment and the community. | 2020 - 2021 NYC School Survey data reflected that 69% of teachers teach students the skills they need to fully engage academically. (i.e., focusing their attention, managing their thinking, behavior, feelings). The results of the 2021 - 2022 NYC School Survey data reflected that 75% of teachers agreed with the above statement. | Lack of consistent and comprehensive SEL curriculum for all students and populations. |
| Students will feel celebrated and have a sense of belonging in the school community to increase their overall learning experience. | 2021 - 2022 NYC School Survey data reflected that 89% of students and staff alike recognize, appreciate, and capitalize on diversity to enrich the overall learning experience. | |
| | 2021 - 2022 NYC School Survey data reflected that 85% of students feel teachers use examples of different cultures, backgrounds, and families in their lessons to make learning more meaningful. | |

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 | 75% of adults reflecting teachers teach students the skills they need to fully engage academically (i.e., by focusing their attention or managing their thinking, behavior, and feelings) | By June, 2023, to teach students skills needed to be fully engaged in their academics (i.e., focusing their attention and managing their thinking, behavior, and feelings), P186X will implement TeachTown Social Emotional Learning curricula, to improve collaborative and trusting relationships between teachers and students as evidenced by a 5% increase in positive NYC School Survey Responses. |
| Equity & Student Voice | 89% | By June, 2023, to improve equity and student voice, P186X will implement best practices related to personal attention and support for students, as evidenced by a 5% increase in positive NYC School Survey responses. |

Progress Measures and Targets

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

| Measurement Tool | Key Performance Indicator | Quarterly Progress Monitoring Targets | | | |
|---|--|---|--------------------|--------------------------------|-------------------|
| | | Baseline Data | P1 (10/1-11/30) | P2 - Midyear (11/16-3/4) | P3 (4/26-6/17) |
| | | June 2022 | | | |
| Social Emotional Section of the 2022 - 2023 NYC School Survey - Teacher | 5% increase in favorable responses related to questions reflecting that teachers teach students the skills they need to fully engage academically (i.e., focusing their attention or managing their thinking, behavior, or feelings) | 75% of adults reflected that teachers teach students the skills they need to fully engage academically (i.e., focusing their attention or managing their thinking, behavior, or feelings) | 76% | 78% | 80% |
| Cultural Awareness and Inclusive Classroom Instruction Section of the 2022 - 2023 NYC School Survey - Student | 5% increase in favorable responses to questions reflecting that students and staff alike recognize, appreciate, and capitalize on diversity to enrich the overall learning experience. | 89% of respondents reflected that students and staff alike recognize, appreciate, and capitalize on diversity to enrich the overall learning experience | 90% | 92% | 94% |

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?) |
|------------|------------|--|
| 06/01/2022 | 09/08/2022 | Goal 1: SEL Planning team consisting of school counselors, instructional coach, teachers, paraprofessionals, and administrators create a curriculum guide and resources in conjunction with the school's SEL curricula |
| 09/08/2022 | 11/04/2022 | Goal 1: All students are administered BOY SEL Screener (DESSA, SANDI SE subtest, WebABLLS sections A, K, L) |
| 09/08/2022 | 01/31/2023 | Goal 1: Teachers, counselors, and paraprofessionals receive ongoing training and professional development in the implementation of SEL curricula (Social Skills, Meta-Play, Transition) |
| 09/08/2022 | 01/31/2023 | Goal 1: Teachers develop quality IEP goals focused on results from SEL screener assessments to address students' social development needs in relation to their performance in the school and community. |
| 11/07/2022 | 12/02/2022 | Goal 1: SEL Screener data is analyzed to determine areas of need and targeted interventions for students based upon their individual needs. |
| 09/08/2022 | 06/27/2023 | Goal 2- Teachers, Counselors and Paraprofessionals will recognize, appreciate and capitalize diversity by participating in cultural monthly themed spirit weeks and/or libraries. |
| 09/08/2022 | 06/27/2023 | Goal 2- Utilizing District 75 Initiative teachers will utilize mosaic libraries to incorporate multicultural books within the classroom to make learning more meaningful to students. |

Action Planning - February to June

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

| Start Date | End Date | Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?) |
|------------|------------|---|
| 02/01/2023 | 06/27/2022 | Goal 1: Teachers develop quality IEP goals focused on results from SEL screener assessments to address students' social development needs in relation to their performance in the school and community. |
| 05/01/2023 | 06/09/2023 | Goal 1: All students are administered an EOY SEL screener (DESSA, SANDI SE subtest, WebABLLS sections A, K, L). |
| 06/09/2023 | 06/27/2023 | Goal 1: Screener data is analyzed and next steps planned accordingly |
| | | Goal 2- Utilizing District 75 Initiative teachers will utilize mosaic libraries to incorporate multicultural books within the classroom to make learning more meaningful to students. |

Family and Community Engagement

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

| Start Date | End Date | Strategies/Activities | Partners/CBOs Leveraged (if applicable) |
|------------|------------|--|---|
| 09/08/2022 | 01/31/2023 | Town Hall, Parent Teacher Conference, IEP Meetings, Parent Association or Parent-Teacher Association, School Leadership Team, parent resource center, school website, School Messenger (Remind) for newsletters, flyers, activities, etc., school surveys and feedback forms, parent workshops | school counselors, administrators, teachers, Bronx concept program office of district attorney, CBO's |
| 02/01/2023 | 06/27/2023 | Town Hall, Parent Teacher Conference, IEP Meetings, Parent Association or Parent-Teacher Association, School Leadership Team, parent resource center, school website, School Messenger (Remind) for newsletters, flyers, activities, etc., school surveys and feedback forms, parent workshops | school counselors, administrators, teachers, Bronx concept program office of district attorney, CBO's |

| | |
|-------------------------|---|
| Human Resources | Counselors, SEL Specialty teacher position |
| Instructional Resources | SEL curriculum (TeachTown Social Skills Elementary and Middle School, TeachTown Meta-Play, TeachTown Transition) |
| Schedule Adjustments | Counselors available for mandated services and additional support for all students during the school day, addition of SEL periods at least once a week to homeroom schedule |
| Other Resources Needed | Professional Development |

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) |
|---|--|--|
| P186X is District 75 school in which all students have IEPs. To improve IEP implementation, teachers need to write quality IEPs. | IEPs out of compliance (SEIS Report 2021-2022) | Increase in staffing of new teachers with no previous IEP writing experience. |
| IEP goals should be based upon hard assessment data reflective of the student's current skill level and written as SMART goals. | IEP measurable annual goals 2021-2022 | IEP goals created based upon teacher/class specific assessment data as opposed to hard assessment data (academic screeners, formal assessments, etc.). |
| Progress monitoring should be completed with fidelity and follow the criteria, method, and schedule indicated in the IEP. If progress monitoring data indicates that the student is not on track to meet the annual goal, the IEP team should analyze progress monitoring data to identify potential causes, collaborate with school staff on strategies to improve outcomes, and/or connect with the parent/guardian to discuss concerns and next steps. | Progress monitoring of measurable annual goals 2021-2022 | Inconsistencies in progress monitoring reports and progress monitoring data. Lack of communication amongst key stakeholders. |

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

| Target Population | Baseline Data (CSI/TSI use ELA Academic Achievement Index) | SMART Goal |
|--------------------------------------|--|--|
| All Students with Disabilities (SWD) | X | By June, 2023, to increase student progress towards their annual IEP goals for All Students with Disabilities (SWD), P186X will implement professional learning opportunities focusing on progress monitoring of student goals and utilize common planning time to analyze student data, as evidenced by a 5% increase in students demonstrating progress made; anticipate meeting goal, or goal met on the SEIS Progress of Measurable Annual Goal Report |

Progress Measures and Targets

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

| Measurement Tool | Key Performance Indicator | Quarterly Progress Monitoring Targets | | | |
|---|---|---|---|---|---|
| | | Baseline Data | P1 (10/1-11/30) | P2 -Midyear (11/16-3/4) | P3 (4/26-6/17) |
| | | September 30, 2022 | | | |
| Progress of Measurable Annual Goals SEIS Report | 5% increase of students having Progress Made, Anticipate Meeting Goal, or Goal Met on Student Measurable Annual Goals | 417 Measurable annual Goals meeting identified performance indicator. | 1% increase of students having Progress Made, Anticipate Meeting Goal, or Goal Met on Student Measurable Annual Goals | 3% increase of students having Progress Made, Anticipate Meeting Goal, or Goal Met on Student Measurable Annual Goals | 5% increase of students having Progress Made, Anticipate Meeting Goal, or Goal Met on Student Measurable Annual Goals |

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?) |
|------------|------------|---|---|
| 06/01/2022 | 09/08/2022 | Teachers require additional time to complete quality IEPs in a timely manner outside of just their daily preparation periods. | Teachers will be provided with the option to select IEP Planning for their professional period. |
| 08/01/2022 | 09/08/2022 | School-wide IEP policy to provide guidance on IEP annual review process and guidelines for timely completion within compliance | Creation of school-wide IEP policy indicating deadlines for Notice of IEP created, submission of necessary forms (e.g., continuation of health paraprofessional services, etc.), date which IEP must be held, completion of draft IEP for review by district representatives, etc. disseminated to all staff. |
| 09/08/2022 | 06/27/2023 | IEP process and IEP writing training for new teachers, or teachers identified as requiring additional support | Professional Development on IEP procedures and IEP writing for new teachers as well as all teaching staff involved in the IEP process. |
| 09/08/2022 | 06/27/2023 | Increased accountability for teachers to ensure they are following the school-wide IEP policy and completing IEPs in a timely manner and with fidelity. | Assistant Principals and Unit Coordinators will monitor IEP completion and associated deadlines outlined in the school-wide IEP policy and follow-up with teachers as needed. |
| | 06/27/2023 | | |
| 09/08/2022 | 06/27/2023 | | |
| | | | |

Family and Community Engagement

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

| Start Date | End Date | Strategies/Activities | Partners/CBOs Leveraged (if applicable) |
|------------|------------|--|---|
| 09/08/2022 | 06/27/2023 | Town Hall, Parent Teacher Conference, IEP Meetings, Parent Association or Parent-Teacher Association, School Leadership Team, parent resource center, school website, School Messenger (Remind) for newsletters, flyers, activities, etc., school surveys and feedback forms, parent workshops | N/A |
| | | Town Hall, Parent Teacher Conference, IEP Meetings, Parent Association or Parent-Teacher Association, School Leadership Team, parent resource center, school website, School Messenger (Remind) for newsletters, flyers, activities, etc., school surveys and feedback forms, parent workshops | N/A |

| | |
|-------------------------|---|
| Human Resources | Unit Coordinators, Parent Coordinator, Data Specialist |
| Instructional Resources | N/A |
| Schedule Adjustments | Professional Menu offering IEP planning positions |
| Other Resources Needed | Professional Development offerings from the district on IEP writing |

AREA OF CONCENTRATION HIGH SCHOOL GRADUATION/POST-SECONDARY PLANNING

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) |
|------------------------------------|--|---|
| Improve rate of students going LRE | During 2021-2022 school year 50% of 8th grade students transitioned to the Least Restrictive Environment | Students require additional support to meet updated LRE expectations. |
| | | |
| | | |

