

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	09X219
School Name	I.S. 219 New Venture School
Principal	Sabrina Cruz

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

areas may need to be strengthened?

- Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)
- How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	I.S. 219 New Venture School
District Borough Number (DBN):	09X219
Grades Served:	6-8
School Address:	3630 Third Avenue, Bronx, NY 10456
Phone Number:	718-681-7093
Fax:	718-681-7234
School Contact Person:	Sabrina Cruz
School Contact Person Email Address:	scruz2@schools.nyc.gov
Principal:	Sabrina Cruz

United Federation of Teachers (UFT) Chapter Leader:	Zanette Joseph
Parents' Association President:	Ana Alacron
SLT Chairperson:	Zanette Joseph
Title I Parent Advisory Council Chairperson (PAC):	Shameka Townsend
Student Representative(s) Middle /High School:	Geniyah Ross
Student Representative(s) Middle /High School:	Adara Perez
Community Based Organization (CBO) Representative:	Jose Hernandez
School-Based Students in Temporary Housing (STH) Liaison:	Madeline Aponte

District Information

Geographic District:	District 9
Superintendent:	Harry Sherman
Superintendent's Office Address:	1230 Zerega Avenue Bronx NY
Superintendent's Email Address:	HSherma@schools.nyc.gov
Phone Number:	718-579-7143
Fax:	TBD

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	
Sabrina Cruz	Principal or Designee*		
Zanette Joeseeph	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Ann Alarcon	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Madeline Aponte	District Council 37 (DC 37) Representative (staff), if applicable		
Shameka Townsend	Title I Parent Advisory Council Chairperson (or alternate)		
Adara Perez	Student Representative (Required for middle and high schools)		
Geniyah Ross	Student Representative (Required for middle and high schools)		
Jose Hernandez	CBO Representative, if applicable		
Katuska Daniel	Teacher-Chairperson		
Yocasty Diaz	Teacher		
Karen Arroyo	Parent		
Alicia Turner	Parent		
Keasha Thomas-Walker	Teacher		
Jessica Sealy	Parent		
Eva Pointer	Parent		
	Member/		
	Member/		

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing
Provide your school’s mission statement:	I.S. 219 New Venture School provides our scholars a personalized, collaborative, rigorous and culturally responsive education that engages students at high levels, both within and beyond the classroom. Our community fosters critical thinking, problem solving, and a love for learning as we celebrate the unique strengths of every child.

<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>At I.S. 219 New Venture School, we believe that all students can learn and achieve at high levels. We believe that the processes of inquiry and cognitive engagement helps scholars to participate in transformative learning experiences that are memorable long after the experience has occurred. We measure student progress and teacher effectiveness by unpacking standards, studying student performance on essential skills and habits, and building a feedback loop that informs instruction. Our courses are rigorous, engaging and provide fieldwork experiences so that students can learn by doing. Each course includes a syllabus that is shared with scholars and families at the beginning of each year. The syllabus includes an outline of the course, key assessment and project due dates, the grading policy, and the best method of contact for the course instructor(s). The course syllabus is a public document that is posted on the school's website. As of June 2022, our student demographics are as follows: 56% Hispanic 40% Black 2% White or other 52% Male 48% Female 39.6% of our students have Special Needs 18.6% of our students are English Language Learners 19% of students reside in temporary housing 98% of students receive free or reduced price lunch We are a Community School and we have partnered with Children's Aid Society since 2016. Like us, Children's Aid believes that all children have limitless potential. They provide Teachers, social workers, coaches and health care providers to ensure that our scholars grow up strong, healthy, and ready to thrive in school and life: Children's Aid offers the following: • After-school programs • Behavioral health services and counseling • Community School model • Medical services • Parent and caregiver engagement • School-based health center</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
Math	6-8	Illustrative Mathematics	LearnZillion
ELA	6-8	EL Education	LearnZillion

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)
Provide high quality instruction for all students as evidenced by student outcomes.	2022 NY State ELA Exam Results (June Instructional Report)	Instruction has not been consistently aligned to curriculum and effective instructional practice.

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	51% - 59% (School Avg % of Total Possible Points)	By June, 2023, Elementary/Middle School ELA for All Students will Increase 5%, from 51% - 59% (School Avg % of Total Possible Points) to 56% - 64% (School Avg % of Total Possible Points), as measured by NYS ELA Exam Results (June Instructional Report) .
English Language Learners (ELL)	53% - 55% (School Avg % of Total Possible Points)	By June, 2023, Elementary/Middle School ELA for English Language Learners (ELL) will Increase 5%, from 53% - 55% (School Avg % of Total Possible Points) to 58% - 60% (School Avg % of Total Possible Points) , as measured by NYS ELA Exam Results (June Instructional Report) .
Students with Disabilities	30% - 49% (School Avg % of Total Possible Points)	By June, 2023, Elementary/Middle School ELA for Students with Disabilities will Increase 10%, from 30% - 49% (School Avg % of Total Possible Points) to 40% - 59% (School Avg % of Total Possible Points), as measured by NYS ELA Exam Results (June Instructional 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)
		9/30/22			
Teacher created interim/benchmark assessments	Students receiving High Risk % (Level 1); Some Risk % (Level 2); Low Risk % (Level 3); College Pathway % (Level 4)	(As aligned with NYS ELA Exam Results) 49% of students are achieving at levels 2-4.	By December 23, 2022 students who are achieving levels 2-4 will increase by 2%.	By March 31, 2023, students who are achieving levels 2-4 will increase by 2%.	By June 27, 2023, students who are achieving levels 2-4 will increase by 1%.
Teacher created interim/benchmark assessments	Students receiving High Risk % (Level 1); Some Risk % (Level 2); Low Risk % (Level 3); College Pathway % (Level 4)	(As aligned with NYS ELA Exam Results) 49% of students are achieving at levels 2-4.	By December 23, 2022 students who are achieving levels 2-4 will increase by 2%.	By March 31, 2023, students who are achieving levels 2-4 will increase by 2%.	By June 27, 2023, students who are achieving levels 2-4 will increase by 1%.
Teacher created interim/benchmark assessments	Students receiving High Risk % (Level 1); Some Risk % (Level 2); Low Risk % (Level 3); College Pathway % (Level 4)	(As aligned with NYS ELA Exam Results) 49% of students are achieving at levels 2-4.	By December 23, 2022 students who are achieving levels 2-4 will increase by 2%.	By March 31, 2023, students who are achieving levels 2-4 will increase by 4%.	By June 27, 2023, students who are achieving levels 2-4 will increase by 4%.

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
07/05/2022	06/23/2023	Administrators, school coaches, and teacher teams collaborate to modify curriculum so that it is culturally responsive, socially relevant, and academically rigorous.
09/12/2022	06/07/2023	Teachers are provided with professional development on Mastery Based Teaching, Learning, and Instruction and ENL Strategies to support Trauma Informed Teaching and Learning.
10/04/2022	06/24/2023	School administrators frequently (2X per month or more) observe and provide feedback and supports to Humanities teachers on how to improve instructional practices.
11/04/2022	06/24/2023	Academic Intervention Teachers support students by providing supplemental supports via EL Education.
12/12/2022	12/19/2022	Common, grade level, interim assessments are administered to determine student proficiency across the grades and identify needed areas of support.
12/19/2022	06/24/2023	Teachers that work with students who demonstrate a higher need for support are supported by the IEP Teacher and Specialized Instruction Coordinator on Tier II interventions that align with Specially Designed 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?)
02/06/2023	06/23/2023	School administrators frequently (2X per month or more) observe and provide feedback and supports to Humanities teachers on how to improve instructional practices.
02/06/2023	06/23/2023	All students are assessed each trimester via interim assessments to determine grade level proficiency.
02/06/2023	06/23/2023	Teachers that work with students who demonstrate a higher need for support are supported by the IEP Teacher and Specialized Instruction Coordinator on Tier II interventions that align with Specially Designed Instruction.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/30/2022	06/16/2023	After-School Program	Children's Aid Society

Human Resources	Grade team leaders
Instructional Resources	EL Education
Schedule Adjustments	Common planning time for teachers across grades and departments
Other Resources Needed	Per session for planning

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)
Provide high quality Math instruction for all students as evidenced by student outcomes.	2022 NY State Math Exam (June Instructional Report)	Instruction has not been consistently aligned to curriculum and effective instructional practice.

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	31% - 35% (School Avg % of Total Possible Points)	By June, 2023, Elementary/Middle School Math for All Students will Increase 5%, from 31% - 35% (School Avg % of Total Possible Points) to 36% -40% (School Avg % of Total Possible Points), as measured by NYS Math Exam results (June Instructional Report) .
English Language Learners (ELL)	34% - 38% (School Avg % of Total Possible Points)	By June, 2023, Elementary/Middle School Math for English Language Learners (ELL) will Increase 5%, from 34% - 38% (School Avg % of Total Possible Points) to 39% - 43% (School Avg % of Total Possible Points) , as measured by NYS Math Exam results (June Instructional Report) .
Students with Disabilities (SWD)	18% - 29% (School Avg % of Total Possible Points)	By June, 2023, Elementary/Middle School Math for Students with Disabilities (SWD) will Increase 5%, from 18% - 29% (School Avg % of Total Possible Points) to 23% - 34% (School Avg % of Total Possible Points) , as measured by NYS Math Exam results (June Instructional 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)
		9/30/2022			
Teacher created interim/benchmark assessments	Students receiving High Risk % (Level 1); Some Risk % (Level 2); Low Risk % (Level 3); College Pathway % (Level 4)	(As aligned with NYS Math Exam Results) 35% of students are achieving at levels 2-4.	By December 23, 2022 students who are achieving levels 2-4 will increase by 2%.	By March 31, 2023, students who are achieving levels 2-4 will increase by 2%.	By June 27, 2023, students who are achieving levels 2-4 will increase by 1%.
Teacher created interim/benchmark assessments.	Students receiving High Risk % (Level 1); Some Risk % (Level 2); Low Risk % (Level 3); College Pathway % (Level 4)	(As aligned with NYS Math Exam Results) 35% of students are achieving at levels 2-4.	By December 23, 2022 students who are achieving levels 2-4 will increase by 2%.	By March 31, 2023, students who are achieving levels 2-4 will increase by 2%.	By June 27, 2023, students who are achieving levels 2-4 will increase by 1%.
Teacher created interim assessments	Students receiving High Risk % (Level 1); Some Risk % (Level 2); Low Risk % (Level 3); College Pathway % (Level 4)	(As aligned with NYS Math Exam Results) 35% of students are achieving at levels 2-4.	By December 23, 2022 students who are achieving levels 2-4 will increase by 2%.	By March 31, 2023, students who are achieving levels 2-4 will increase by 2%.	By June 27, 2023, students who are achieving levels 2-4 will increase by 1%.