High School Graduation/Post-Secondary Planning 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 |
|----------------------------------|--|--|
| Students with Disabilities (SWD) | 50% | By June 2023, to move an increased number of Students with Disabilities to a Less Restrictive Environment, P186X will implement individualized academic and behavioral supports, along with data collection and a set criterion for moving students to a Less Restrictive Environment, as evidenced by a 5% increase in 8th grade students moving to a Less Restrictive Environment. |

Progress Measures and Targets

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

| Measurement Tool | Key Performance Indicator | Quarterly Progress Monitoring Targets | | | |
|-------------------------|--|--|-----------------|-------------------------|----------------|
| | | Baseline Data | P1 (10/1-11/30) | P2 -Midyear (11/16-3/4) | P3 (4/26-6/17) |
| | | June 2022 | | | |
| PBIS School-wide system | 8th grade students moving to a LRE setting | 50% of students moved to a Least Restrictive Environment for high school in the 2021 - 2022 SY | N/A | N/A | 55% |

Action Planning - August to January

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

| Start Date | End Date | Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?) |
|------------|------------|---|
| 09/08/2022 | 01/31/2023 | Implementation of updated school-wide PBIS system |
| 09/08/2022 | 01/31/2022 | Data specialist will provide monthly trends related to LRE criteria to teachers |
| 12/01/2022 | 01/31/2023 | Data specialist will review PBIS/LRE data with counselors and teachers to identify student growth toward LRE |
| 09/08/2022 | 01/31/2023 | Review of post-secondary options and progress towards LRE setting with parents/guardians and students during IEP meetings. |

Action Planning - February to June

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

| Start Date | End Date | Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?) |
|------------|------------|--|
| 02/01/2022 | 06/27/2023 | Implementation of updated school-wide PBIS system |
| 02/01/2022 | 06/27/2023 | Data specialist will provide monthly trends related to LRE criteria to teachers |
| 02/01/2022 | 06/27/2023 | Data specialist will review PBIS/LRE data with counselors and teachers to identify student growth toward LRE |
| 02/01/2022 | 06/24/2022 | Review of post-secondary options and progress towards LRE setting with parents/guardians and students during IEP meetings. |
| 02/01/2023 | 06/24/2022 | Creation of a list of students demonstrating LRE qualification based upon the PBIS data with counselor support. Begin the LRE process. |

Family and Community Engagement

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

| Start Date | End Date | Strategies/Activities | Partners/CBOs Leveraged (if applicable) |
|------------|------------|--|---|
| 09/08/2022 | 01/31/2023 | Town Hall, Parent Teacher Conference, IEP Meetings, Parent Association or Parent-Teacher Association, School Leadership Team, parent resource center, school website, School Messenger (Remind) for newsletters, flyers, activities, etc., school surveys and feedback forms, parent workshops | local high schools, vocational schools, specialized high schools, Include NYC |
| 02/01/2023 | 06/27/2023 | Town Hall, Parent Teacher Conference, IEP Meetings, Parent Association or Parent-Teacher Association, School Leadership Team, parent resource center, school website, School Messenger (Remind) for newsletters, flyers, activities, etc., school surveys and feedback forms, parent workshops | local high schools, vocational schools, specialized high schools, Include NYC |

| | |
|-------------------------|--|
| Human Resources | Academic deans, instructional coaches for AA and SA, IEP coordinator, parent coordinator, counselors, transitional coordinator and district transition coaches |
| Instructional Resources | College-U Middle School Curriculum |
| Schedule Adjustments | N/A |
| Other Resources Needed | Family-U Middle School Curriculum, Options Institute |

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 | Formal and informal assessments, IEP progress monitoring | Individualized supports depending upon the academic needs of the student | small-group instruction based upon student level | During the school day | Yes |
| Tier 3 | Formal and informal assessments, IEP progress monitoring | Individualized supports depending upon the academic needs of the student | one-to-one instruction | During the school day | Yes |
| | | | | | |

Student Social/Emotional Support

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

| Student Social/Emotional Support Indicate Tier 2 or 3 | Criteria for Determining Service | Program Type or Strategy | Service Delivery Model (Small group, one-to-one, tutoring, etc.) | When is Service Provided? (Before, during or after school) | Technology-Based Tool (Indicate Yes or No) |
|---|---|----------------------------------|--|--|--|
| Tier 2 | Students who are: ~Adult attention seeking ~Problem behavior throughout multiple settings ~Mild acting out | Check In Check (CICO) | One to One | Before and During School | No |
| Tier 2 | ~Due to lack of knowledge acquisition deficits the child does not know the skills or does not discriminate when a skill is appropriate. | Intervention Behavioral Contract | One to One | During School | No |
| Tier 2 | ~Consistently despite knowledge performance deficits the child knows how to perform the skills but fails to do so consistently or at an acceptable level of competence. | Teaching Social Skills | Small Group 3-5 Students | During School | Yes |
| Tier 3 | ~Families that are in need of additional supports for their children outside of school ~students with chronic and intensive emotional/behavior problems | Wrap Around Planning | One on One | During School | No |

Students in Temporary Housing (STH) Support

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

| | |
|--|--|
| <p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p> | <p>During the 2021 - 2022 school year, our school serviced 94 students in the STH Population. Current projections for our STH population for the 2022 - 2023 school year are 80 students. We are planning to use human and budgetary sources to support P186X STH.</p> |
|--|--|

Describe the services you are planning to provide to the STH population.

Our STH program seeks to identify students at risk or living with homelessness to coordinate tailored, data-driven, culturally relevant, trauma-informed strategies and supports. Students have access to a Bridging the Gap social worker on site offering students and families advocacy and counseling services related to homeless issues that are impeding learning as needed and if accepted. These Social Workers are school based and provide social emotional and trauma informed counseling and supports to students. Our teams works to resolve escalated student or family challenges, particularly regarding student transportation, school placement and registration, mid-year transfers, documentation of housing status, and other related issues and advocate on family's behalf as needed. Supports for our STH population include: - Remote learning devices such as laptop/tablet and replacements as needed - Set-up and activation of learning devices and program log-ins, etc. - Personal school supplies such as backpacks, notebooks - Items of clothing and shoes necessary for participation in classes - Hygiene packets - Blankets - Parental involvement/ metro cards and workshops - Referral to food pantry - Referral to medical services - Referral to community organizations for family services We have created partnerships and relationships to support the needs of STH families including partnerships with key shelter and DOE STH staff to: - Connect with the shelters' staff to best support our students living in shelters. - Explore options for our STH students whose families may be facing eviction or need other housing support. - Provide LimoSys service for our STH student whose don't have bus or bus para. - Provide the STH families with recourses such as food pantry, cloth pantry. - Referral the STH families with the Floating Hospital that provides free medical, dental, and mental health services. - Referral STH students to free eye examination and free glasses. - Weekly call the STH parents for wellness check. - Provide the STH families with unlimited 30 days metro card monthly. - Sent the STH families flyers on special occasions such as Thanksgiving, Christmas, etc. - Provide STH students with Items of clothing (sweatshirts, sweatpants, T-shirts, shorts, under wears, socks, Sweaters with zipper and other with hoodie, coats) , etc. - Provide STH students with shoes and sneakers. - Provide STH students with school supplies such as backpacks, Pens, Pencils, colored pencils, crayons, markers, rulers, erasers, notebooks, fiction, and nonfiction books etc. - Provide STH students with hygiene packets included shampoo, conditioner, deodorant, lotion, brush and comb, toothbrush and toothpaste, napkin, wipes, etc. - Provide the STH families with recourse for HRA, EBT-benefit, etc. - Contacting the OPT representative for our STH students that have bus issues. - Working on raise the STH student's attendance rate by calling weekly and find out the reason for the student's obstruction from attendance and work hardly to solve the obstacles. - Provide the STH student whose raised their attendance rate by Target's gift card provided by the STH regional manager. - Collect and synthesize information on assets and needs of the school and the STH Families. - Coordinate with shelter-based family assistants and conduct shelter, hotel or home site visits with families as needed to share information about important services and supports and ensure that basic necessities (e.g., school material, hygiene kits) - Work with Parent Coordinators to attend and facilitate presentations to families at PTA meetings, school forums, parent teacher nights and other events so families are aware of available STH resources. - Record and monitor information in relevant data systems to ensure accurate transmittal and to improve referral to tailored support. - Participate in school meetings as appropriate to inform staff of the Community Coordinator role and provide supports to STH students. - Prioritizes relationship building. - Provide attendance Support. Our STH team for school year 2022-2023 will continue to provide all services as stated above, in addition we are collaborating to provide: - Funding for all or part of the homeless liaison's salary even if that person has no Title I duties. - Food on site: Starting a pantry to include clothes as well - Immunizations, Medical and dental services : community partnership - Eyeglasses and hearing aids : community partnerships - The acquisition of birth certificates : if the family has lost these items in the loss of permanent housing ; part of parent survey - Outreach services : community partnerships with major stores like target or supermarkets for donations. - Extended learning time (before and after school, Saturday, summer) to link with liaison salary uses. - Extra-curricular activity fees - Tutoring services, especially in shelters or other locations where homeless students are residing. - Buy and install washer and dryer machine at P186x School to serv the STH students.

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. P186X, 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

P186X 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)

P186X, 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: | 75 |
| Borough: | Bronx, NY |
| School Number: | P186X Waltrer J. Damrosch Day Treatment School |

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 | Sarah Templeman |
| Assistant Principal | Yelena Vassilyeva |
| English as a New Language Teacher | Andrea Szecsenyi |
| English as a New Language Teacher | Beata Derkach |
| English as a New Language Teacher (ENL) | Collen Velez |
| English as a New Language Teacher (ENL) | Zulenny Vasquez |
| English as a New Language Teacher (ENL) | Sharafa Jimoh |
| English as a New Language Teacher (ENL) | Jorge Negron |
| Data Specialist | William McCrain |
| Bilingual Teacher | Aida Almonte |
| Bilingual Teacher | Ely Graciano |
| Bilingual Teacher | Jessica Sapkovsky |
| Bilingual Teacher | Paola Gomez |
| Bilingual Teacher | Pena Sandy |
| Parent Coordinator | Maria Arias |

C. Teacher Qualifications

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

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

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

2. Certified Teachers with a Bilingual Extension

| | |
|---|---|
| Number of certified teachers with a bilingual extension currently teaching in a bilingual program: | 5 |
| Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program: | 2 |
| Number of teachers certified to teach students with disabilities that also have a bilingual extension: | 3 |

3. Foreign Language/World Language Certified Teachers

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

D. Student Demographics

| | |
|--|-----|
| Total number of students at your school (excluding pre-K): | 674 |
| Total number of current ELLs at your school: | 219 |
| Total percentage (%) of current ELLs at your school: | 31% |
| Total number of former ELLs at your school: | 0% |
| Total percentage (%) of former ELLs at your school: | 0% |