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	06/27/2023	Administrators, and teacher teams collaborate to use curriculum that would support students to have multiple points of entry regarding mathematical content.
09/08/2022	06/23/2023	Teachers are provided with ongoing professional development on the 5 Mathematical practices and additional strategies that take students from concrete, to pictorial (representational), to abstract when applying mathematical concepts.
09/08/2022	06/23/2023	Teachers are provided with ongoing professional development on Mastery Based Teaching, Learning, and Instruction and ENL Strategies to support Trauma Informed Teaching and Learning.
10/04/2022	06/12/2023	School administrators frequently (2X per month or more) observe and provide feedback and supports to Math Teachers on how to improve instructional practice.
09/12/2022	06/23/2023	Academic Intervention will be embedded into teachers programs to support students needs via Khan Academy, EngageNY and Illustrative Mathematics.
09/01/2022	06/23/2023	Common, grade level, interim assessments are administered and graded to determine student proficiency across the grades and identify needed areas of support.
12/14/2022	06/27/2023	Teachers that work with students who demonstrate a higher need for support are supported by the IEP Teacher and Specialized Instruction Coordinator on Tier II interventions that align with Specially Designed 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	06/27/2023	School administrators frequently (2X per month or more) observe and provide feedback and supports to Math Teachers on how to improve instructional practice.
02/01/2023	06/27/2023	All students are assessed each trimester via interim assessments determine academic proficiency
02/01/2023	06/27/2023	Academic Intervention Teachers support students by providing supplemental supports via Khan Academy and Illustrative Mathematics.

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)
09/30/2022	06/27/2023	After-School Program	Children's Aid Society

Human Resources	Grade team leader
Instructional Resources	Illustrative Mathematics Curriculum and LearnZillion
Schedule Adjustments	Teachers will have common planning time across grades and content areas.
Other Resources Needed	Per session for planning

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 must live the D.R.E.A.M while showing respect in order to ensure a positive and productive classroom environment.	2022 School Survey Results - student responses	There was not a clear understanding of the function and scope of PBIS. Tier I interventions were not implemented effectively by all stakeholders.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Safety & Restorative Approaches to Behavior	53	By June, 2023, practices related to Preventing Bullying will improve 15%, from 53 to 68, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
In house student surveys and focus groups	Student surveys	53% of students responded favorably in the area of Preventing Bullying	By December 2022 60% of students internally surveyed will respond favorably in the area of Preventing Bullying	By March 2023 65% of students internally surveyed will respond favorably in the area of Preventing Bullying	By June 2023 68% of students internally surveyed will respond favorably in the area of Preventing Bullying

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	01/23/2023	School Counselors will support teachers in rolling our tier-one interventions D.R.E.A.M.
09/08/2022	01/23/2023	School provide lessons on the D.R.E.A.M framework to all grades with the support of classroom teachers.
09/08/2022	01/23/2023	Students will attend assemblies to reinforce D.R.E.A.M and highlight scholars who exemplify the goals.
09/08/2022	01/23/2023	Through the respect for all NYC DOE Framework school stakeholders will host monthly "Bully Prevention" assemblies.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/27/2023	School Counselors will support the teachers in weekly meetings in rolling out our Tier 1 interventions.
02/01/2023	06/27/2023	School Counselors and teachers will work collaboratively in identifying students would benefit from Tier 2 interventions.
02/01/2023	06/27/2023	Interventions will be created to help students in Tier 2 receive the appropriate supports to return to Tier 1.
02/01/2023	06/27/2023	Through the respect for all NYC DOE Framework school stakeholders will host monthly "Bully Prevention" assemblies.
02/01/2023	06/27/2023	During "Respect for All Week" there will be a daily plan for the week long activities adhering to NYC DOE Guidance, ending with a school wide assembly.

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)
09/09/2022	06/27/2023	School Counselors will work with families/community to find additional outside services if necessary.	Children's Aid Society
10/03/2022	10/31/2022	School Counselors and PC will host Tuesday Parent Workshops to discuss "Bully Prevention", resolution and reporting.	Children's Aid Society

Human Resources	School Counselors; Parent Coordinator, Dean, and Teachers
Instructional Resources	Zones of regulations , Brain Power Curriculum
Schedule Adjustments	None
Other Resources Needed	Per session for planning

AREA OF CONCENTRATION CHRONIC ABSENTEEISM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Reduce Chronic Absenteeism for students with free and reduced lunch compared to when we were just getting back into full time learning.	Insight Beta Attendance & Chronic Absenteeism Report (June 2022) Student, Teacher, and Parent Focus Groups and Survey Data (2021-2022 School Year)	Many of our students are facing housing, clothing and food insecurities that result in travel and transportation hardship.
Decrease Chronic Absenteeism for Students with Disabilities in comparison to last year when we were just getting back into full time learning.	Insight Beta Attendance & Chronic Absenteeism Report (June 2022) Student, Teacher, and Parent Focus Groups and Survey Data (2021-2022 School Year)	Prior to the Covid-19 Pandemic, many of our Students with Disabilities were disengaged in school because they felt unsuccessful. Classes were not grade/age appropriate or learning environment did not appropriately meet their needs. Through the adoption of new curriculum and the use of instructional technology and intensive teacher training, classes became more engaging.
Sustain Chronic Absenteeism for English Language Learners in comparison to last year when we were just getting back into full time learning.	Insight Beta Attendance & Chronic Absenteeism Report (June 2022) Student, Teacher, and Parent Focus Groups and Survey Data (2021-2022 School Year)	Many of our English Language Learners travel to their Home Country at various periods throughout the year. They struggle to remain connected or engaged in school during their absence and shortly after they return. Will work with families to prevent the extended vacations during the school calendar year.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Economically Disadvantaged (ED)	10	By June, 2023, Chronic Absenteeism for Economically Disadvantaged (ED) will Decrease 3, from 10 to 7, as measured by number of student who are chronically absent from school.
Students with Disabilities (SWD)	21	By June, 2023, Chronic Absenteeism for Students with Disabilities (SWD) will Decrease 3, from 21 to 18, as measured by number of student who are chronically absent from school.
English Language Learners	4	By June, 2023, Chronic Absenteeism for English Language Learners will Decrease 2, from 4 to 2, as measured by number of student who are chronically absent from school.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		June 2022			
Insight Beta	Percentage of All Students who are chronically absent from school.	As of June 2022 our chronic absenteeism was 21%.	By December 2022, our chronic absenteeism will decline to 18%.	By March 2023, our chronic absenteeism will decline to 16%.	By June 2023, our chronic absenteeism will decline to 15%.
Insight Beta	Percentage of Students with Disabilities who are chronically absent from school.	As of June 2022 our chronic absenteeism was 22%	By December 2022, our chronic absenteeism will decline to 20%.	By March 2023, our chronic absenteeism will decline to 18%.	By June 2023, our chronic absenteeism will decline to 18%.
Insight Beta	Percentage of English Language Learners who are chronically absent from school.	As of June 2022 our chronic absenteeism was 6%	By December 2022, our chronic absenteeism will decline to 5%.	By March 2023, our chronic absenteeism will decline to 4%.	By June 2023, our chronic absenteeism will decline to 3%.

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	09/11/2022	Teachers are trained on how to record and report on attendance in a system that would share attendance data with all stakeholders.
09/19/2022	09/26/2022	Parents are provided with training around grade level expectations the importance of student attendance when preparing for High School.
09/16/2021	10/10/2022	Students are supported to set individual goals and trained on how to monitor overall attendance percentages using shared data portal.
09/07/2022	09/16/2022	Paraprofessionals and some out of classroom personnel including Counselors, School Aids, Parent Coordinator, and the School Secretary are provided with written roles and responsibilities that include supporting student attendance.
09/07/2022	06/27/2023	Daily RSAL, RDAL ATS reports are run and provided to the attendance team and the Principal in order to monitor overall student attendance percentages.
09/07/2022	06/27/2023	The Parent Coordinator, family worker and the Bilingual School Aid are given access to monitor Pupil Path, ATS student attendance so that a student who is not present during AM office Hours is added to an outreach list for the day. - Calls are made to get them to school. If a student is absent more than 2 consecutive days, a home visit will be conducted.
09/07/2022	06/27/2023	Procedures are put in place for increased intensity of outreach based on student attendance and response. Students who were absent the day before = a morning wake up call the next day. AM absence = AM phone call 1 day unexcused absence = Family Worker/Teacher outreach/call 2 day unexcused absence = home visit when school buildings are open or PM/Evening phone call when school buildings are not open 3 day unexcused absence = referral to Attendance Committee for consultation regarding supports. Meeting with guardian is scheduled Note: All students have a daily wellness check during Office Hours or with a School Counselor, Success mentor or Teacher
10/11/2022	06/27/2023	Monthly assemblies are provided to celebrate students with excellent attendance.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/06/2023	03/23/2023	Students are supported to set individual goals and trained on how to monitor overall attendance percentages using shared data portal.
02/06/2023	06/27/2023	Monthly assemblies are provided to celebrate students with excellent attendance.
02/06/2023	06/27/2023	Students are provided with monthly incentives.

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)
09/07/2022	07/05/2023	Students who have food insecurities will have access to the food pantry.	Children's Aid Society
10/17/2022	06/27/2023	Students will win prizes for great or improved attendance by their Success Mentors/Youth Advocates.	Children's Aid Society

Human Resources	School Counselor on each grade is needed to support students across all tiers.
Instructional Resources	EI Education (Humanities); IM (Mathematics); Amplify (Science)
Schedule Adjustments	None
Other Resources Needed	Common planning time with CBO and 09X219 staff.

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)
Fully align the instructional and social emotional goals of a students IEP with their present level of performance.	Internal audits and instructional reviews of students IEP	There was a lack of alignment with what was written on students IEPs and their PLOP.

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)	90	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Alignment of IEPs across present level of performance (PLOP) by Increase 5%, from 90% to 95%, as measured by Annual Goals .

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)
		09/30/21			
Quality IEP Review	Quality IEP Review: Alignment in the IEP (Questions 58-61)	90% of IEPs had strong alignment	By December 2022, 92% of IEPs will have strong alignment	By March 2023, 94% of IEPs will have strong alignment	By June 2023, 95% of IEPs will have strong alignment

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/08/2022	06/27/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Case managers will ensure that there is sufficient data to support the program and service recommendations to provide access to the students' least restrictive environment.
09/08/2022	06/27/2023	Develop appropriately rigorous standards-aligned annual goals	Case managers will use standards driven assessments to analyze dialogistic data to determine the annual goals.
09/08/2022	06/27/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Use of IEP review sessions to norm impact statements and provide special educators with professional development around quality IEP writing and implementing IEP within the classroom.
09/08/2022	06/27/2023	Ensure that programs and services mandated on each student's IEP are delivered	Special Education Coordinator and STARS Programmer will meet weekly to ensure mandates are met and reflected STARS/SEIS alignment.
09/08/2022	06/27/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	Special Education Coordinator will review IEPs before finalization to ensure required Transition Planning is completed. Special Education Coordinator will facilitate Vocational Level 2 professional development and support for case managers to complete transitional sections of IEP.
09/08/2022	06/27/2023	Conduct IEP meetings within specified compliance dates	Special Education Coordinator creates and distributes case loads with compliance dates and Annual Review procedural checklists to all special educators. Special Education Coordinator notifies case managers 1 month prior to compliance date to begin the annual review writing process.
09/08/2022	06/27/2023	Monitor referrals to Special Education to ensure appropriate referrals only	MTSS team meets biweekly to discuss students' specific needs and plans support. MTSS ensures all students are provide with tiered interventions along the continuum of the MTSS pyramid.

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	06/27/2022	Ensure that programs and services mandated on each student's IEP are delivered	Special Education Coordinator and STARS Programmer will meet weekly to ensure mandates are met and reflected STARS/SEIS alignment.
09/08/2022	06/27/2022	Develop appropriately rigorous standards-aligned annual goals	Case managers will use standards driven assessments to analyze dialogistic data to determine the annual goals.

Human Resources	IEP Teacher, SE Liaison, SE Teachers, Related Service Providers, Administration
Instructional Resources	EI Education (Humanities); IM (Mathematics); Amplify (Science)
Schedule Adjustments	None
Other Resources Needed	Per session for planning

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	Students not achieving Mastery (grade of 80% or above) in core subject areas	Academic Intervention Services	Small group	During school and after school	No
Tier 3		Saturday School	Small Group	Saturday School/After School	No
Tier 3		1:1 Tutoring	1:1	During school and afterschool	No

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 1	D.R.E.A.M. Zones of Regulation Academic Attendance Progress Monitoring	Monthly Classroom Guidance	Whole Class	During School	No
Tier 2	At Risk Counseling Check in checkout Buddy	Individual and group counseling, and/or mentor	Small group, one to one, mentor	During school	No
Tier 3	Teacher /Support staff Referral to MTSS committee Outside Referrals Mental health services	Individual, group, or determined by provider	Determined by provider	During school , After school	No

Students in Temporary Housing (STH) Support

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

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	55
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Describe the services you are planning to provide to the STH population.	School Counselors provide interventions to address student needs, and facilitate the involvement of wraparound services, support networks, and educational services necessary to best support the student. We work with families to coordinate getting them clothing, food, toiletries, and basic home items. Counselors also provide families with support by coordinating with other shelter social service staff to better connect families to behavioral health and other services. Specific Supports for Students include but are not limited to: Direct services Provide at risk counseling services in a group or individual setting Indirect services Build relationships with the STH coordinator Provide referral services to the families Provide clothing (including uniforms) Food (parents have priority access to our food pantry) Toiletries and basic home items Free school supplies .
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Expanded Learning Time (ELT) Support

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

<p>Describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</p>	<p>Our afterschool program will be facilitated by Children's Aid Society Afterschool Program Schedule as follows: - 2:40 pm – 3:00 pm snack, break, mindfulness activities - 3:00 pm – 4:00 pm Homework Help/Independent Reading 4:00 pm – 6:00 pm Enrichment - Archery - Band - Basketball - Cooking - Dance - Step Saturday classes are also available for academic instructional supports as needed for our transitional bilingual program.</p>
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<p>2. Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.</p>	<p>Certified teachers will provide students with homework help and independent reading from 3:00-4:00 pm. Saturday classes are also available for academic instructional supports as needed for our transitional bilingual program.</p>
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<p>3. Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.</p>	<p>ELT will be provided by certified content area teachers via AIS, which is embedded in their schedules.</p>
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SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

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

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

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

Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. I.S. 219 New Venture School, 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, 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

I.S. 219 New Venture School will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Parental Involvement and School Quality

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

Encouraging School-Level Parental Involvement

The school will further encourage school-level parent and family engagement by: • hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; • 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)

I.S. 219 New Venture School, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality CurriculumI. School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by: • using academic learning time efficiently; • respecting cultural, racial and ethnic differences; • implementing a curriculum aligned to the State Learning Standards; • offering high quality instruction in all content areas; • providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by: • conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related; • convening an Annual Title I Parent Meeting each school year for parents and family members of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved; • arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting; • respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education; • providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand; • involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent and Family Engagement Policy and this Compact; • providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; • ensuring that the Parent and Family Engagement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by: • ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents; • notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member; • arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; • planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by: • creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents, and guardians; • assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional learning opportunities (times will be scheduled so that the majority of parents can attend); • sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; • supporting parental involvement activities as requested by parents and family members; • ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent and Family Engagement Policy; • advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

• monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent; • ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age; • check and assist my child in completing homework tasks, when necessary; • read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes); • set limits to the amount of time my child watches television or plays video games; • promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time; • encourage my child to follow school rules and regulations and discuss this Compact with my child; • volunteer in my child's school or assist from my home as time permits; • participate, as appropriate, in the decisions relating to my child's education; • communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district; • respond to surveys, feedback forms and notices when requested; • become involved in the development, implementation, evaluation and revision to the Parent and Family Engagement Policy and this Compact; • participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible; • take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Advisory Council, School or District Leadership Teams; • share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

• attend school regularly and arrive on time; • complete my homework and submit all assignments on time; • follow the school rules and be responsible for my actions; • show respect for myself, other people and property; • try to resolve disagreements or conflicts peacefully; • always try my best to learn.

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

2022-23 Grades K-12 Language Allocation Policy (LAP)

DIRECTIONS: This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for Multilingual Learners/English Language learners (MLs/ELLs). This is an annual plan of how your school will support linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of the schools' Comprehensive Education Plan (CEP).

This is a living document. Any school-wide changes involving the services of MLs/ELLs, such as the addition or expansion of a Transitional Bilingual Education (TBE) or Dual Language (DL) program, should be updated in this form.

Agenda, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school with all other ML/ELL critical documents. When preparing your school's submission, provide extended responses in the available spaces. For additional information, refer to the **Policy and Reference Guide for MLs/ELLs** and **LAP InfoHub**.

PART I: SCHOOL ML/ELL PROFILE

This section should reflect the school's demographics for the 2022-23 school year. If completing before the 2022-23 school year begins, questions should be based on the anticipated population served by the school.

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

A. School Information

District:	09
Borough:	Bronx
School Number:	IS 219X

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	Sabrina Cruz
Assistant Principal	Ivan DeJesus
English as a New Language (ENL)/Bilingual Teacher	Mr. Almanzar
School Counselor	Melissa Miller
Teacher/Science/Math	Ms. Diaz
Teacher/Subject Area	
Parent	Yoselina Sanchez
Parent Coordinator	Chaunita Orellana
Related-Service Provider	Sarah Abreu

C. Teacher Qualifications

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

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

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

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	7
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	0
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]:	1
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D. Student Demographics

Total number of students at your school (excluding pre-K):	249
Total number of current ELLs at your school:	64
Total percentage (%) of current ELLs at your school:	24
Total number of former ELLs at your school:	10
Total percentage (%) of former ELLs at your school:	3.5%

PART II: BILINGUAL PROGRAMS

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

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

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

■ Bilingual Programs in Grades K to 12

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	TBE	Spanish	2022-23				0	0	0	1	1	1	0	0			3
TBE	N/A	N/A	N/A							0	0	0					0
TBE	N/A	N/A	N/A							0	0	0					0
DL	N/A		N/A							0	0	0					0
DL	N/A	N/A	N/A							0	0	0					0
DL	N/A	N/A	N/A							0	0	0					0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 1	total: 1	total: 1	total: 0	total: 0	total: 0	total: 0	