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 | SC | Spanish | 2013-14 | | | | | | | 0.33 | 0.33 | 0.33 | | | | | 0.99 |
| TBE | MGC | Spanish | 2016-17 | 0.33 | 0.33 | 0.33 | | | | | | | | | | | 0.99 |
| TBE | MGC | Spanish | 2016-17 | | | 0.33 | 0.33 | 0.33 | | | | | | | | | 0.99 |
| DL | MGC | Spanish | 2022-23 | | | 0.33 | 0.33 | 0.33 | | | | | | | | | 0.99 |
| DL | MGC | Spanish | 2022-23 | | | 0.33 | 0.33 | 0.33 | | | | | | | | | 0.99 |
| DL | MGC | Spanish | 2022-23 | | | | 0.5 | 0.5 | | | | | | | | | 1.0 |
| | | | | total: 0.33 | total: 0.33 | total: 1.32 | total: 1.49 | total: 1.49 | total: 0 | total: 0.33 | total: 0.33 | total: 0.33 | total: 0 | total: 0 | total: 0 | total: 0 | |

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

PART III: ML/ELL PROGRAMMING

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

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

| | |
|---|---|
| <p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p> | <p>Six ENL teachers provide standalone ENL instruction in order to develop and build English language skills. Within the standalone ENL classes, the ENL teachers provide stand - alone services to ELLs in a separate location for ENL instruction. ELLs work intensively (individually or in small groups) on the targeted language and content goals with the use of Culturally Responsive-Sustaining Education (CR-SE). The ENL Instruction is provided in English language concentrating on social emotional and academic vocabulary development with the use of Culturally Responsive-Sustaining Education (CR-SE). Standalone groups are organized based on students' unique learning needs, learning styles, language backgrounds, behavioral needs, and IEP goals. Standalone groups are organized heterogeneously (mixed proficiency levels). When planning the ENL stand-alone schedule the ENL teachers consider the students' classification on the Individualized Educational Program (IEP) student-staffing ratio, students' age and the CR Part 154.2 mandate. The schedule is planned to provide the ELLs with the required number of ENL mandated units.</p> |
| <p>Integrated English as New Language (ENL)</p> | <p>Within the integrated ENL classes, the ENL teacher co-teaches with the classroom teacher in all content areas. The ENL Teachers provided professional development to P186X teaching and supporting staff on how to address Social Emotional Needs of ELLs, Test Taking Strategies for ELLs, Incorporating Technology in the Classroom to Support ELLs, and How To Use Informational texts and Building Background with English Learners as well as Implementing Co-Teaching Strategies with ENL Teachers. In collaboration with the content teacher, during the instructional coordination period, co-teachers co-plan lessons together for the weeks and implement co-teaching strategies. ENL Teachers provide small group instruction and parallel teaching in the integrated setting. Students have access to an array of specially designed instruction both printed and digital materials. To ensure that students meet the Next Generation Learning Standards, ENL instruction follows the New York State New Language Arts Progressions and incorporates ENL methodologies such as Cooperative Learning, and the Whole Language Approach. ENL methodologies (e.g. Total Physical Response, the Natural Approach, Language Experience Approach and Whole Language) are used with students with various and multiple disabilities. Bilingual students in monolingual classrooms receive language support from Alternate Placement Paraprofessionals who speak their native language, in order to facilitate full access to the content areas.</p> |
| <p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ■ Transitional Bilingual Education (TBE) program ■ Dual Language (DL) program | <p>P186X has one TBE 12:1:1 Middle School Alternate Assessment Spanish class, which is taught by certified Bilingual Special Education Teacher. The certified Bilingual Teacher provides 540 minutes of ENL instruction per week. The instruction is provided in Spanish on Mondays, Wednesdays, and alternate Fridays, and in English on Tuesdays, Thursdays, and alternate Fridays. All content areas are taught in both, English and Spanish. Art, Music, and Physical Education are taught in English (using ENL methodologies) for 45 minutes each per week. Differentiated instruction in English Language Arts (ELA) with the use of ENL methodologies, home Language Arts and content areas (Math, Social Studies, Science) are provided throughout the week for 180 minutes for each unit of study. Students are grouped by their language proficiency level, academic and functional level of instruction. Students have access to a leveled bilingual library which is aligned to the Common Core Learning Standards (CCLS) in all content areas through the Wonders, My Math, Estrellita, Palabras A su Paso and Maravillas curricula. Students have access to the digital components of the curricula via the Interactive Smart Board for whole class instruction, and iPads for individual or small-group activities. P186X has four 8:1:1 Elementary Alternate Assessment Spanish Mixed Group classes and one 12:1:1 Elementary Alternate Assessment Spanish Mixed Group class. Those four 8:1:1 Elementary Alternate Assessment Spanish Mix Group Classes co-taught by Certified Bilingual Special Education teacher and a Special Education Teacher. The one 12:1:1 Elementary Alternate Assessment Spanish Mixed Group class is taught by certified Bilingual Special Education Teacher. At least one student in each MGC classroom has bilingual mandates on his/her IEP. The instruction in MGC classes is provided in Spanish on Mondays, Wednesdays, and alternate Fridays, and in English on Tuesdays, Thursdays, and alternate Fridays. All content areas are taught in both, English and Spanish. Art, Music, and Physical Education are taught in English (using ENL methodologies) for 45 minutes each per week. Differentiated instruction in English Language Arts (ELA) with the use of ENL methodologies, Home Language Arts and content areas (Math, Social Studies, Science) are provided throughout the week for 180 minutes for each unit of study. For these students, a certified ENL teacher provides the ENL component of the required CR Part 154 Units of Study. School Leadership Team (SLT) is committed to maintaining the Mixed Group Class and Transitional Bilingual Education (MGC/TBE) programs through educating parents and school community on the benefits of Bilingual Education.</p> |

| | |
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| <p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p> | <p>The ENL/Bilingual Liaison (in collaboration with the assistant principals) creates schedules for TBE, Self-Contained ENL, and Freestanding ENL (integrated/standalone) based on language proficiency levels, IEP mandates, and the grade levels. The assistant principals and the ENL/Bilingual Liaison ensure that the mandated number of units are provided for the students (according to CR Part 154.2) during the school day. The Beginner/Entering students receive 360 instructional minutes per week (180 standalone ENL and 180 integrated ENL/ELA). The Low Intermediate/Emerging students receive two instructional units of study (360 minutes) per week [90 minutes of standalone ENL and 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL (with ELA or any other content area)]. Intermediate/Transitioning students receive 180 minutes of ENL [90 minutes integrated ENL/ELA and 90 minutes of standalone or integrated ENL (with ENL or any other content area)]. Advanced/Expanding students receive 180 total minutes of ENL, with a minimum of 180 minutes integrated ENL/ELA or other content areas. Proficient/Commanding students receive 90 minutes of ENL [minimum of 90 minutes of standalone or integrated ENL (with ELA or any other content area)]. Home Language Arts instruction is provided for TBE for 180 minutes per week. Students' mandated minutes of instruction are programmed in STARS and the teachers comply with these schedules, providing the necessary number of minutes. ENL Data Update Report, ENL Data Analysis Tool, STARS Programming for ELL are reviewed, updated and entered as needed in order to ensure that the mandated number of minutes are provided according to proficiency levels of each program model. This ENL Data Report is disseminated to all ENL/Bilingual Teachers and discussed in order to determine what supports are needed in order to help each student move to the next level of proficiency. Grouping and pacing are considered based on this data, as well as the types of instructional scaffolds which will meet the needs of the students. In order to maintain compliance with all mandates regarding ENL and Bilingual services, P186X holds regularly scheduled meetings each Monday during the school's dedicated professional learning time in order to address necessary scheduling adjustments and also to review the discharge and new admission reports from ATS. These reports are used to quickly identify students in need of testing and/or services and to alert ENL/Bilingual Teachers of students joining their classrooms/caseloads as well as those who have left to another educational setting.</p> |
|---|--|

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

| | |
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| <p>4. For schools with Transitional Bilingual Education programs:</p> <p>Which core content areas are taught bilingually?</p> | <p>P186X has one TBE 12:1:1 Middle School Alternate Assessment Spanish class taught by a certified Bilingual Education Teacher where all content areas are taught in both, English and Spanish. The following core content areas are taught bilingually: ELA, math, science, and social studies."</p> |
| <p>How is the students' home language integrated into instruction?</p> | <p>P186X has one TBE 12:1:1 Middle School Alternate Assessment Spanish classes taught by certified Bilingual Education Teachers. The certified Bilingual Teacher provides 540 minutes of ENL instruction per week. The instruction is provided in Spanish on Mondays, Wednesdays, and alternate Fridays, and in English on Tuesdays, Thursdays, and alternate Fridays. All content areas are taught in both, English and Spanish. Art, Music, and Physical Education are taught in English (using ENL methodologies) for 45 minutes each per week. Differentiated instruction in English Language Arts (ELA) with the use of ENL methodologies, home Language Arts and content areas (Math, Social Studies, Science) are provided throughout the week for 180 minutes for each unit of study. Students are grouped by their language proficiency level, academic and functional level of instruction. Students have access to a leveled bilingual library which is aligned to the Common Core Learning Standards (CCLS) in all content areas through the Wonders, My Math, Estrellita, Palabras A su Paso and Maravillas curricula. Students have access to the digital components of the curricula via the Interactive Smart Board for whole class instruction, and iPads for individual or small-group activities. Further home language support is available in the form of Bilingual glossaries, picture dictionaries, and Bilingual libraries. Bilingual Teachers and/or Bilingual paraprofessionals provide home language support. Assessment of the home language support is determined through feedback from the teaching staff, Bilingual Clinicians and (when appropriate) from the students and their families. Bilingual staff such as Alternate Placement bilingual paraprofessionals, Bilingual Counselors, Bilingual Speech Teachers are constantly communicating with ELLs and their families during the assigned morning parent outreach time, and teacher collaboration time. P186X administrative staff surveyed parents on their preferred spoken language at home to better assist the communication between the school community and the family. This ensures that parents are well informed of any academic development, current school engagement activities.</p> |

PART IV: ASSESSMENT ANALYSIS

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

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

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| <p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p> | <p>Newcomers make up 55.9% of our school's ELL population. In order to differentiate instruction for newcomer students, P186X educators start by identifying prior knowledge and educational experiences. First, the newcomer's grasp of the Roman alphabet is assessed, emergent literacy or pre-emergent literacy, as well as their numeracy and mathematical skills are assessed. Independent practice and one-to-one instruction is provided to newcomers. Students' prior knowledge is scaffolded, cultural linguistic, and educational background is taken into consideration when programming the students. Newcomer students are paired with peers who are more proficient in English to assist them in feeling comfortable and lowering the affective filter to allow for the newcomer to receive more comprehensible input. An important element to help improve literacy is reading to our newcomer students every day. ENL and Bilingual Teachers use Tier III RTI interventions with newcomer students. Currently, P186X has 0% SIFE students. When and if we have any SIFE students we differentiate instruction for SIFE students. P186X educators start by identifying prior knowledge and educational experiences. ENL Teachers adjust interventions to reflect changing needs at regular intervals and address academic social, emotional, and cultural needs of SIFE students. The focus is on literacy and numeracy, arithmetic, and operational skills. Teachers reinforce students' interests and strengths in order to increase motivation and activate prior knowledge. Intense scaffolding (modeling, contextualization, realia, visual support, etc.) is provided to help make content comprehensible to SIFE students and to assist them in acquiring academic and social vocabulary in an accelerated manner. An important element to help improve literacy is reading to our SIFE students every day. ENL teachers use Tier III RTI interventions with SIFE students.</p> |
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| <p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p> | <p>30 ELLs which is 13.5% are identified as Long-Term ELLs at P186X. In order to differentiate instruction for our Long-Term ELLs, P186X staff first identifies the student's level of knowledge in each of the subject areas. Standardized test scores, student work, and the student records are used to determine this information. Effective differentiation requires ongoing evaluation of students' needs and conscious attention to designing instructional activities and assessment to meet those needs. Content is differentiated for Long-Term ELLs. ENL/Bilingual Teachers facilitate in different ways to help students understand key material and provide evidence of understanding in multiple ways based on their language proficiency levels. P186X ENL/Bilingual Teachers use ongoing assessment to guide instructional decisions and track and analyze data. Small group instruction is a very effective way of making sure that all students can access important content while keeping groups flexible allows teachers to match students with different peers and activities. Providing ELLs with alternate ways of accessing key content (e.g., charts, books written in their home language, adapted texts written by the teacher, discussion, cultural text, Bilingual libraries, dictionaries, and access to digital components of digital curricula, etc.) allows them to learn the same material as other students to continue to develop their English language skills. The focus for Long Term ELLs is on re-contextualizing information previously presented but not effectively learned.</p> |
| <p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p> | <p>At this time P186X has 0 % of former ELLs. In the case this percentage changes P186x provides former ELLs with 90 minutes per week integrated ENL services for up to 2 years after they exit ELL status.</p> |
| <p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p> | <p>When analyzing our students' NYSESLAT scores, we see that our students need to improve in their listening, speaking, reading, and writing skills. The lack of an assessment designed for our ELL students with special needs is one area that limits the efficacy of the data to inform instruction. Generally, the data trend reflects that students tend to score higher in the listening modalities. According to the EDAT, our ELLs' strength in the 2022 NYSESLAT was listening. The Writing and Speaking were identified on the EDAT as the modalities in which our students were in need of improvement.</p> |
| <p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p> | <p>NYSAA students do not traditionally take state assessments, but the reading and writing scores from the NYSESLAT tend to correlate with NYSAA measured performance. The EDAT did not indicate any relationship between the 2021 NYSESLAT and the 2021 ELA and Math exams. The reason for this is that most of our ELLs participate in NYSAA, rather than the standardized ELA and Math exams.</p> |
| <p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p> | <p>P186X will uses the ELL Data Analysis Tool (EDAT) as a basis to design targeted support for specific subgroups of ELLs who were identified by their at-risk indicators. 69% of our ELLs have at least one or two early warning at-risk indicators. Almost 13.5% of our ELLs are Long-term ELLs or Potential Long-term ELLs receiving 5-6 years of services. 4.5% of our ELLs did not demonstrate any growth on the 2021 NYSESLAT in comparison to the Spring 2019 NYSESLAT. Most of these at-risk indicators can be at least partially explained by the fact that all of our ELLs have an IEP and majority of them are alternate assessment students. The subgroup of ELLs where our school can effectively intervene and reduce the number of ELLs at risk is the 4 students which is 1.8% who were identified by EDAT as not receiving mandated Students' attendance record is the biggest factor influencing academic success of each student. P186X has a dedicated attendance teacher who reaches out to improve student consistency in attending school. P186X also has several social workers, an active PTA and a family liaison who can communicate with parents and encourage attendance. The ENL department in particular does a great deal of parental involvement because it is the relationships that we build with families that really change things for students. We have a series of workshops to help empower the parents with English Language Skills, computer and other technology skills, and information about American Education in general and special education in particular. The bonds formed with these families are lasting and have proven to improve student engagement and attendance.</p> |
| <p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p> | <p>Spanish is the home language of ELLs with the largest representation at our school at 73.42%. The second largest group is ELLs whose home language is Bengali at 7.21%. We have Spanish and Bengali speaking staff members such as Teachers, Paraprofessionals, Psychologists, Social Workers, and family Liaisons. P186X supports communication and learning that values students' home languages in a variety of ways. ENL and Bilingual Teachers educate parents through a series of workshops. These workshops provide necessary information that empowers parents, to make them aware that academic language skills acquiring in the home language can facilitate the skills transfer of the target language. We provide home language resources for parents and make them aware of the multilingual lending library in the department. P186X utilizes the Remind: School Communication App, in order to enhance communication between the school and the home. Interpreters and translators are also used as needed.</p> |

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| <p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p> | <p>According to EDAT 70.72% of our ELLs identify as Hispanic, and 38.2% of Hispanic ELL families identify as Blacks and 47.8% as Whites. 67.7% of Non-Hispanic ELLs are Blacks, 21.5% of them are Asian and 7.7% are white. P186X celebrates the ethnic and racial diversity of ELLs. ELLs are included in planning and delivery of Culturally Responsive and Sustaining Education in that P186X takes prides to let all students and families know that the school recognizes them as experts in their own lived experiences, in their cultures, in their languages and dialects and of course in their communities. Surveys and open-ended requests for suggestions are a big part of parental involvement and our Principal operates with an "open door" policy, inviting parents to come in and share ideas. Our Parental Teacher Association (PTA) and parent coordinators work to deliver the message that they are in a unique and valuable position with regard to their child's success and that P186X wants to partner with them to impart their perspectives. We celebrate the diversity of our school through the books we read, the songs we sing, the creators we highlight, and the videos we watch.</p> |
| <p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p> | <p>All of the ELL students at P186X have Individualized Educational plan (IEPs). The fact that the NYSESLAT is designed for Standardized students, majority of our students are Alternate Assessment students with IEPs. It is not an accurate representation of their progress and thus we supplement it with in-house assessments, such as benchmark portfolios. Currently, P186X has 0 % SIFE students. If P186X receives any SIFE students, the NYSESLAT results would impact SIFE students because of the interrupted schooling they previously had.</p> |

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

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| <p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p> | <p>Instructional Leadership Team and the ENL Team have monthly meetings. During these meetings, we discuss curricular and instructional modifications and adaptations that are necessary to meet the needs of ML/ELL students. Based on the data and number of ELLs/MLs. Currently, P186X is looking at the possibility of opening more TBE, DL or MGC classes.</p> |
| <p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p> | <p>ENL and Bilingual teachers provide appropriate instructional support to make grade-level coursework comprehensible and accessible for ELLs participating in Self-Contained ENL, Freestanding Integrated/Stand Alone ENL, TBE, and Dual Language Programs. These teachers use modified and adapted assessments that allow ELLs to demonstrate their content knowledge. ELLs are provided with additional time to complete tasks and assessments. P186X ENL/Bilingual teachers are creating opportunities for ELLs to interact with proficient English speakers, and for ELLs to build on their strengths, prior experiences, and background knowledge. Academic language is a vital part of content-area instruction; the goal is to improve academic vocabulary use and comprehension across all four language modalities (listening, writing, reading and speaking). Instructional approaches and methods used to make content comprehensive to foster language development and meet the demands of the Next Generation Learning Standards and/or the Dynamic Learning Maps/DLP are as following: scaffolding, task-based language learning, immersion, and community language learning. All content areas are taught in both English and Spanish languages during the school day (50% English/50% Spanish). DLP uses the academically rigorous Estrellita (Spanish), Palabras a su Paso, Maravillas (Spanish)/Wonders (English), and Words Their Way (English) curricula which is aligned with Next Generation Learning Standards for ELA/HLA, Social Studies, and Science. DLP students have access to the curriculum aligned to Bilingual libraries to provide home language support. Teachers in our TBE programs use the following strategies: scaffolding, task-based language learning, immersion and community language learning. All content areas are taught in both English and Spanish languages during the school day. TBE uses the academically rigorous Estrellita (Spanish)/ Maravillas (Spanish)/ Palabras a Su Paso (Spanish), Wonders (English)/Words Their Way (English) curricula which is aligned Next Generation Learning Standards and New/home Language Arts Progressions for ELA/HLA, Social Studies and Science. TBE students have the use of curriculum aligned to Bilingual libraries to provide native language support. Freestanding Integrated/standalone ENL: scaffolding, the natural approach, task-based language learning, native language support and all instruction is provided in English with the support of Alternate Placement Paraprofessionals for Bilingual students. Home language support in the content areas is provided through collaboration with the content area teachers to teach academic and content vocabulary while simultaneously providing language acquisition support. ENL Teachers incorporate multilingual posters, labels, multimedia presentations and dictionaries (picture and word) to help make core content accessible and comprehensible. ENL Teachers support the Next Generation Learning Standards aligned curriculum utilized by the classroom Teachers. English is used as the instructional language.</p> |

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| <p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p> | <p>The instructional strategies and grade-level materials that the MLs/ELLs Teachers use are: technology; such as Smart Boards, iPads, interactive videos and digital learning resources. The MLs/ELLs Teachers access the school curriculum and modify it for their students needs, based on their IEPs using the following resources: Story World International, Brain Pop, Word Wall, Story Jumper, Star Fall, YouTube, Unite for Literacy, EdPuzzle, Twinkl, and Boom Learning. The curriculum is designed to meet the needs of ELLs with IEPs, as well as each ELL subgroup.</p> |
| <p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p> | <p>ENL/Bilingual Teachers, classroom Teachers, and content-area Teachers collaborate to identify and implement effective strategies for ELL-SWDs to improve their Math, Science, Social Studies and ELA skills in the least restrictive environment. Classroom Teachers and ENL/Bilingual Teachers plan lessons, create materials, assessment tools, and evaluate the effectiveness of lessons once a week during common preparation periods at the early childhood, elementary, and middle school levels. Lessons include Teacher/student emergent literacy/adapted books that utilize repetition and picture representation symbols. Through listening and sensory processing techniques, the ELL students learn sound/symbol relationships and improve their vocabulary and expressive and receptive skills. Using 90-minute blocks of instructional time helps to minimize transitional behavior problems to maximize instructional time. ENL/Bilingual certified Teachers use differentiation in order to help their students meet their IEP goals. Teachers utilize station learning in order to instruct students with a variety of learning styles and to provide them the necessary time to practice and master skills. Regarding curricular flexibility, ENL/Bilingual Teachers may modify the format of a given task or allow a student to present their work in an alternative manner. Scaffolds such as visual vocabulary cards, authentic multicultural literature are regularly employed, as if extended think/response time. Use of the home language during discussion, planning, researching, and other early phases of a project is allowed or encouraged for students determined to likely benefit from such practices. Thinking Maps system of visual representations of cognitive processes are employed throughout the organization (P186x) across all content areas in order to help students show what they know, generate new ideas or brainstorm, organize and categorize, and plan their work.</p> |