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

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>The ENL teacher collaboratively works with ELA teachers during common planning periods. The ENL teacher implements the ELA/Humanities, science, math, units in the daily lessons. We have placed stand alone ELL students in one designated class as to the ENL teacher and content teacher co-teach and co-plan together to address the linguistic and content needs of ELL students. Stand alone or push in (co-teaching/small group instruction): The students travel with their class in a heterogeneous setting. The ENL teacher provides services to the transitioning, expanding and commanding students. Stand alone or pull out: New Comers, entering and emerging are pulled out for their services and are group homogeneous regardless of grade. The program model at I.S219X vary based on grade level and program type. In Transitional Bilingual Education (TBE), the students always travel in a block and are heterogeneous in proficiency levels. In freestanding or stand alone ENL program students are taught with students in their same grade level but with heterogeneous proficiency levels. I.S. 219X is organized in a way that the mandated number of instructional minutes for ELL's is provided according to proficiency levels in each program model. There are certified bilingual teachers serving all the ELL's in TBE classes. There are two certified ENL teachers who service the ELL's in monolingual classes with the freestanding or stand alone ENL program. One ENL teacher works with the 6 graders and the other with 8th graders, while the 7th graders is split between them. In accordance with state mandates and CR part 154, all Entering and Emerging students across all grades receive 360 minutes of ENL, per week in both TBE and freestanding ENL program. All Transitioning and Expanding students across all grades receive 180 minutes of ENL, per week in both TBE and freestanding ENL program. All Commanding students across all grades receive 90 minutes of ENL, per week in both integrated or freestanding ENL program.</p>
<p>Integrated English as New Language (ENL)</p>	<p>The ENL teacher collaboratively works with ELA teachers during common planning periods. The ENL teacher implements the ELA/Humanities, science, math, units in the daily lessons. We have placed stand alone ELL students in one designated class as to the ENL teacher and content teacher co-teach and co-plan together to address the linguistic and content needs of ELL students. Integrated or Push in (co-teaching/small group instruction): The students travel with their class in a heterogeneous setting. The ENL teacher provides services to the transitioning, expanding and commanding students. There are two certified ENL teachers who service the MLL/ELL's in monolingual classes with the freestanding or stand alone ENL program. One ENL teacher works with the 6 graders and the other with 8th graders, while the 7th graders is split between them. In accordance with state mandates and CR part 154, all Entering and Emerging students across all grades receive 360 minutes of ENL, per week in both TBE and freestanding ENL program. All Transitioning and Expanding students across all grades receive 180 minutes of ENL, per week in both TBE and freestanding ENL program. All Commanding students across all grades receive 90 minutes of ENL, per week in both integrated or freestanding ENL program.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ■ Transitional Bilingual Education (TBE) program ■ Dual Language (DL) program 	<p>The goal of transitional bilingual education at MS219X, is to help transition a student into an English-only classroom as quickly as possible. The goal is not for students to become bilingually literate in two languages. Students who build a solid academic foundation in their native language transition to academic English with greater ease. Students may also find it easier to participate in the program because the TBE classroom may be less threatening because they are collaborating with teachers and students who are able to understand their native language. Transitional Bilingual Education classrooms are also reflecting a heightened increase in parental involvement. The parents may also find it easier to communicate with the teacher and are able to support their child academically. The Transitional Bilingual Education (TBE) program consist of 3 classes. One for each grade. TBE teachers collaboratively plan with content specific teachers. The instruction is delivered in English with Spanish scaffolds. In freestanding ENL program the focus is on instruction in the English language, but Native language support is given through an English/Spanish bilingual ENL teacher and literacy materials in the students' native language. In both of our programs teachers use differentiated small group instruction targeting the specific needs of each student. Teachers scaffold the content by using graphic organizers, comprehensive input, students' background, use of regalia, kinetics, visuals and technology in content area instruction. Teachers in monolingual classes with ELL's co-plan with ENL teachers to meet the needs of their students and to ensure the proper use of ENL strategies and methodologies in the mainstream classroom. HLA is completely in Spanish. The students are group heterogenous in the TBE classes.</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>MLL's/ELLs at the Entering and Emerging levels are receiving 8 periods in ENL instruction; all Entering and Emerging students across all grades receive 360 minutes of ENL, per week in both TBE and freestanding ENL program. students at the Transitioning and Expanding level are receiving 4 periods in ENL and 6 periods of English Language Arts. All Transitioning and Expanding students across all grades receive 180 minutes of ENL, per week in both TBE and freestanding ENL program. All Commanding students across all grades receive 90 minutes of ENL, per week in both TBE and freestanding ENL program. ENL strategies are infused through instruction in the content areas, which includes Science, Social Studies and Math. Teachers reinforce the vocabulary development and literacy skills of ELL's by taking into account their proficiency levels. Students who have reached proficiency on the NYSESLAT are offered additional instructional time in extended day and ENL Saturday academy for 2 years. Push-in and pull-out models are used for ENL instruction at I.S. 219X. These models will continue to be used. During the pull-out model the ENL teacher gathers newcomers and entering students regardless their grade. Push in (co-teaching/small group instruction):The ENL teacher provides services to the transitioning, expanding and commanding students. Students in TBE program receive 90 minutes of HLA instructions in Spanish.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>N/A</p>
<p>In which language(s) is each core content area taught?</p>	<p>Students receive native language support in all ELL program models. In TBE students receive their mandated Native Language Arts instructional minutes as per CR 154; In free activities. Books, websites, and resources are provided in the students' native language. We will continue to strive for rigorous instructions whether in person or remotely, our goal is to develop academic vocabulary in our students native language with the research-based proven concept that students, that have a strong dominance of their native language acquire a new language (English in this case) easier. Also, we wil emphasize use of complex sentences in their writing. Students will continue to work on their reading comprehension of Spanish literature. Compose and respond to analytical questions based on their assigned readings. freestanding ENL students are encouraged to use their native language when it helps them produce or interpret English in the classroom</p>
<p>How is instruction designed to include both languages?</p>	<p>I.S.219X, Transitional Bilingual Educational program is designed to delivered instructions at the starting phase consisting of 60% in native language, which in our school is Spanish and 40% in English. As the school year progresses these percentages reverse until eventually the student transitions into a monolingual classroom. The instruction is delivered in English with Spanish scaffolds. In freestanding ENL program the focus is on instruction in the English language, but Native language support is given through an English/Spanish bilingual ENL teacher and literacy materials in the students' native language. In both of our programs teachers use differentiated small group instruction targeting the specific needs of each student. Teachers scaffold the content by using graphic organizers, comprehensive input, students' background, use of regalia, kinetics, visuals and technology in content area instruction. Teachers in monolingual classes with ELL's co-plan with ENL teachers to meet the needs of their students and to ensure the proper use of ENL strategies and methodologies in the mainstream classroom. HLA is completely in Spanish. ELL's are evaluated in their language through running records, the ELE exam</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>I.S. 219X our TBE program services Spanish speaking students. ELL's are evaluated in their language through running records, a benchmark Spanish test is given to each student at the beginning of the school year. Students are engaged in close reading of literary and informational texts with an emphasize on citing textual evidence to bolster a Point of view or claim; students will learn multiple strategies for acquiring and using academic vocabulary in their native language. Students will be assessed in their narrative writing skills as well as writing pieces in which students are assessed on their abilities to write a coherent structure essay where they have to cite textual evidence to defend a claim in their native language. We will continue to strive for rigorous instructions whether in person or remotely, our goal is to develop academic vocabulary in our students native language with the research-based proven concept that students, that have a strong dominance of their native language acquire a new language (English in this case) easier. Also, we will emphasize use of complex sentences in their writing. Students will continue to work on their reading comprehension of Spanish literature. Compose and respond to analytical questions based on their assigned readings.</p>

<p>4. For schools with Transitional Bilingual Education programs:</p> <p>Which core content areas are taught bilingually?</p>	<p>At I.S. 219X students that are in our TBE Educational program and are at the Entering and Emerging proficiency level will receive 2 units of study of Bilingual (Mathematics and Science) content area subjects. Moreover, students at the Transitional and Expanding proficiency levels will receive 1 unit of Bilingual content area subject. In addition, to receiving HLA</p>
<p>How is the students' home language integrated into instruction?</p>	<p>I.S.219X our TBE program services Spanish speaking students. ELL's are evaluated in their language through running records, a benchmark Spanish test is given to each student at the beginning of the school year. Students are engaged in close reading of literary and informational texts with an emphasize on citing textual evidence to bolster a Point of view or claim; students will learn multiple strategies for acquiring and using academic vocabulary in their native language. Students will be assessed in their narrative writing skills as well as writing pieces in which students are assessed on their abilities to write a coherent structure essay where they have to cite textual evidence to defend a claim in their native language. We will continue to strive for rigorous instructions whether in person or remotely, our goal is to develop academic vocabulary in our students native language with the research-based proven concept that students, that have a strong dominance of their native language acquire a new language (English in this case) easier. Also, we will emphasize use of complex sentences in their writing. Students will continue to work on their reading comprehension of Spanish literature. Compose and respond to analytical questions based on their assigned readings.</p>

PART IV: ASSESSMENT ANALYSIS

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

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

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>New Comers: 6% SIFE: 3% 1. All SIFE students are at the Entering and Emerging proficiency levels; these students across all grades receive 360 minutes of ENL, per week in both TBE and freestanding ENL program. SIFE students also receive an additional 45 minutes of instructions. SIFE students are also supported by ENL/bilingual teachers during the day as well as AIS teachers. Parents will also be informed about the program t give strategies to help the SIFE students at home. 2. Newcomer ELL's in the school (0-3 years of services) are given much attention based on the fact that they need to acquire English language skills at the same as academic language required to prepare for ELA testing after one year and test in other content areas. These students are taught language through the content areas. All the teachers of ELL's, base lessons around a content area discreetly mixing language skills and ENL strategies and methodologies into their teaching. As a result students will see an increase in English Language proficiency (NYSESLAT), while simultaneously preparing for the content area tests. ELL'S with less than 3 years (Newcomers) receive ENL instructions from the classroom teacher according to CR 154 mandates of 360 minutes per week for Entering and Emerging students. Transitional and Expanding proficiency level receive 180 minutes per week. Instruction is differentiated according to ongoing assessment and based on data taken from both formal and informal assessments. 3. Developing: Most of the ELL's who have received service for 4-6 years are guided forward acquisition of academic language (CALP). The previous trend at MS219X of NYSESLAT data reveals that the majority of these students are weakest at the reading and writing proficiency modalities of the NYSESLAT test. Many of these students have scored proficient in the listening and speaking proficiency modalities of the NYSESLAT test. These students have become fossilized meaning that their language acquisition have become stagnate. Therefore, the teachers of ELL's at the school focus their teaching of these students on academic content vocabulary, theme and close reading strategies. We at MS219X will focus on the Guiding Principles of: 1.Focus on Academic Language, literacy and vocabulary. 2. Link Background Knowledge and culture to learning. 3. Increase Comprehensible Input and language output. 4. Promote classroom Interactions. 5. Stimulate Higher Order Thinking and the use of learning strategies. The push-in ENL classes are designed to give the students scaffolded instruction and or small group attention.</p>
<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>Long-term ELLs are a group of students essentially created by the NYSESLAT assessment by virtue of their not attaining a "proficient" score within 6 years of entering the country. These students who have consistently received high scores in the Speaking and Listening sections of the test, indicating that they are socially fluent speakers of English, but who tend to struggle in the Reading and Writing sections, suggesting that their academic literacy is below grade level. Many Long term ELL's students are apathetic towards their classes. One reason for these students' disinterest is that in the classes in which they are enrolled are a mismatched to their educational needs; for example, because of their scores, they are placed based on their proficiency level and very often you will hear them complained, "I already know English." Long term ELL's feel they have nothing to learn as a result of being programmed for mismatched ENL classes and that the classes were also at odds with their identities as English speakers. Long term ELL's in the school are given extra support through AIS, ENL/NLA afterschool and Saturday Academy.</p>