Know Every Student Well

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| <p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p> | <p>In P186X, classroom Teachers use the following assessments: for AA we use SANDI, WebABLLS and NYSAA. For Standard Assessment Elementary students, ELA we use the running Record Fountas and Pinnell, and the NYCPT for math. For Standardized Assessment Middle School students, for ELA we use the DRP screener, Running Record Fountas and Pinnell, and the WIST for entry level readers. For Standardized Assessment Middle School students Math, we also use the NYCPT. For Middle School, we use this data to create Strategic Reading Groups and design instructional intervention. We have currently been using the data to create class rosters for next year. This dynamic information is used to inform instruction towards the students' IEP goals and their language acquisition goals. The teachers can get a well rounded picture of the students' strengths and the areas in which they need more support. The teacher can see trends in the data that show a particular learning format that is or not beneficial for a student and adjust accordingly. ENL and Bilingual Teachers maintain portfolios of student's work to serve as Benchmark assessment to show student's progress throughout the year. These pieces are graded with substantial rubrics and feedback comprehensible to the learners and their families. These portfolios are able to help with articulation as students move to a different learning environment.</p> |
| <p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p> | <p>The targeted intervention programs for ELLs in ELA, Math, and other content areas, we use graphs or charts reflecting ELL Performance on the State Exams in ELA and Math. They are created in order to show trends and identify areas of need or success. These findings are distributed via email to ENL/Bilingual Teachers and Administrators. A hard copy is submitted to stakeholders through the intra-school mailbox system. Emails are also sent to inform the classroom and specialty teachers of each ELL/MLL in order to show their proficiency level according to their score on the NYSESLAT exam or, for new students, their scores on the NYSITELL and Spanish LAB-R. Classroom Teachers are provided with suggestions on how to provide best support to ELL/MLL students at each proficiency level in the Special Education classroom. The MLs/ELLs Teachers access the school curriculum and modify it for their students needs, based on their IEPs using the following resources: Story World International, Brain Pop, Word Wall, Story Jumper, Star Fall, YouTube, Unite for Literacy, EdPuzzle, Twinkl, and Boom Learning. The curriculum is designed to meet the needs of ELLs with IEPs, as well as each ELL subgroup. Teachers also have access to the Next Generation Learning Standards and/or the Dynamic Learning Maps curricula that is implemented in the school.</p> |
| <p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (Rti) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (Rti and AIS) section and Rti Guide for Teachers of ELLs.</p> | <p>Response to intervention is a multi-tiered approach to the early identification and support of students with learning and behavior needs. We analyze the data to provide students with interventions at increasing levels of intensity to accelerate their rate of learning. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. With ongoing student assessment that includes universal screening and progress monitoring we can identify which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. The decisions made regarding a students' instructional needs are based on multiple data points taken in context over time. All of our students receive Tier-1 intervention during academic intervention services during class period. With ongoing assessments during this time, we identify which students have made progress and no longer need RTI or refer students to the Tier-2 intervention. In our Second Tier we make sure we implement a more targeted intervention approach. Students are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. If our students continue to make little progress, we will then refer them to Tier-3, where students receive individualized and intensive interventions that target the students' skill deficits.</p> |

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| <p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p> | <p>The formative assessment is used at P186X such as Fountas and Pinnell assessment to determine the reading levels of standardized assessment students. The assessment is given two times a year (in the fall and spring). Alternate assessment students are assessed by the use of Student Annual Needs Determination Inventory (SANDI), Formative Assessment of Standard Tasks (FAST), and for grades 3-8 Dynamic Learning Maps (DLM). Bilingual and monolingual students in the Dual Language Program (DLP) and Bilingual students in the Transitional Bilingual Education (TBE) classes are formally assessed through the use of assessment tools from Estrellita, Marivellas, and Palabras a Su Paso Curricula to assess their early literacy skills in Spanish. This data influences the school's instructional plan by helping to determine the types of best practices, instructional methodologies, materials, equipment and communication devices that must be utilized in order to provide access and engage students, to address the individual students' language and literacy skills. By analyzing quantitative data from Estrellita, Marivellas, and Palabras a su Paso it was determined that twenty-four (24) English Language Learners (ELLs) need extra support in writing and building reading comprehension skills in both the English and Spanish languages. A Portfolio system is utilized by ENL/Bilingual Teachers school-wide to track student progress. Fountas and Pinnell has an online component to meet the diverse needs of our student population. Teachers can access the online Fountas and Pinnell classroom guided books to support the students' literacy learning. The Culturally Responsive texts will engage students in meaningful conversation to enhance the listening and speaking skills. Students will also engage in word work to aid in phonemic awareness and respond to text in writing. The program also has a leveled literacy intervention library with books that are color- code based on level of intervention. The target is to support the students' oral language. Teachers choose a book they have read to the students before, they reread the text, and facilitate a text where students are encouraged to summarize a text in their own words. Teachers can access their assessment system online to record the assessments and upload their data. For students who find reading and writing difficult, the program offers a leveled literacy intervention which provides effective small-group instruction for students. The program is designed to engage both Teacher and student to work together toward attaining reading and writing proficiency. Unique Learning System has an online component to meet the diverse needs of our student population. Teachers can access the Unique Learning Solutions online with a curriculum to learn literacy and math literacies. Unique Learning system has integrated solutions to meet the needs of the whole student, behavior and classroom management and symbolic-supported communication and learning tools. The symbolic support and squares allow students with hands-on learning, visual vocabulary, and a means to converse in a variety of ways to support their linguistic needs. Teachers can access their assessment system online to record the assessments and upload their data. The program is designed to support both the teacher and students' needs.</p> |
| <p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p> | <p>Students in the bilingual classes are formally, informally and summative assessed in Spanish proficiency throughout the year. Estrellita and Palabras a Su Paso curricula are used to build students Spanish language proficiency skills and the attendant assessments contained their in are regularly administered and reviewed through the benchmarks. Maravillas and Mis Matematicas curricula have ongoing regular formal and informal and summative assessments built-in. Students are grouped based on Diagnostic and Placement Tests in Spanish. Diagnostic placement tests are used to inform instruction and decisions regarding grouping, scaffolding, and staff focus. In the event of extended remote learning instruction, teachers can use digital resources such as Imagine Spanish, Epic Books, StoryWorld, BrainPop Espanol and Colorin Colorado to evaluate students in their home language. Alternative placement paras and bilingual related service providers offer support to MLLs by providing instructional materials and check-ins for understanding in the home language as needed.</p> |
| <p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p> | <p>After the summative data has been gathered, ELLs who are performing below grade level are invited to participate in the Title III Computer-Assisted Language Learning After-School Program. The programming of the students' services for the upcoming quarter is determined in part by the results of these summative assessments and in compliance with the Commissioner's Regulation 154.2. The MLL staff collaborate with the content area/classroom Teachers and related service providers to co-plan for the ENL/Bilingual students. During the planning process they will focus on analyzing student work and summative assessments to set achievable goals and next steps. The Related Service Providers will help differentiate and specially design instructional material so that students can access the adaptive lessons. The Co-planning will take place daily for 30 minutes during the planning and preparation period and during PLC meetings. ENL Teachers analyze the RLAT document to determine each students' individual growth based on their NYSESLAT performance score. The Fountas and Pinnell Assessment System is another way Teachers' identifies a student's reading level and monitors their growth. ENL Teachers gather this information to provide appropriate reading content. ENL Teachers also do progress monitoring guided by the students' IEP Goals. These goals are implemented in small group instruction, teachers ensure that the lesson goals meet each students needs/goals. Teachers use students IEPs goals in their progress monitoring charts to evaluate the effectiveness of the students learning and techniques used.</p> |

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| <p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p> | <p>The NYSESLAT is administered and scored by certified ENL and Bilingual Education Teachers. The administration plan evaluates testing needs across sites and the ENL/Bilingual assistant principal coordinates scheduling, spacing and scoring. The following Teachers will administer NYSESLAT: ENL Teachers, Bilingual Teachers, and Classroom Teachers who have received training in administering the NYSESLAT. Teachers who are involved in administering the NYSESLAT maximize their time in order to be able to return to their regular schedule and provide students with mandated services during test administration.</p> |
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Shared and Inclusive Curriculum

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| <p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p> | <p>All of our ELL students have IEPs. Teachers ensure that all lessons/activities include a component for activating prior knowledge and reviewing key concepts. Teachers implement differentiated instruction through lessons and differentiated activities by using the following strategies: chunking information, using visuals, concrete materials, realia, gestures, and repetition. All activities are modeled for the students and the students review main concepts and vocabulary with partners and in whole-group sessions at the end of each lesson or activity. Classroom instruction is delivered the following through curricula ELA: TeachTown, On Our Way to English, Wonders, Words Their Way, Palabras a Su Paso, Maravillas, Estrellita, and Zip Zoom English. Math: My Math, Equals, and Mis Matematicas. Social Studies and Science: Wonders and Maravillas which are aligned to the Common Core Learning Standards and TESOL and Bilingual Standards (which are differentiated by grade levels). ENL Teachers employ various approaches and methodologies such as Cooperative Learning, Whole Language Instruction, Community Language Learning, and the Natural Approach, as well as different types of scaffolding instructional strategies. Interactive White Boards and iPads are made available to ELLs in order to supplement and foster instruction. The use of technology in the classroom helps to accelerate English language development and provide ELL-SWD access to academic content areas. Adaptive communication devices are essential for working with students placed in classes with 12:1:4 staffing ratios. A variety of attractive and familiar communication devices are regularly employed when working with this population, in order to allow the students to show what they know and also to communicate important needs or desires. During remote teaching the use of technology in the classroom helps to accelerate English language development and provide ELL-SWD access to academic content areas.</p> |
| <p>b. SIFE</p> | <p>In order to differentiate instruction for SIFE students, P186X starts by identifying prior knowledge and educational experiences. ENL Teachers adjust interventions to reflect changing needs at regular intervals and address academic social, emotional and cultural needs of SIFE students. The focus is on literacy and numeracy, arithmetic, and operational skills. Teachers reinforce students' interests and strengths in order to increase motivation and activate prior knowledge. Intense scaffolding (modeling, contextualization, realia, visual support, etc.) is provided to help make content comprehensible to SIFE students and to assist them in acquiring academic and social vocabulary in an accelerated manner. An important element to help improve literacy is reading to our SIFE students every day. ENL teachers use Tier III RTI interventions with SIFE students.</p> |
| <p>c. Newcomer</p> | <p>In order to differentiate instruction for newcomer students, P186X again starts by identifying prior knowledge and educational experiences. First the newcomer's grasp of the Roman alphabet is assessed, emergent literacy or pre-emergent literacy is assessed, as well as their numeracy and mathematical skills. Independent practice and one-to-one instruction are provided, scaffolded on the students' prior knowledge, taking into consideration their cultural, linguistic and educational background. Newcomer students are paired with peers who are more proficient in English to assist them in feeling comfortable and lowering the affective filter to allow for the newcomer to receive more comprehensible input. An important element to help improve literacy is reading to our newcomer students every day. ENL and bilingual Teachers use Tier III RTI interventions with newcomer students.</p> |
| <p>d. Developing</p> | <p>In order to differentiate instruction for our developing ELLs, P186X utilizes homogeneous grouping, builds vocabulary for the content area, and applies Tier-II RTI. As time permits, ENL Teachers make an effort to provide additional Stand-Alone instructional minutes to this population in order to maintain and exceed their English language proficiency level.</p> |

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| e. Long Term | <p>In order to differentiate instruction for our Long-Term ELLs, P186X staff first identifies the student's level of knowledge in each of the subject areas. Standardized test scores, student work and the student record are used to determine this information. Effective differentiation requires ongoing evaluation of students' needs and conscious attention to designing instructional activities and assessment to meet those needs. Content is differentiated for students who are still developing English language skills.</p> <p>ENL/Bilingual Teachers facilitate in different ways to help students understand key material and provide evidence of understanding in multiple ways based on their language proficiency levels. P186X ENL/Bilingual Teachers use ongoing assessment to guide instructional decisions and track data. Small group instruction is a very effective way of making sure that all students can access important content, and keeping groups flexible allows Teachers to match students with different peers for different types of activities. Providing ELLs with alternate ways of accessing key content (e.g., charts, books written in their home language, adapted texts written by the Teacher, discussion, etc.) allows them to learn the same material as other students as they continue to develop their English language skills. The focus for Long Term ELLs is on re-contextualizing information previously presented but not effectively learned. In order to differentiate instruction for Former ELLs up to two years after they exit ELL status, P186X provides access to the Title III After School Program. ENL Teachers use ongoing assessment to guide instructional decisions and provide multiple types of assessment. Small group instruction is used to ensure that former ELLs can access important content. Flexible grouping allows teachers to match students with different peers for different types of activities. Providing ELLs with alternate ways of accessing key content (e.g., charts, books written in their first language, simplified texts written by the Teacher, discussion, etc.) allows them to learn the same material as other students as they continue to develop their English language skills.</p> |
| f. Former ELLs up to two years after exiting ELL status | We provide 90 weekly minutes of ENL services for up to two years after exiting ELL status throughout the year. |
| 2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)? | <p>P186X has a highly diverse staff, with a tremendous percentage of the staff being bi or multilingual. There are staff members who speak Bengali, Tagalog, Spanish, Vietnamese, Russian, Estonian, Albanian, Polish, Ukrainian, Belarussian, French, Congolese, Mandinka, Yoruba, and more and these persons can serve as touch points for students and parents who struggle to communicate in English. Classroom Teachers at P186X are providing grade level texts in English as well as in the students' home language as needed in order to help students access the material. P186X fosters a culture of multilingualism by promoting Bilingual programs. Home language support is assessed and delivered in all program models by providing both English and home language text communication. There are clear and prominent posters in the offices making it clear that interpretation and translation services are available.</p> |
| 3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy? | Language electives are not offered at our school. |

21st Century Adult Learning

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| <p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and - non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p> | <p>During the designated Monday professional development time, 80 minutes sessions are held to ensure that all teachers of ELLs are fully up-to-date on developments in the fields of teaching ELLs and Bilingual students. Certified ENL and Bilingual Teachers lead professional development sessions for grade level team Teachers, subject area Teachers, Paraprofessionals, Assistant Principals, Guidance Counselors, Psychologists, Occupational/Physical Therapists, Speech Therapist, Secretaries, and Parent Coordinators based on their needs and the needs of their students (topics include but are not limited to: [ELL RELATED:] Identifying ELLs, Setting Smart IEP Goals for ELLs, Strategies for Differentiating Instruction for ELLs, Test Taking Strategies for ELLs, and Incorporating Technology in the Classroom to Support ELLs, Informational Texts and Building Background with English Learners. Math with meaning for English Language Learners. [BILINGUAL RELATED:] Co-Teaching in the Free-Standing ENL Dual Language Program, Best Practices for Bilingual Education, Keys to Biliteracy, Bilingual Students in the Specialty Classroom. District 75 Office of ELLs and the Division of Multilingual Learners (DML) provide the ENL/Bilingual Teachers and ENL/Bilingual liaison with ongoing professional development throughout the year. The professional development focuses on research-based data and resources on ENL strategies for differentiated instruction for ELLs with disabilities. ENL and Bilingual teachers attend professional development workshops provided by the Division of Multilingual Learners, which focus on supporting ELLs through the content areas as they engage with Next Generation Learning Standards-aligned curricula. The District 75 Office of English Language Learners uses Microsoft Teams to offer professional development and provide support for teachers of MLLs at our school.</p> |
| <p>2. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p> | <p>In order to meet the professional development requirements as per CR Part 154.2 15% of total hours for all teachers are dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs, ENL and Bilingual teachers will provide on-going professional development twice a month for 80 minutes during designated professional learning time once a month on Mondays. ENL and bilingual teachers will receive a minimum of 50% of the required professional development through District 75 Office of MLs/ELLs and Department of English Language Learners and Student Support. ENL and Bilingual teachers will educate themselves on language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. ENL and Bilingual teachers will create turnkey presentations and provide ELL-specific professional development to classroom teachers during Monday's professional development sessions. In order to compile and maintain a record of agendas, attendance sheets, and copies of certificates of attendance are tracked and collected by the ENL/Bilingual Liaison. Teachers are encouraged to collect copies of agendas and certificates of attendance for their own record, in addition to submitting them to the ENL/Bilingual Liaison. The ENL/Bilingual Liaison collaborates with the ENL and Bilingual Department Teachers and District 75 ELL Department Coaches, created a five-year projected calendar to outline the various Professional Learning Opportunities that will be provided to the ELL personnel at the school on the following topics: [ELL RELATED:] Identifying ELLs, Setting Smart IEP Goals for ELLs, Strategies for Differentiating Instruction for ELLs, Co-teaching and Collaboration: ENL and Classroom/Content Teachers Session 1, Co-teaching and Collaboration: ENL and Classroom/Content Teachers Session 2, Test Taking Strategies for ELLs, Incorporating Technology in the Classroom to Support ELLs, and Addressing Social Emotional Needs of ELLs. [BILINGUAL RELATED:] Co-Teaching in the Free-Standing ENL Dual Language Program, Best Practices for Bilingual Education, Keys to Biliteracy, Bilingual Students in the Specialty Classroom: How can we best support students? ENL/Bilingual Certified teachers maintain an ongoing record of professional learnings attendance and annually reviews of record in order to ensure that the proper number of hours is dedicated to ELL or Bilingual Specific Professional Development, in accordance with CR 154.2. Agendas and Attendance lists for ELL/Bilingual related Professional Learning Sessions, along with copies of PowerPoint presentations and/or other print materials are maintained by ENL/Bilingual Liaison and stored on site. ENL teachers at P186X will provide support and professional development for all staff members working with ELLs. Professional Developments will take place during scheduled meetings in Microsoft Teams. ENL teachers at P186X will participate in Professional Development offered by the District 75 Office of ELLs and the Department of English Language Learners and Student Support using Microsoft Teams and other video conferencing technologies and in person when applicable.</p> |

Strong Family-Community Ties

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| <p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p> | <p>Interpretation and translation are made available through multilingual school staff and with the assistance of the Translation and Interpretation Unit. Every Tuesday during Family Outreach Day, classroom and specialty teachers, in collaboration with ENL and bilingual teachers, create parent informational letters, flyers, and monthly newsletters to inform parents of students' progress and language development needs in all content areas.</p> |
| <p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p> | <p>A parent orientation meeting is scheduled and held for each new student. P186X educates parents of English Language Learners about the ELL identification process, the variety of educational programs available (Dual Language Program, Transitional Bilingual Education, Self-Contained ENL and Freestanding Integrated/Stand-alone ENL), and their right to a re-identification process within 45 days of initial enrollment. P186X also takes this opportunity to share with parents, guardians, and family members the high expectations that have been established for the education of ELLs. All invitations, flyers, informational correspondence, newsletters, and so on are translated into the child's home language and written in language that parents can easily understand to ensure that parents and guardians have full access to all pertinent information. P186X encourages meaningful two-way communication between home and school. Adult Education classes are offered (including English for Speakers of Other Languages and Technology) during after school hours. In order to implement New CR Part 154, P186X provides parents annual and individual meetings to discuss their child's progress in addition to already existing meetings during Tuesday's Designated Parent Outreach Sessions. In previous school years P186X partnered with the Urban Arts Partnership, Morgan Project, and Marquis Studios (under the auspices of the ARTS for English Language Learners and Students with Disabilities Grant) to bring in a teaching artist to lead Professional Development for ENL teachers, direct instruction for students, and a series of workshops for parents of ELLs. P186X will continue to search for, apply, and implement programs that work with community-based organizations and outside vendors.</p> |

Additional Information

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| <p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p> | <p>As stated above ENL teachers at P186X will deliver Integrated and Stand-alone ENL instruction, P186X will strive to meet CR-154 mandates where possible by providing Integrated and Standalone Instruction by certified ENL teachers. IEP Progress Monitoring is provided weekly including IEP goals and progress in all language modalities (Reading, Writing, Speaking, Listening). Co-planning with content area teachers is arranged through team meetings, e-mails and over the phone communication. Various learning opportunities will have a scaffolded reading/writing component, however "reading"/"writing" is interpreted for that particular child. In some students' IEP their "reading" activities are encompassed by their learning to select and order symbols or pictures. In addressing the modality of writing they may retell a story by dragging images representing the action into the proper order. They may respond to an article with words/drawings/symbols. Some students work to identify/create letters, words, and phrases. One digital resource ENL teachers use that address all four modalities is StoryWorld. Students read/listen to the books in StoryWorld independently, complete writing, and speaking activities. Co-teaching with classroom teachers occurs on a daily basis. ENL strategies are used to scaffold instructions for MLLs: visual and multimedia support, preview the vocabulary before reading or writing. ENL teachers provide grade-level academic support by using the following digital resources: StoryWorld, StoryJumper, Boom Cards, IXL, Scholastic, Nearpod, Pear Deck, SeeSaw, BookWidgets, WordWall, Imagine Learning. StoryWorld is a fun supplemental literacy program with linguistic scaffolds for ELLs. StoryWorld uses stories and games to help ELLs build vocabulary and language skills by addressing ENL modalities (Reading, Writing, Speaking, Listening). In order to accommodate and engage students with disabilities, communication devices and I-pads are given to the parents with explanations on how to use them. ENL teachers provide differentiated instructions based on the language proficiency level of each student. Students demonstrate engagement and understanding by completing assignments, by attending ENL instruction daily and answering attendance questions. ENL teachers provide feedback to students daily during Integrated and Standalone sessions. ENL teachers communicate with parents and students during parent involvement sessions, Title III After School, over the phone and/or using video conferencing technologies and provide explanations of how to use such educational platforms as StoryWorld, and scaffolded materials and strategies parents are taught.</p> |
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PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