<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>Former ELL's currently make up 4% of our student population. ELL's that have met proficiency are still serve by the school for 2 years. All Commanding students across all grades receive 90 minutes of ENL, per week in both or integrated or freestanding ENL program. These former ELL's receive ELL testing accommodations on the NYS exams, are supported by AIS teacher and the students will also be supported by the ENL/NLA after school or ENL Saturday Academy.</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>We use data from the NYSESLAT test to drive our targeted instructions and small grouping decisions. We analyzed the data and target the modality or modalities in which each individual student needs assistance with; therefore creating an individualized target of instruction for each student. Furthermore, this assist in the formation of small group instructions because we have become adaptive to using data from the NYSESLAT to drive our instruction. Based on the proficiency levels of the students we tailor our program for both ELA and ENL classes. We administered the fall Fastbridge test diagnostic between September and October 2020 and we are using the data to create a more targeted curriculum to meet the educational and linguistic needs of our ELL population. The spring test helps measure the growth that our students have made throughout the year and evaluate our teaching practices and strategies. Running record data provide insights as to how ELLs are reading as individuals. Specifically, the types of errors made, the kinds of cues (i.e. meaning, visual or structural cues) each student continuously use or don't use and the accuracy and correction rate; all of which affect comprehension. The data also helps teachers create their guided reading groups and select specific prompting during guided reading instruction. This helps to promote new learning. The goal is to help the ELL'S develop a set of reading strategies that will lead them toward independent reading. The teacher will continue to expose ELL's to more readings on a variety of text, thus helping them gain a better understanding of correct oral language structures. The NYSESLAT data indicates that our students modalities that in need of improvement and additional instructional support are Writing and Reading . In these two modalities our students are not performing at their abilities, it is our task to bring them to perform at their potential. WE surmise that because of the pandemic shutdowns and virtual classes our MLL's speaking modality has digress. We are taking steps to incorporate more academic and accountable talk into our lessons and classrooms.</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>For the MLL's/ ELL's who are new arrival to our school system we use the NYSESTEL exam as a baseline to determine in what proficiency level they are at, once this is determined, there are clear benchmarks that the student must demonstrate in the English language modalities of reading, writing, speaking and listening in order to show growth and that is by taking the NYSESLAT test and showing growth by moving at least one minimum proficiency level. The same goes for ELL's that are not new comers their summative assessment, as language growth goes, is determine by their performance on the NYSESLAT test. This is where there is a measurement of their language acquisition annual growth in terms of writing, reading, speaking and listening. We use data from the NYSESLAT test to drive our targeted instructions and small grouping decisions. We analyzed the data and target the modality or modalities in which each individual student needs assistance with; therefore creating an individualized target of instruction for each student. Furthermore, this assist in the formation of small group instructions because we have become adaptive to using data from the NYSESLAT to drive our instruction. As for ELL's that are not in a Transitional Bilingual setting, they are taught language through the content areas; all teachers of ELL's base lessons around a content area and imbue it with language skills and ENL strategies and methodologies; as a consequence, students will experiment a growth in English language proficiency (NYSESLAT), while preparing for the New York state ELA test. The NYSESLAT test, being the only accepted assessment used to measure English learning in the state, essentially defines what an English speaker should know, and what it means to speak English in New York State. However, some areas of the test require considerable content knowledge and academic skill, while other aspects of the test rely on cultural understandings. The NYSESLAT whose form is incongruent with other tests the ELL' students take. For example, using concrete pictures to reflect on abstract concepts is a unique academic skill that must be specifically taught in preparation for the NYSESLAT. On the other hand, the ELA Exam, rather than writing in response to open-ended questions based on pictures, students read and respond to fiction and non-fiction passages. The unique format of the test therefore requires specific training and academic skills.</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>Long-term ELLs are a group of students essentially created by the NYSESLAT assessment by virtue of their not attaining a "proficient" score within 6 years of entering the country. These students who have consistently received high scores in the Speaking and Listening sections of the test, indicating that they are socially fluent speakers of English, but who tend to struggle in the Reading and Writing sections, suggesting that their academic literacy is below grade level. Many Long term ELL's students are apathetic towards their classes. One reason for these students' disinterest is that in the classes in which they are enrolled are a mismatched to their educational needs; for example, because of their scores, they are placed based on their proficiency level and very often you will hear them complained, "I already know English." Long term ELL's feel they have nothing to learn as a result of being programmed for mismatched ENL classes and that the classes were also at odds with their identities as English speakers. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement is indisputable as research shows that attendance is an important factor in student success. It is doubly important for ELL's because they are both learning content and language. They need constant exposure to the English language: Regular school attendance helps students who are learning English by giving them the chance to master the skills and information they need more quickly and accurately. Attendance is crucial for ELL's in order to achieve academic success.</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>It is critical for schools to understand the rights that English language learners (ELLs), immigrant students, and their families have regarding access to schooling and information in their home languages. The home languages with the most representation at our school are Spanish, French and Sonnique. We at I.S. 219X strive to make the social and educational atmosphere of our school, is one that makes families feel welcomed, respected, trusted, heard, and needed. At our school we create a positive school climate by reaching out to families and providing structures for them to become involved, the result is effective school-family partnerships. Such partnerships connect families and schools to help our students succeed in school and in their future. We at I.S. 219X, have a diverse staff with language skills that we use effectively to communicate with our parents in their native language. We appreciate, celebrate and respect our student's native languages. Some of our systems or processes are as follow: frequent and positive school-to-home communication (in the form of phone calls, progress reports, conferences, personal notes, newsletters, and home visits) helps parents feel more self-confident, more comfortable with the school, and more likely to become involved. Teachers at I.S. 219X increase their understanding and respect for student and family diversity, creating a more caring school climate. Letting parents know that they are valued and acknowledging their time constraints and familial obligations that are conducive to family involvement. We are flexible and work with the families and their schedules to ensured that they are always informed and that we value each and everyone of them. At I.S. 219X, we realize the importance of a strong home and school partnership. We work diligently to ensure that parents are involved in our school. Parents are part of our Leadership Team. Our Assistant Principal, Parent Coordinator and Parent's Association President collaborate to increase parent involvement. Parents participate in different activities organized by the school or the Parent Association such as meetings, parent-teacher conferences, workshops, school functions, homework assistance/tutoring, home educational enrichment, decision making, and other aspects of our school governance. etc. Some of them volunteer to chaperone on trips, field days, school dances, and other festivities.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>The racial component of the vast majority of our ELL's are from Hispanic and West African backgrounds, What is culturally responsive teaching? It seeks to empower students educationally and to expand their capabilities in other spheres including social, emotional, and political arenas by making students' own skills, languages, and attitudes meaningful in the classroom. Teachers get to know their students by truly learning who they are is essential. Once teachers know what students like, they are able to identify a classroom's shared passions and areas where cultures intersect. Also, using students' cultural lingo in class discussions might mean some meta-discussions on code-switching and the importance of academic language in an academic setting. Students whose own cultures have been recognized and respected will be more likely to adopt, even temporarily, the code-switching necessary in the classroom. Students who engage in this practice will have learned far more than the content of the original discussion; their learning will translate to out-of-class applications. Furthermore, the most important quality of Culturally Responsive Teaching is that teachers must shift toward a library pedagogy that emphasizes student engagement and experience over a teacher's ability to lecture on content. Embracing a classroom style that puts a teacher in the position of facilitator instead of specialist can be very difficult, but the action has significant payoff. Students whose lives and cultures are not treated as important are less likely to invest in the overall learning process, whereas those who are empowered and feel valued will be ready to learn. Finally, culturally responsive instruction is to abandon old ideas about cultural deficits, whether they are related to ethnic or cultural backgrounds or socioeconomic status. Teachers must be careful not to convey judgment in the classroom that might reflect upon students' families, friends, or personal histories. This means addressing their own assumptions about different behaviors, like the parent who forgot to sign off on homework or missed an important parent-teacher meeting. Increasing teacher awareness of the need for culturally responsive teaching can lead to increased student engagement and connection to the material they are learning, which can lead to increased achievement amongst African American and Hispanic student groups. In each subject, and in the curriculum as a whole, implement opportunities to teach about race equality, gender and cultural diversity. In addition, to carving out time in the curriculum for pupils to explore concepts and issues relating to identity, racial justice, gender discrimination and racism. Furthermore, to challenge students to consider issues of prejudice, racism, religion, and cultural biases and negative stereotypes of all kinds within the context of the curriculum. To ensure that teachers take into account students' cultural and religious backgrounds, linguistic needs and varying learning styles.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>The effective integration of language development and content instruction. Included in this is learning how to provide primary language support and embedded English language development across the content areas. Also, small group text-based discussions led by the teacher that involve asking students to provide linguistically complex responses to open-ended questions. This instructional practice has been found to result in increased oral language development and reading comprehension among ELLs with learning disabilities. Incorporating differentiated instruction, UDL, and formative assessment strategies in instructional practices for ELLs with disabilities. Differentiated instruction, UDL, and formative assessment strategies have been found to meet a variety of student needs in diverse classrooms. The frameworks are predicated on the basic concept of increasing access to instructional content for a wide range of learning styles and improved design and delivery of accommodations and accessibility features that support the individualized needs of ELLs. Furthermore, differentiated instruction calls for the following principles being central to our teachers' practice: 1) know and respect your students by observing and assessing them regularly, as well as by taking into account their prior knowledge and contexts (know your students); 2) create varied avenues to learning using an array of scaffolds, frontloading, and modalities; 3) plan effective instruction that considers both students' language and disability needs and incorporates instructional scaffolding as well as collaborative peer instruction. SIFE: In many instances, students who are identified as SIFE may be struggling due to lack of receiving an appropriate education or other factors that serve as barriers to learning. What SIFE students really need are more intensive academic support and the opportunity to learn in an appropriate, culturally responsive environment which we at I.S. 219X are implementing to address their educational needs and support. These are the trends that we see at our school: lack of phonemic awareness (i.e., the insight that language is made of individual sounds); Concepts about print (e.g., book handling skills, purposes for reading), Understanding the alphabetic principle (i.e., the connection between letters and speech sounds); Decoding strategies (e.g., blending sounds, using analogies); Reading fluency (i.e., reading quickly and accurately with expression); and, Comprehension strategies (e.g., using background knowledge to understand a passage). Without these early skills, a reader cannot understand and construct meaning from text, which is the goal of reading. ELs and students with reading disabilities need direct instruction in the above skills areas to ensure that they acquire reading skills that will increase their later academic success.</p>

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>The Instructional Leadership Framework supports leaders in planning, organizing, and streamlining their schools' work in order to ensure that every student in NYC experiences instruction that supports them in developing advanced literacy skills in learning environments that affirm students' strengths and their racial and cultural identities, while developing students' abilities to connect across cultures and think critically. At I.S. 219X, we support diverse learners which means providing strong core instructions. We are moving towards every student in every classroom will be engaging with rich and inclusive curriculum materials and with appropriate assessments so that we understand and meet their needs. Strengthen Core Instructions: Teachers of English Language Learners at MS219X have been trained and continue to develop in the SIOP model of language acquisition. This effective model ensures ELLs have their content and language needs met in mainstream classrooms. We emphasize an increase attention to vocabulary instruction across the curriculum so students become effective readers, writers, speakers, and listeners. The pedagogical structures that we are practicing and trying to perfect, so as to advance the quality of instruction of our ELL students. We are practicing and putting emphasizes on the quality of delivering instructions to our students by adopting the components of this effective model by: Lesson Preparation, Interaction, Building Background, Practice and Application, Comprehensible Input, Lesson Delivery, Strategies and Review and Assessment. Teachers of ELL's meet and collaborate regularly to explore research-based core principles as a frame for ENL instruction and methodology. Also, practice engaging instructional strategies to increase ELL students' access to content so as to reflect on how specific strategies promote integration of content and methodology; thus creating structures of techniques and strategies for integrated ENL classrooms. We use data from the NYSESLAT test to drive our targeted instructions and small grouping decisions. We analyzed the data and target the modality or modalities in which each individual student needs assistance with; therefore creating an individualized target of instruction for each student. Furthermore, this assist in the formation of small group instructions because we have become adaptive to using data from the NYSESLAT to drive our instruction. Based on the proficiency levels of the students we tailor our program for both ELA and ENL classes. We administered the fall and spring Fastbridge diagnostic test between September and October 2021 and we are using the data to create a more targeted curriculum to meet the educational and linguistic needs of our ELL population. The spring test helps measure the growth that our students have made throughout the year and evaluate our teaching practices and strategies. Running record data provide insights as to how ELLs are reading as individuals. Specifically, the types of errors made, the kinds of cues (i.e. meaning, visual or structural cues) each student continuously use or don't use and he accuracy and correction rate; all of which affect comprehension. The data also helps teachers create their guided reading groups and select specific prompting during guided reading instruction. This helps to promote new learning. The goal is to help the ELL'S develop a set of reading strategies that will lead them toward independent reading. The teacher will continue to expose ELL's to more readings on a variety of text, thus helping them gain a better understanding of correct oral language structures. We commit to making I.S. 219 New Venture an inclusive, equitable and multi-identity community in which each student will build intellectual and moral capacity, not only for school but also for life. Hence, I.S 219 New Venture scholars enter the world as excellent academics and engaged citizens, able to bridge differences and diverse points of view to meet the complex challenges of a changing world; I.S 219 New Venture is an environment that embraces differences, honors identity and values full membership and belonging to all. At I.S. 219 New Venture we foster a strong sense of belonging that is critical for learning. For students, this sense of belonging is derived from seeing themselves reflected in the people in their community. In our staff and in the curriculum. It is also essential for students to be around people, ideas, and perspectives that differ from their own. The diversity of our community and our steadfast commitment to the sense of inclusion for each of its members are among our School's greatest strengths. I.S 219 New Venture is a place where students can bring their full selves to school, and it is a community that celebrates the individuals that comprise it because we are the community.</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>At I.S. 219X, Transitional Bilingual Educational program is designed to delivered instructions at the starting phase consisting of 60% in native language, which in our school is Spanish and 40% in English. As the school year progresses these percentages reverse until eventually the student transitions into a monolingual classroom. The instruction is delivered in English with Spanish scaffolds. In freestanding ENL program the focus is on instruction in the English language, but Native language support is given through an English/Spanish bilingual ENL teacher and literacy materials in the students' native language. In both of our programs teachers use differentiated small group instruction targeting the specific needs of each student. Teachers scaffold the content by using graphic organizers, comprehensive input, students' background, use of regalia, kinetics, visuals and technology in content area instruction. Teachers in monolingual classes with ELL's co-plan with ENL teachers to meet the needs of their students and to ensure the proper use of ENL strategies and methodologies in the mainstream classroom. HLA is completely in Spanish. ELL's are evaluated in their language through running records, the ELA exam. The ENL teacher collaboratively works with ELA teachers during common planning periods. The ENL teacher implements the ELA/Humanities, science, math, units in the daily lessons. We have placed stand alone ELL students in one designated class as to the ENL teacher and content teacher co-teach and co-plan together to address the linguistic and content needs of ELL students. Push in (co-teaching/small group instruction): The students travel with their class in a heterogeneous setting. The ENL teacher provides services to the transitioning, expanding and commanding students. Pull out: New Comers, entering and emerging are pulled out for their services and are group homogeneous regardless of grade. The program model at MS219X vary based on grade level and program type. In Transitional Bilingual Education (TBE), the students always travel in a block and are heterogeneous in proficiency levels. In freestanding ENL program students are taught with students in their same grade level but with heterogeneous proficiency levels. The Next generation Learning Standards that will be useful to teachers of Multilingual Learners with high-leverage practices for language learning, with an emphasizes on how the home language is used to facilitate and leverage the learning process. We will be implementing the three tenements of the Next Generation Learning Standards which are: Emphasizing the critical relationship between speaking and listening and literacy development; Encouraging language and metalinguistic awareness and grouping students in flexible partnerships (small and large groups, including whole-class groups. In addition, Increasing teacher awareness of the need for culturally responsive teaching can lead to increased student engagement and connection to the material they are learning, which can lead to increased achievement amongst African American and Hispanic student groups</p>

<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>All the teachers of ELL's, at I.S. 219X, base their lessons around a content area discreetly mixing language skills and ENL strategies and methodologies into their teaching. As a result students will see an increase in English Language proficiency (NYSESLAT), while simultaneously preparing for the content area tests. ELL'S with less than 3 years (Newcomers) receive ENL instructions from the classroom teacher according to CR 154 mandates of 360 minutes per week for Entering and Emerging students. Transitional and Expanding proficiency level receive 180 minutes per week. Instruction is differentiated according to ongoing assessment and based on data taken from both formal and informal assessments. Developing: Most of the ELL's who have received service for 4-6 years are guided forward acquisition of academic language (CALP). The previous trend at MS219X of NYSESLAT data reveals that the majority of these students are weakest at the reading and writing proficiency modalities of the NYSESLAT test. Many of these students have scored proficient in the listening and speaking proficiency modalities of the NYSESLAT test. These students have become fossilized meaning that their language acquisition have become stagnate. Therefore, the teachers of ELL's at the school focus their teaching of these students on academic content vocabulary, theme and close reading strategies. We at MS219X will focus on the Guiding Principles of: 1.Focus on Academic Language, literacy and vocabulary. 2. Link Background Knowledge and culture to learning. 3. Increase Comprehensible Input and language output. 4. Promote classroom Interactions. 5. Stimulate Higher Order Thinking and the use of learning strategies. The push-in ENL classes are designed to give the students scaffolded instruction and or small group attention. Long term ELL's in the school are given extra support through AIS, ENL/NLA afterschool and Saturday Academy. ELL's that have met proficiency are still serve by the school for 2 years. All Commanding students across all grades receive 90 minutes of ENL, per week in both or integrated or freestanding ENL program. These former ELL's receive ELL testing accommodations on the NYS exams, are supported by AIS teacher and the students will also be supported by the ENL/NLA after school or ENL Saturday Academy. ELL's with special needs are taught by their classroom teachers as well as ENL teachers. These students are taught with both Special Education and ENL instructional strategies and methodologies. Students with special needs get support from a bilingual SETSS teacher, two speech teachers (one who is bilingual) and an adaptive physical education teacher. Student progress is frequently discussed and evaluated and further strategies are pursued. Increasing educators awareness of the types of academic and social language demands their ELLs with disabilities encounter. This type of training could involve guiding teachers to pay attention to the reading levels of texts and other materials; text complexities and structures; word and concept consciousness that may be difficult for ELLs to understand; various forms of oral, written, verbal, and nonverbal expression that are part of the language demands of school, and that could be unfamiliar to ELLs; and potentially bias in the representation of diverse peoples and cultures. Developing curricula where academic content is relevant to students' culture, background, experiences, and funds of knowledge. We provide AIS in ELA, Math, and NLA through the services of an AIS teacher. This year at IS219X, we are integrating Imagine Learning literacy software that accelerates English language learning with its emphasizes on actionable up to the minute assessment and feedback on oral language, as well as academic vocabulary.</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>The effective integration of language development and content instruction. Included in this is learning how to provide primary language support and embedded English language development across the content areas. Also, small group text-based discussions led by the teacher that involve asking students to provide linguistically complex responses to open-ended questions. This instructional practice has been found to result in increased oral language development and reading comprehension among ELLs with learning disabilities. Incorporating differentiated instruction, UDL, and formative assessment strategies in instructional practices for ELLs with disabilities. Differentiated instruction, UDL, and formative assessment strategies have been found to meet a variety of student needs in diverse classrooms. The frameworks are predicated on the basic concept of increasing access to instructional content for a wide range of learning styles and improved design and delivery of accommodations and accessibility features that support the individualized needs of ELLs. Furthermore, differentiated instruction calls for the following principles being central to our teachers' practice: 1) know and respect your students by observing and assessing them regularly, as well as by taking into account their prior knowledge and contexts (know your students); 2) create varied avenues to learning using an array of scaffolds, frontloading, and modalities; 3) plan effective instruction that considers both students' language and disability needs and incorporates instructional scaffolding as well as collaborative peer instructions. This year at IS219X, we are introducing Imagining Learning literacy software that accelerates English language learning with its emphasizes on actionable up to the minute assessment and feedback on oral language, as well as academic vocabulary..</p>

Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>At IS219X the following assessment tools are used: For the ELL's that are at the Entering and Emerging levels we use American English Files; students are assessed and benchmarks are recorded by pre and post quizzes and tests at the end of each thematic unit. In addition, to reviews and checks at the end of each chapter. Students progress at these proficiency levels are closely monitored based on the fact that they need to acquire English language skills at the same as academic language required to prepare for ELA testing after one year and tests in other content areas, in addition to showing growth on the NYSESLAT test. This year at MS219X, we are pondering to integrate Imagine Learning literacy software that accelerates English language learning with its emphasis on actionable up to the minute assessment and feedback on oral language, as well as academic vocabulary. Expeditionary Learning curriculum which main objectives are: close reading of literary and informational texts with an emphasis on citing textual evidence to bolster a Point of view or claim; students will learn multiple strategies for acquiring and using academic vocabulary. Students will be assessed in their narrative writing skills as well as writing pieces in which students are assessed on their abilities to write a coherent structure essay where they have to cite textual evidence to defend a claim. We use the data from the New York state ELA test to study, analyze, identify and determine which instructional area(s) or standard(s) need to be addressed, either as small group targeted instructions or individually. We addressed these areas of concerns that are data driven by planning effective lessons and to assess their effectiveness through analysis and empirical evidence of student mastery. MAP - assesses early literacy for our ELL population, specifically students' reading and language arts through a combination of standards based and computer adaptive diagnostic testing. Fountas and Pinnell leveled books are used for running records and guided reading. Running records are conducted twice a year and guided reading once a week. Running records examine both accuracy and the types of errors students make in reading.</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>Teachers of English Language Learners at MS219X have been trained and continue to develop in the SIOP model of language acquisition. This effective model ensures ELLs have their content and language needs met in mainstream classrooms. We emphasize an increase attention to vocabulary instruction across the curriculum so students become effective readers, writers, speakers, and listeners. The pedagogical structures that we are practicing and trying to perfect, so as to advance the quality of instruction of our ELL students. We are practicing and putting emphasis on the quality of delivering instructions to our students by adopting the components of this effective model by: Lesson Preparation, Interaction, Building Background, Practice and Application, Comprehensible Input, Lesson Delivery, Strategies and Review and Assessment. Teachers of ELL's meet and collaborate regularly to explore research-based core principles as a frame for ENL instruction and methodology. Also, practice engaging instructional strategies to increase ELL students' access to content so as to reflect on how specific strategies promote integration of content and methodology; thus creating structures of techniques and strategies for integrated ENL classrooms. We use data from the NYSESLAT test to drive our targeted instructions and small grouping decisions. We analyzed the data and target the modality or modalities in which each individual student needs assistance with; therefore creating an individualized target of instruction for each student. Furthermore, this assist in the formation of small group instructions because we have become adaptive to using data from the NYSESLAT to drive our instruction. Based on the proficiency levels of the students we tailor our program for both ELA and ENL classes. We administered the fall MAP test diagnostic between September and October 2020 and we are using the data to create a more targeted curriculum to meet the educational and linguistic needs of our ELL population. The spring test helps measure the growth that our students have made throughout the year and evaluate our teaching practices and strategies. Running record data provide insights as to how ELLs are reading as individuals. Specifically, the types of errors made, the kinds of cues (i.e. meaning, visual or structural cues) each student continuously use or don't use and the accuracy and correction rate; all of which affect comprehension. The data also helps teachers create their guided reading groups and select specific prompting during guided reading instruction. This helps to promote new learning. The goal is to help the ELL'S develop a set of reading strategies that will lead them toward independent reading. The teacher will continue to expose ELL's to more readings on a variety of text, thus helping them gain a better understanding of correct oral language structures</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>N/A</p>