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| <p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p> | <p>For newly enrolled or current ELLs, P186X offers Tittle III After-school Program which allow students to create their own animated digital stories through the use of animated software. The software has three levels. They will tell a story using a simple set of tools to draw, trace and animate in just three frames. During the instructional program we will use an interactive whiteboard to introduce students to the world of animation, utilizing interactive web-based programs, E-books and videos. More advanced students will also be instructed in basic keyboarding skills. P186x also provides collaborates with EASE- an Arts and Urban Partnership which allow students and teachers to merge the curriculum with movement in the classroom. Our ENL Teachers, Classroom Teachers, Paraprofessionals, Unit coordinators and EASE coaches all collaborate to ensure all activities are successful for the students needs.</p> |
| <p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p> | <p>The members of our identification team are assistant principal, ENL teacher, CSE member, interpreter/translator if needed. Certified bilingual education or ENL teacher or a certified teacher trained in cultural competency, language development, and the needs of ELLs implements the ELL identification process. 1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs). 2. Enrollment status of each newly admitted student is determined a. If a student has been in NYS public schools within the past 2 years, our school contacts the previous school to obtain ELL status, relevant assessment scores, and proficiency level. b. If a student has been outside of NYS public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry. 3. The home language of the student is determined by a trained and licensed pedagogue. a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service. 4. An interview with parents and students in English and the home language is conducted. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student’s abilities and/or work samples determines the student’s literacy and math level in his/her home language. 5. Eligibility for the NYSITELL is determined. a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent. 6. Students are administered the NYSITELL, if eligible. 7. Parent notification letters are sent to the parent in the parent’s preferred language. a. Parents are notified of their child’s ELL status and results of the NYSITELL. 8. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB. 9. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife. 10. If a student is an ELL, the parent is invited to the parent orientation meeting. a. Parent orientation meeting provides parents with an explanation of each ELL program model offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting. 11. ELL is placed in the ELL program that the parent selected. a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies. b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice. 12. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Re-identification Process). 13. If the ELL Re-identification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Re-identification Process within 6 to 12 months. 14. Copies of letters and parent notifications regarding ELL identification are kept in the students’ cumulative files.</p> |

PART VII: LAP ASSURANCES

LAP Assurances Page

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

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APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

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

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

| First Name | Last Name | Title | What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator? | Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No | Primary LAC |
|------------|------------|---------------------|--|--|-------------------|
| Yelena | Vassilyeva | Assistant Principal | 2022-2023 | Yes | Yelena Vassilyeva |
| Yelena | Vassilyeva | Assistant Principal | 2022-2023 | Yes | Yelena Vassilyeva |
| Yelena | Vassilyeva | Assistant Principal | 2022-2023 | Yes | Yelena Vassilyeva |
| Yelena | Vassilyeva | Assistant Principal | 2022-2023 | Yes | Yelena Vassilyeva |

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 |

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

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

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

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

| Language | Written Preferred | Percent Written | Oral Preferred | Percent Oral |
|--------------------------|-------------------|-----------------|----------------|--------------|
| ARABIC | 7 | 0.87 | 7 | 0.87 |
| BENGALI | 9 | 1.12 | 9 | 1.12 |
| FRENCH | 6 | 0.75 | 6 | 0.75 |
| FULANI | 1 | 0.12 | 1 | 0.12 |
| MANDINKA(AKA MANDINGO) | 2 | 0.25 | 2 | 0.25 |
| ENGLISH | 556 | 69.07 | 554 | 68.91 |
| SPANISH | 219 | 27.2 | 221 | 27.49 |
| SONINKE | 2 | 0.25 | 2 | 0.25 |
| SETSWANA | 1 | 0.12 | 0 | 0 |
| (AMERICAN) SIGN LANGUAGE | 1 | 0.12 | 1 | 0.12 |
| WOLOF | 1 | 0.12 | 1 | 0.12 |

3. List languages spoken by school staff and the number of school staff that are comfortable using their language skills to communicate with parents.

| Language | # of Staff to Help with Written Translation | # of Staff to Help with Oral Interpretation |
|---------------------|---|---|
| Spanish | 12 | 12 |
| Albanian | 4 | 4 |
| Bengali | 1 | 1 |
| Malayalam and Hindi | 1 | 1 |
| Yoruba | 1 | 1 |
| Jamaican | 1 | 1 |
| Russian | 1 | 1 |
| | | |

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| <p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ■ Part III of the Home Language Identification Survey (HLIS) ■ Automate The System (ATS) reports ■ Student Emergency Contact cards ■ Surveys conducted by your school. | <p>Based on family input, data from Home Language Identification Survey (HLIS), Report of Preferred Languages (RAPL), and the school's intake process, the school is able to determine the parent/guardians' specific language needs in order to provide and include them in all facets of their child's academic/behavioral progress and school celebrations/workshops/trainings. When a parent/guardian and child arrive at P186X, Teaching English to Speakers of Other Languages (TESOL) certified pedagogues create a rapport with the family in order to establish a positive working relationship. During the intake process, individual interviews are conducted by the Language Proficiency Team (Principal, ENL/Bilingual Certified teachers, Director of CSE and Parent/Guardian of the student) to discuss language strengths and needs and to obtain information from the family by:</p> <ul style="list-style-type: none"> • Completing a Home Language Identification Survey • Reviewing IEP information and conducting interviews in order to assess the primary language needs of the family and child • Completing a Parent Need Assessment form • Where applicable, translators/interpreters assist monolingual clinicians and staff in the intake process • Where applicable, an Alternate Placement Paraprofessional is assigned to the student in order to translate instruction from English to the child's home language and is introduced to the parent/guardian in order to increase their comfort level and help them feel included in the school community • P186X' parent coordinator completed training and is a certified Spanish to English, English to Spanish interpreter/translator • Using over the phone interpretation services to support the needs of families • Using staff resources for translation via phone conferences, google classroom, google meet • Continuing to use school messenger, school website • All correspondence will go through the school's email |
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PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

1. List the documents your school typically disseminates every year that require translation, such as newsletter or flyers, roughly when they will be distributed to families, and plans to translate the documents.

| Document Name | Month/Frequency Distributed to Families | How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents. |
|---|--|--|
| School Schedule | September 2022 | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Welcome Letter | September 2022 | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| School Calendar | September 2022 | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Parent Meet & Greet Invitation Letter | September 2022 | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Parent Needs Assessment Survey | September 2022 | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Parent Handbook | September 2022 | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Parent Workshops and Activities Calendar | October 2022 | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| After-school Program Letter | November 2022 | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Parent Teacher Conference Letter | November 2022 | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Parent Letter for Emergency Response Protocol | December 2022 | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| ELL Questionnaire for Parents | December 2022 | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Learning Environment Parent Survey Letters | January 2023 | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Parent Letter School-Based Policy Use of Cell-Phones | January 2023 | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Spring Project Parent Letter | February 2023 | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Parent Teacher Conferences | March 2023 | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Parent Letter to Inform NYS ELL and Math Testing dates | March 2023 | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Parent Letter for Nomination and Election to the PTA of P186X | April 2023 | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| JA1 Form Letter for Summer Program | May 2023 | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Invitation and Flyers to District 75 Bronx PC Family Fun Day | June 2023 | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Parent Letter to Inform NYS Science Testing Dates | June 2023 | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Interim Reporting Form | Ongoing | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Parent-Teacher Association Meeting Notices | Monthly | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Parent Workshop Flyers | Every 6 weeks | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Parent Newsletter | Bi-monthly | Multilingual School Staff, NYC 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. |
|---|-----------------------------|---|
| IEP Meetings | Ongoing | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Parent-Teacher Conferences | November 2022 March 2023 | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Walk in or Phone Conferences with Parent Coordinator | Ongoing | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Walk in or Phone Conferences with Counselors/Clinicians | Ongoing | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Walk in or Phone Conferences with Related Service Providers | Ongoing | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Attendance Teacher Phone Conferences / In Home Visits | Ongoing | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| School-wide Workshops | Monthly | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| Borough-wide Workshops | Monthly | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |
| District Workshops | Every 2 months | Multilingual School Staff, NYC DOE Translation and Interpretation Unit |

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| <p>3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p> | <ul style="list-style-type: none"> • Use pre-existing translated materials including multilingual text blast through School Messenger system • In case of emergency, limited English proficient families are contacted through the School Messenger System, whereby a recording of any announcements can be sent in the preferred language of the parent, which is beneficial in reaching parents with limited literacy. • Bilingual secretaries assist Spanish speaking families (22% of all families) • Interpreters or interpretative services are used as needed through the Translation and Interpretation and Multilingual Staff • Parent Coordinator is available via cell phone, email, and in-person • Create or translate printed materials into commonly spoken foreign languages • In the case a parent could not be reach by telephone, text, or other means, the attendance teacher will bring a letter from the school in the preferred language to the student's home |
| <p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p> | <p>In case of a student-specific event such as student attendance, bilingual speaking staff members can assist with parent communication or Translation and Interpretation could be used as well.</p> |
| <p>(C) If a parent has an emergency and needs to contact the school.</p> | <p>If a parent has an emergency and needs to contact the school: - Bilingual secretaries assist Spanish speaking families - Interpreters or interpretative services are used as needed through the Translation and Interpretation and Multilingual Staff - Parent Coordinator is available via cell phone, email, and in-person - Create or translate printed materials into commonly spoken foreign languages - In the case a parent could not be reach by telephone, text, or other means, the attendance teacher will bring a letter from the school in the preferred language to the student's home</p> |

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

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

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

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| 1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook). | During 2022-2023 Staff Orientation Meeting and on Monday during extended day on Professional Developments for staff, the Principal will provide the Chancellor's Regulation A-663 in person or via email to all staff . To ensure that everyone is aware of the regulations, the contents of the email will be discussed via a Teams meeting for all sites. All staff will sign electronically to verify that they have received and reviewed Chancellor's Regulation A-663. |
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

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| <p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ▪ Messaging phone applications ▪ Parent's Guide to Language Access ▪ NYC Public School Guidebook | <p>Every September notices will be sent home via backpacks notifying parents/guardians of the translation and interpretation services available in school. We also provide this information at our annual meet and greet parent/guardian workshops in September. Multilingual signs and posters near the school's entrance way and main office also indicate the availability of language services. Notice for parents/guardians regarding language assistance services will be given to parents/guardians in English and in the parents'/guardian's primary language and is included in the intake packet of every new admittance. P186X posts a sign in the most prominent of the covered languages (Spanish), English and the other languages covered by the Translation and Interpretation Unit (Bengali and French) indicating the availability of translation and interpretation services on the bulletin board in front of the office. The School's safety plan procedures ensure that every parent/guardian who needs language access services understands their rights to translation and interpretation and how to access such services and will not prevent them from reaching the schools' administrative offices solely due to language barriers.</p> |
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

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| <p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p> | <p>During the Parent/Guardian-Teacher conference events at P186X, limited English proficient parents and guardians are asked to fill in a survey that addresses the quality of translated documentation, addresses quality of interpretation, addresses availability of these services, and inquires as to general satisfaction with language related services available at the school. The data from these surveys is aggregated and interpreted in order to ensure the language services available at P186X are meeting the needs of the parent/guardians. For parents/guardians who do not attend Parent/Guardian-Teacher conferences the surveys are sent home in the student's book bag, with a note in the parents preferred language offering multilingual telephone assistance in completing the survey.</p> |
| <p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p> | <p>P186X implemented the feedback to improve language services by: Collecting written and oral language preference data and enter it into Automate the Schools (ATS) Student Registration Form, Home Language Identification Survey (HLIS), Emergency Contact Card, and IEP Intake forms. P186X regularly generate and review up-to-date ATS reports(RCPL, RHBG, RECF, RCON, RAPT, and RADL) which indicate preferred languages for parents in your school community. P186X compare parent languages to list of bilingual staff who are willing to provide interpretation support. P186X distributes and analyze data from staff language survey. P186X use findings to plan your language access efforts for the school year or to identify the language needs of the parents of any newly admitted student. During the 2021-2022 school year we plan on using the NYCDOE translation and interpretation services to improve language services for all stakeholders. P186X is utilizing bilingual staff for translation and interpretation services as needed based on the 6 site needs.</p> |

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

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

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

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

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

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

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

PART A: SCHOOL INFORMATION

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|--|---|
| Name of school: | P186X Walter J. Damrosch School |
| DBN: | 75x186 |
| 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: | 40 |
| Total # of teachers in this program: | 3 |
| # of certified ESOL/Bilingual teachers: | 3 |
| # of content area teachers: | 0 |
| Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> ▪ Rationale ▪ Subgroups and grade levels of students to be served ▪ Schedule and duration ▪ Language of instruction ▪ Number and types of certified teachers ▪ Types of materials | <p>This school year Title III after school program will be offered to Alternate Assessment and Standardized Assessment ENL students. The major focus of the program for this year will be applying technology to improve students' writing abilities through using animation in digital storytelling. The use of multi-sensory educational animation tools helps increase the critical thinking ability of a student and is extremely effective with ELLs/MLs with special needs who benefit from multi-sensory approaches. Title III instruction provided for both alternate and standardized assessment students is aligned to New Language Arts Progressions and NGLS. The aim of the program is to enrich and to reinforce instruction provided during the school day by helping students improve their writing skills, literacy and comprehension skills, vocabulary, and overall language proficiency.</p> |

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| Rationale | 40 students have been identified as needing the additional support offered by the Title III after-school program. After analyzing the 2022 New York State English as a Second Language Achievement Test (NYSESLAT) scores and the results of ongoing formative and summative assessments of the students, it was determined that there was a particular need to improve the writing skills of the students selected for the ELL Title III after-school instructional program. |
| Subgroups and grade levels of students to be served | Alternate Assessment – Wednesday After-School Session Monolingual English instruction with home language support and the use of ENL methodologies will be provided in two separate groups. One TESOL certified teacher will provide instruction for 8:1:1 students in grades 1, 2, 3 in English. One Spanish-speaking bilingual paraprofessional will assist the work of the TESOL certified teacher in this group. Another TESOL certified teacher will provide instruction for a second group in English. This second group will consist of 12:1:1 students in grades 4, 5, and 6. Two Spanish speaking Bilingual paraprofessionals will assist the work of the certified ENL teacher in that group. One paraprofessional will be needed to provide academic and behavioral support as per requirement of student's IEP. Standardized Assessment – Thursday After School Session Monolingual English instruction with home language support and use of ENL methodologies will be provided to two separate groups. One group will have a TESOL certified teacher who will provide instruction for 12 12:1:1 students in grades 3, 4, and 5. There will be one paraprofessional. Another TESOL certified teacher will provide instruction for 8 8:1:1 students in grades 6, 7, and 8 in a separate group. Two Spanish speaking bilingual paraprofessionals will assist the work of the certified ENL teachers during instructions. One paraprofessional will be needed to provide academic and behavioral support as per requirement of student's IEP. |
| Schedule and duration | ELLs will be divided into two instructional cohorts: one standardized assessment and one alternate assessment. Standardized assessment ELL students will meet on Thursday, and Alternate Assessment ELL students will meet on Wednesday. Our Title III program will run from Jan. 2023-June 2023. 90-minute instructional sessions will be held on Wednesdays and Thursdays from 2:55-4:25 PM for a total of 34 sessions. Our administrator will be remunerated starting at 3:25 pm to avoid conflicting with their normal work hours. |
| Language of instruction | The language of instruction for our Title III program will be English with Spanish-language scaffolding. |
| Number and types of certified teachers | Two certified TESOL teachers (with the help of three bilingual paraprofessionals) will differentiate instruction according to grade level, IEP goals, and needs of the 40 ELLs/MLs. One certified TESOL teacher will lead workshops for parents. |
| Types of materials | The following types of materials will be used: -Technology, computers, I-pads, Stop motion applications. -Digital resources, Story World International, Story Jumper, Word Wall, Toontastic -Paper type materials, construction papers, stickers, dot paint, paint brushes, etc. Title III funds will be used to purchase three laptops, digital learning app subscriptions, stationery, and printer ink. All of these items will be used for all components of the program (Direct Instruction, Parental Involvement, and Professional Development). |
| 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. | ,K,1,2,3,4,5,6 |

PART C: PROFESSIONAL DEVELOPMENT

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|---|---|
| <p>Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider | <p>As a part of the Title III After School Program, seven Professional Development workshops will be scheduled. The protocol for this professional development workshops is to co-create actionable plans, set norms for language and behavior in this program and to a shared understanding of expectations and best practices.</p> |
| <p>Rationale</p> | <p>All three participating TESOL certified teachers will facilitate and co-present all on-going professional development sessions for all Title III staff of P186X on computer-assisted language learning. All Title III after-school program staff will receive training during the seven-session one-hour professional development workshops. Professional development will take place on alternate Tuesdays throughout the program from 2:55 p.m. to 3:55 p.m. The supervisor will be paid from 3:25 p.m. to 3:55 p.m.</p> |
| <p>Teachers to receive training</p> | <p>All Title III after-school program staff will receive training during the seven-session one-hour professional development workshops.</p> |
| <p>Schedule and duration</p> | <p>Professional development will take place on alternate Tuesdays throughout the program from 2:55 p.m. to 3:55 p.m. The supervisor will be paid from 3:25 p.m. to 3:55 p.m.</p> |
| <p>Topics to be covered</p> | <p>The following topics will be covered during the series of workshops: 1. how teachers can create exciting lessons using animation that represents content visually; 2 and 3. how to increase writing skills, reading comprehension and improve student’s performance using technology; 4. how paraprofessionals can assist students during computer-assisted language learning; 5 and 6. how to improve writing production and revision using Animation software; 7. how to use the iPad as an adaptive communication device.</p> |
| <p>Name of provider</p> | <p>PD sessions will be administered equally by all participating teachers.</p> |
| <p>Include any additional details here:</p> | <p>N/A</p> |

PART D: PARENT ENGAGEMENT ACTIVITIES

| | |
|---|---|
| <p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ schedule and duration ▪ topics to be covered ▪ name of provider ▪ how parents will be notified of these activities | <p>P186X will provide an orientation session for parents before commencement of the program to inform them about the structure and the goals of the program and the materials to be used. These workshops will allow parents to gain insight on a student's academic progress and language acquisition during the program. Workshops will include hands-on activities and digital use of the programs being used by their child in the program. Parents will receive a tutorial on how to use the free programs at home, such as Toontastic App, Story Jumper, Story World International. Principles of Universal Design for Learning such as visual, auditory and multimedia supports, clear and concise instruction, repetition of key points and chunking will be used to ensure this program is accessible to all, regardless of language or learning differences</p> |
| <p>Rationale</p> | <p>Navigating special education services is challenging for parents. Navigating English as a new language services are challenging as well. The parents and families involved in our title III program face both challenges at once. Language and cultural differences impede the ability of these families to effectively and efficiently communicate and understand the necessary information in a timely manner. They must be taught how the education system in the United States works, in general. They must be taught and allowed to explore the ways in which the special education system functions. Similarly, they need to know ways to mitigate difficulties encountered by families with language difference. This programming not only provides better and equal access to the educational and special educational system in the Bronx but also enhances the family's ability to participate in improving their children's educational outcomes. Many parents and guardians want to help improve their children's educational situation but they may lack knowledge resources or language/cultural access to fully participate. They want to help their children succeed but they need to understand their rights and the systems in which they are operating. This is the purpose of the parental engagement outreach workshops.</p> |
| <p>Schedule and duration</p> | <p>Sessions will be provided by the third ENL teacher from 2:55 p.m.- 4:25 p.m. (17 sessions). Seventeen sessions will be held on Wednesdays or Thursdays for the parents of the Standardized Assessment and Alternate Assessment ELL students. Sessions will be held throughout the length of the program, from early January 2023 through mid-June 2023. These workshops will be differentiated based on parents' needs.</p> |
| <p>Topics to be covered</p> | <p>"E-Learning ELL" computer-based program will be utilized in order to improve the level of proficiency for parents and help parents understand the curriculum. Parents will learn about some exciting educational websites that they can use at home with their children. The parent workshops are to run concurrently with the instructional program for the students but in a separate location in the same building. The following topics will be discussed: How can parents help our students progress toward mastery of the English language at home using technology? What is the focus of my child's school studies during after school? How can my culture and my native language help my child improve the development of the English language skills while creating a digital story? How can I access free online programs and resources to use at home with my child in order to improve academic vocabulary? What assessments are being used to monitor student's progress? How can parents support the students during the after-school program? How to support ENL and Bilingual Students in the classroom and at home?</p> |
| <p>Name of provider</p> | <p>ENL Teacher will provide workshops for parents and guardians.</p> |
| <p>How parents will be notified of these activities</p> | <p>Parents will be notified of these activities via sent letters to parents, app based texting, emails or phone calls. Parents will be invited, in English and their preferred language, via app, email, telephone call, notices sent home with students, and letters sent home in the mail. Metro Cards will be provided to six parents who expressed the need in the metro cards to get to and from the workshops.</p> |
| <p>Include any additional details here:</p> | <p>N/A</p> |

PART E: BUDGET

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

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits):- Per session -Per diem | \$19,130.19 | Direct Instruction Component: 1 supervisor x 2 hrs. a wk. @\$69.24 = \$138.48 per wk. x 17 weeks = \$2,354.16 2 teachers x 3 hr. a wk. @\$66.18=\$397.08 per wk. x 17 weeks = \$6,750.36 3 paraprofessionals x 3 hr. a wk. @\$38.54= \$346.86 per wk. x 17 weeks = \$5,896.62 Subtotal: \$15,001.14 Professional Development Component: 1 supervisor x 3.5 hr. x 69.24 = \$242.34 (3) teachers x 7 hr. x 66.18 = \$1,389.78 (3) paraprofessionals x 7 hr. x \$38.54 = \$809.34 Total: \$242.34+\$1,389.78+\$809.34=\$2,441.46 Parental Involvement Component - Workshop for Parents: 1 teacher x 1.5 hr x 17 weeks x \$66.18 = \$1,687.59 Subtotal: \$1,687.59 Total: \$15,001.14 + \$2,441.46 + \$1,687.59 = \$19,130.19 |
| Purchased services -High quality staff and curriculum development contracts. | \$0.00 | |
| Supplies and materials -Must be supplemental. - Additional curricula, instructional materials. -Must be clearly listed. | \$ 4,596.21 | MacBook Pro: \$1,300x 3= \$3,900.00 HP and Brother Toner Cartridge \$446.22 Consumable stationery = \$91.57 Digital story apps: \$158.42 Total: \$ 4,596.21 |
| Educational Software (Object Code 199) | \$0.00 | |
| Travel (Parent Engagement) | \$561.00 | Parents' transportation to weekly parent workshops: \$5.50 x 17wks.= \$93.5 per parent x 6 parents=\$561.00 Total: \$561.00 |
| Refreshments (Parent Engagement) | \$194.6 | Refreshment for parents \$194.6 |
| TOTAL | \$24,482 | |

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|--------------------------------|--|
| Allocation Amount (\$): | \$24,482 |
| This school is (select one): | Conceptually consolidated (skip Part E of this document) |

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

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

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

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