<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>For the ELL's who are new arrival to our school system we use the NYSITELL exam as a baseline to determine in what proficiency level they are at, once this is determined, there are clear benchmarks that the student must demonstrate in the English language modalities of reading, writing, speaking and listening in order to show growth and that is by taking the NYSESLAT test and showing growth by moving at least one minimum proficiency level. The same goes for ELL's that are not new comers their summative assessment, as language growth goes, is determine by their performance on the NYSESLAT test. This is where there is a measurement of their language acquisition annual growth in terms of writing, reading, speaking and listening. We use data from the NYSESLAT test to drive our targeted instructions and small grouping decisions. We analyzed the data and target the modality or modalities in which each individual student needs assistance with; therefore creating an individualized target of instruction for each student. Furthermore, this assist in the formation of small group instructions because we have become adaptive to using data from the NYSESLAT to drive our instruction. As for ELL's that are not in a Transitional Bilingual setting, they are taught language through the content areas; all teachers of ELL's base lessons around a content area and imbue it with language skills and ENL strategies and methodologies; as a consequence, students will experiment a growth in English language proficiency (NYSESLAT), while preparing for the New York state ELA test. At IS219X the following assessment tools are used: For the ELL's that are at the Entering and Emerging levels we use American English Files; students are assess and benchmarks are recorded by pre and post quizzes and tests at the end of each thematic unit. In addition, to reviews and checks at the end of each chapter. Students progress at these proficiency levels are closely monitored based on the fact that they need to acquire English language skills at the same as academic language required to prepare for ELA testing after one year and tests in other content areas, in addition to showing growth on the NYSESLAT test. This year at IS219X, we are pondering to integrate Imagine Learning literacy software that accelerates English language learning with its emphasizes on actionable up to the minute assessment and feedback on oral language, as well as academic vocabulary. Expeditionary Learning curriculum which main objectives are: close reading of literary and informational texts with an emphasize on citing textual evidence to bolster a Point of view or claim; students will learn multiple strategies for acquiring and using academic vocabulary. Students will be assessed in their narrative writing skills as well as writing pieces in which students are assessed on their abilities to write a coherent structure essay where they have to cite textual evidence to defend a claim. We use the data from the New York state ELA test to study, analyze, identify and determine which instructional area(s) or standard(s) need to be addressed, either as small group targeted instructions or individually. We addressed these areas of concerns that are data driven by planning effective lessons and to assess their effectiveness through analysis and empirical evidence of student mastery. Fastbridge- assesses early literacy for our ELL population, specifically students' reading and language arts through a combination of standards based and computer adaptive diagnostic testing. Fountas and Pinnell leveled books are used for running records and guided reading. Running records are conducted twice a year and guided reading once a week. Running records examine both accuracy and the types of errors students make in reading.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>AT IS219X our TBE program services Spanish speaking students. ELL's are evaluated in their language through running records, a benchmark Spanish test is given to each student at the beginning of the school year. Students are engaged in close reading of literary and informational texts with an emphasize on citing textual evidence to bolster a Point of view or claim; students will learn multiple strategies for acquiring and using academic vocabulary in their native language. Students will be assessed in their narrative writing skills as well as writing pieces in which students are assessed on their abilities to write a coherent structure essay where they have to cite textual evidence to defend a claim in their native language. We will continue to strive for rigorous instructions whether in person or remotely, our goal is to develop academic vocabulary in our students native language with the research-based proven concept that students, that have a strong dominance of their native language acquire a new language (English in this case) easier. Also, we will emphasize use of complex sentences in their writing. Students will continue to work on their reading comprehension of Spanish literature. Compose and respond to analytical questions based on their assigned readings.</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>For the ELL's who are new arrival to our school system we use the NYSISTEL exam as a baseline to determine in what proficiency level they are at, once this is determined, there are clear benchmarks that the student must demonstrate in the English language modalities of reading, writing, speaking and listening in order to show growth and that is by taking the NYSESLAT test and showing growth by moving at least one minimum proficiency level. The same goes for ELL's that are not new comers their summative assessment, as language growth goes, is determine by their performance on the NYSESLAT test. This is where there is a measurement of their language acquisition annual growth in terms of writing, reading, speaking and listening. We use data from the NYSESLAT test to drive our targeted instructions and small grouping decisions. We analyzed the data and target the modality or modalities in which each individual student needs assistance with; therefore creating an individualized target of instruction for each student. Furthermore, this assist in the formation of small group instructions because we have become adaptive to using data from the NYSESLAT to drive our instruction. As for ELL's that are not in a Transitional Bilingual setting, they are taught language through the content areas; all teachers of ELL's base lessons around a content area and imbue it with language skills and ENL strategies and methodologies; as a consequence, students will experiment a growth in English language proficiency (NYSESLAT), while preparing for the New York state ELA test. Reviewing and discussing the ELL periodic data helps our school understand how and why our ELLs are progressing or not or fossilizing. We use data from the NYSESLAT test to drive our targeted instructions and small grouping decisions. We analyzed the data and target the modality or modalities in which each individual student needs assistance with; therefore creating an individualized target of instruction for each student. Furthermore, this assist in the formation of small group instructions because we have become adaptive to using data from the NYSESLAT to drive our instruction. Based on the proficiency levels of the students we tailor our program for both ELA and ENL classes. We are using the data to create a more targeted curriculum to meet the educational and linguistic needs of our ELL population. Clarity in the progress movement helps determine the next course of action action (i.e. planning, teaching practices, support) in order for growth to occur. On going professional development at grade and faculty conferences on ELL data analysis and ESL practices will continue</p>

<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>The supervising administrator is I.S. 219X, assistant principal. Mr. I. De Jesus. The ENL coordinator, Mr. Almanzar and ENL teacher Mr. Argyros. The following teachers proctor the NYSESLAT exams: Ms. Diaz, Ms. Mantuano, Ms. Valdez and Ms. Gomez-Edwards. This is the Planning checklist for the exam: Identify eligible students: Inform families (letters, calls, announcements, school calendar), design schedule, administer Mock NYSESLAT test, plan for continuity of instructions, train test proctors, test Make up, norm for scoring test, test Scoring/Scanning and Return of secure test materials to MetroTech. ELL's and former ELL's are still required to receive their NYS commissioner Regulation CR-154 mandated stand alone and integrated ENL services during the testing window.</p>
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Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>ELL's with special needs are taught by their classroom teachers as well as ENL teachers. These students are taught with both Special Education and ENL instructional strategies and methodologies. Students with special needs get support from a bilingual SETSS teacher, two speech teachers (one who is bilingual) and an adaptive physical education teacher. Student progress is frequently discussed and evaluated and further strategies are pursued. Increasing educators awareness of the types of academic and social language demands their ELLs with disabilities encounter. This type of training could involve guiding teachers to pay attention to the reading levels of texts and other materials; text complexities and structures; word and concept consciousness that may be difficult for ELLs to understand; various forms of oral, written, verbal, and nonverbal expression that are part of the language demands of school, and that could be unfamiliar to ELLs; and potentially bias in the representation of diverse peoples and cultures. Developing curricula where academic content is relevant to students' culture, background, experiences, and funds of knowledge. We provide AIS in ELA, Math, and NLA through the services of an AIS teacher The effective integration of language development and content instruction. Included in this is learning how to provide primary language support and embedded English language development across the content areas. Also, small group text-based discussions led by the teacher that involve asking students to provide linguistically complex responses to open-ended questions. This instructional practice has been found to result in increased oral language development and reading comprehension among ELLs with learning disabilities. Incorporating differentiated instruction, UDL, and formative assessment strategies in instructional practices for ELLs with disabilities. Differentiated instruction, UDL, and formative assessment strategies have been found to meet a variety of student needs in diverse classrooms. The frameworks are predicated on the basic concept of increasing access to instructional content for a wide range of learning styles and improved design and delivery of accommodations and accessibility features that support the individualized needs of ELLs. Furthermore, differentiated instruction calls for the following principles being central to our teachers' practice: 1) know and respect your students by observing and assessing them regularly, as well as by taking into account their prior knowledge and contexts (know your students); 2) create varied avenues to learning using an array of scaffolds, frontloading, and modalities; 3) plan effective instruction that considers both students' language and disability needs and incorporates instructional scaffolding as well as collaborative peer instruction. .</p>
<p>b. SIFE</p>	<p>All SIFE students are at the Entering and Emerging proficiency levels; these students across all grades receive 360 minutes of ENL, per week in both TBE and freestanding ENL program. SIFE students also receive an additional 45 minutes of instructions. SIFE students are also supported by ENL/bilingual teachers during the day as well as AIS teachers. Parents will also be informed about the program t give strategies to help the SIFE students at home.</p>
<p>c. Newcomer</p>	<p>Newcomer ELL's in the school (0-3 years of services) are given much attention based on the fact that they need to acquire English language skills at the same as academic language required to prepare for ELA testing after one year and test in other content areas. These students are taught language through the content areas. All the teachers of ELL's, base lessons around a content area discreetly mixing language skills and ENL strategies and methodologies into their teaching. As a result students will see an increase in English Language proficiency (NYSESLAT), while simultaneously preparing for the content area tests. ELL'S with less than 3 years (Newcomers) receive ENL instructions from the classroom teacher according to CR 154 mandates of 360 minutes per week for Entering and Emerging students. Transitional and Expanding proficiency level receive 180 minutes per week .Instruction is differentiated according to ongoing assessment and based on data taken from both formal and informal assessments..</p>

d. Developing	<p>Developing: Most of the ELL's who have received service for 4-6 years are guided forward acquisition of academic language (CALP). The previous trend at MS219X of NYSESLAT data reveals that the majority of these students are weakest at the reading and writing proficiency modalities of the NYSESLAT test. Many of these students have scored proficient in the listening and speaking proficiency modalities of the NYSESLAT test. These students have become fossilized meaning that their language acquisition have become stagnate. Therefore, the teachers of ELL's at the school focus their teaching of these students on academic content vocabulary, theme and close reading strategies. We at MS219X will focus on the Guiding Principles of: 1.Focus on Academic Language, literacy and vocabulary. 2. Link Background Knowledge and culture to learning. 3. Increase Comprehensible Input and language output. 4. Promote classroom Interactions. 5. Stimulate Higher Order Thinking and the use of learning strategies. The push-in ENL classes are designed to give the students scaffolded instruction and or small group attention.</p>
e. Long Term	<p>Long term ELL's in the school are given extra support through AIS, ENL/NLA afterschool and Saturday Academy.</p>
f. Former ELLs up to two years after exiting ELL status	<p>ELL's that have met proficiency are still serve by the school for 2 years. All Commanding students across all grades receive 90 minutes of ENL, per week in both or integrated or freestanding ENL program. These former ELL's receive ELL testing accommodations on the NYS exams, are supported by AIS teacher and the students will also be supported by the ENL/NLA after school or ENL Saturday Academy.</p>
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	<p>IS219X our TBE program services Spanish speaking students. ELL's are evaluated in their language through running records, a benchmark Spanish test is given to each student at the beginning of the school year. Students are engaged in close reading of literary and informational texts with an emphasize on citing textual evidence to bolster a Point of view or claim; students will learn multiple strategies for acquiring and using academic vocabulary in their native language. Students will be assessed in their narrative writing skills as well as writing pieces in which students are assessed on their abilities to write a coherent structure essay where they have to cite textual evidence to defend a claim in their native language. We will continue to strive for rigorous instructions whether in person or remotely, our goal is to develop academic vocabulary in our students native language with the research-based proven concept that students, that have a strong dominance of their native language acquire a new language (English in this case) easier. Also, we wil emphasize use of complex sentences in their writing. Students will continue to work on their reading comprehension of Spanish literature. Compose and respond to analytical questions based on their assigned readings. The goal of transitional bilingual education at MS219X, is to help transition a student into an English-only classroom as quickly as possible. The goal is not for students to become bilingually literate in two languages. Students who build a solid academic foundation in their native language transition to academic English with greater ease. Students may also find it easier to participate in the program because the TBE classroom may be less threatening because they are collaborating with teachers and students who are able to understand their native language. .TBE classrooms are also reflecting a heightened increase in parental involvement. The parents may also find it easier to communicate with the teacher and are able to support their child academically. The Transitional Bilingual Education (TBE) program consist of 3 classes. One for each grade. TBE teachers collaboratively plan with content specific teachers. The instruction is delivered in English with Spanish scaffolds. In freestanding ENL program the focus is on instruction in the English language, but Native language support is given through an English/Spanish bilingual ENL teacher and literacy materials in the students' native language. In both of our programs teachers use differentiated small group instruction targeting the specific needs of each student. Teachers scaffold the content by using graphic organizers, comprehensive input, students' background, use of regalia, kinetics, visuals and technology in content area instruction. Teachers in monolingual classes with ELL's co-plan with ENL teachers to meet the needs of their students and to ensure the proper use of ENL strategies and methodologies in the mainstream classroom. HLA is completely in Spanish. The students are group heterogenous in the TBE classes.</p>
3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?	<p>At IS 219X, we offer to our 8th graders, Spanish as an elective, taught by a certified LOTE teacher. In addition, we offer AP Spanish for MLL's/ELL's students. In order to be eligible for the Seal of Biliteracy, students must either earn an 80 or higher on the NYS ELA Regents exam, or maintain an 85 or higher average in their English class. Students must also maintain an 85 or higher average in their World Language course(s). We at IS 219X, strive for our students to become proficient in listening, speaking, reading, and writing in one or more languages, in addition to English. In addition,, to preparing students with twenty-first century skills, to recognize the value of world, classical and home language instruction in schools, and to affirm the value of diversity in a multilingual society.</p>

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>A professional learning plan is a set of purposeful, planned actions and the support system necessary to achieve the identified goals. Effective [professional learning] programs are ongoing, coherent, and linked to student achievement. We at IS 219X, strive for having a safe and familiar place to go that can make a huge difference for our MLL's/ELL's students who may be experiencing uncertainty, trauma, or stress; a normal routine and a safe and welcoming environment can offer stability and distraction from worries at home. Our staff know the importance of helping kids maintain their routines. Also, we try to avoid extra disruptions to the extent possible and encourage teachers to look at their daily routines and adjust as needed if students need additional or different kinds of outlets. We take pride in getting to know our students; we look for ways to check in and find one-on-one time at lunch, during group work, before or after school, or during another activity or class. In these conversations we are mindful of protecting student privacy; Avoid drawing attention to your students in front of peers; Let students know they can talk to you at any time. Be as honest as possible and acknowledge the uncertainty of the moment as well as the difficulty of the challenges students are facing. Avoid platitudes such as, "I'm sure it will be fine," or "Everything will work out." Instead, try, "That sounds really hard. You can always talk to me when you need to." and determine whether students have someone they can talk to in their own language and help make those connections if needed. Furthermore, all this is mute if we do not Create a Safe Atmosphere or see students as Individuals. Also, establish a Support Network. of colleagues and school personnel that have skills to address difficult scenarios and situations and at all times keep Tabs on Students. by conversing with them at the human level.</p>
<p>2. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>Our school philosophy is that the best professional development happens through the interactions of members of the school community and their focused collaborations. To accomplish and enhance this focus, specialist, when needed, will support our teachers in school whenever possible so that the application of the new learning is observed immediately. Teacher of English Language Learners will be trained throughout the year in the understanding and use of the New York state Next Generational Standards for ELA. These trainings will include in depth analysis of the expectations set forth by the new standards in writing, reading and Math. Teachers will receive ongoing training in the development of rigorous writing tasks, rubric utilization to score student work and the identification of instructional strategies to address writing deficiencies. Teachers of ELL's will continue to receive training in implementing the SIOP method of instruction. In addition, teachers will receive ongoing training in looking at student work, identifying areas of need, identifying instructional strategies to address needs and strengths and the implementation of those strategies. We will focus on planning effective lessons and to discuss their effectiveness through the analysis of informal assessments. Teachers are trained in the use of the SIOP model which contains a language and content objective for every lesson. Teachers have been trained in using Q-Tel strategies in their lessons. Records are maintained by agenda, sign in sheets with minutes. Our new monolingual teachers are in the process of completing the state mandated requirement of 7.5 hours in ESL training. All of our teachers are kept informed of other professional development opportunities focusing on second language acquisition, and effective ESL strategies and methodologies. During the school year staff will be involved in in-house workshops and professional development that create a rigorous learning environment that focuses on academic achievement and language development.</p>

Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>Our school is responsible for meeting certain expectations, some of which are legally mandated by CR-154, such as provisions for translation of vital school information into students' home languages. In addition to mandatory informational meeting as mandated by law. We ensure that school-based activities, language, and school menus reflect cultural considerations. We openly communicate norms for parent engagement, and work to share this information in a variety of ways. We Invite students and parents input, and make a point of reframing cultural or linguistic misconceptions as teachable moments. .At IS 219X, we realize the importance of a strong home and school partnership. We work diligently to ensure that parents are involved in our school. Parents are part of our Leadership Team. Our Assistant Principal, Parent Coordinator and Parent's Association President collaborate to increase parent involvement. Parents participate in different activities organized by the school or the Parent Association such as meetings, parent-teacher conferences, workshops, school functions, homework .assistance/tutoring, home educational enrichment, decision making, and other aspects of our school governance. etc. Some of them volunteer to chaperone on trips, field days, school dances, and other festivities. ELL's parents are very involved and very cooperative in their children education and school activities. For every ENL activity or celebrations parents assist in the organization and contribute to the conviviality. We always celebrate Thanksgiving, which has become a tradition and Christmas festivities. All students and parents come together in brotherhood and solidarity . In addition, parents of volunteer to chaperone on trips, field days, school dances, and other festivities. .</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>We have parents town Halls and we make them flexible for the parents in terms of scheduling do to their work schedules. We discussed as a team the proficiency levels of each student and explain to the parents the mandated services that their child is entitled to. Also, we explain through rubrics and graph what their child needs to do for him/her to be able to show academic and language growth. We also go through the educational plan that we are going to implement so their child reaches their educational goals. We outline our responsibilities, commitment and determination to accomplish the educational plan for the student; More importantly, we try to establish a partnership with the parents so together we can collaborate to ensure the success and development of their child. We make sure that all meeting and interaction with a parent be conducted in the language identified as the language of preference for home communication. Our staff, at IS 219X is diverse and has a abundance of language resource who are eager and willing to assist when call upon. It is essential for us to have a strong partnership with our students' parents.</p>

Additional Information

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>N/A</p>
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PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>At IS 219X, we realize the importance of a strong home and school partnership. Newly enrolled ELL students are introduced to a welcoming and accepting environment. The first interaction that our newly enrolled students will engage with Ms. Aponte, our intake personnel who will ensure that the parent and the student are informed of all the school policies, routines, paperwork, program and services that we at IS 219X have to offer. Ms. Aponte has a package folder with all the applications and information needed to complete the intake registration process. Once this is done, Mr. Almanzar, takes the new enrolled student and the parents on a school tour of the facilities. We do the parent orientation and make sure to answer every and all questions. Then, we proceed to introduce them to our Bilingual coordinator and AP, Mr. de Jesus and finally, we pass by to briefly introduce the parents or guardian to their child's teacher. We have a diverse staff that is a reflection of the community thus we catered to the parents linguistic preference. After our new enroll students are part of our student body we for a cooperation with the parents, always maintaining a direct two way line communication with the parents. Once they are here with us, we are one big family in which we celebrate and highlight our diversity but we cherished our common goals which is the academic well being of their child. We work diligently to ensure that parents are involved in our school. Parents are part of our Leadership Team. Our Assistant Principal, Parent Coordinator and Parent's Association President collaborate to increase parent involvement. Parents participate in different activities organized by the school or the Parent Association such as meetings, parent-teacher conferences, workshops, school functions, homework assistance/tutoring, home educational enrichment, decision making, and other aspects of our school governance. etc. Some of them volunteer to chaperone on trips, field days, school dances, and other festivities. ELL's parents are very involved and very cooperative in their children education and school activities. For every ENL activity or celebrations parents assist in the organization and contribute to the conviviality. We always celebrate Thanksgiving, which has become a tradition and Christmas festivities. All students and parents come together in brotherhood and solidarity . In addition, parents of volunteer to chaperone on trips, field days, school dances, and other festivities.</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>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 student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status, relevant assessment scores, and English language proficiency level. 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. 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. 5. Student is administered the NYSITELL, if eligible. 6. Parent notification letters are sent to the parent in the parent's preferred language. a. Parent is notified of their child's ELL status and results of the NYSITELL. 7. If the student is identified as an ELL and the student's home language is Spanish, the student is administered the Spanish LAB. 8. 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. 9. If 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. 10. 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. 11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Re-identification Process). 12. 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.</p>

PART VII: LAP ASSURANCES

LAP Assurances Page

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

Download a blank LAP assurances page.

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

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

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

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Heriberto	Almanzar	ENL COORDINATOR	2021	Yes	

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

First Name	Last Name	Title
Chanunita	Orellana	Parent Coordinator

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
IBO	1	.26	1	.26
MANDINKA	1	.26	1	.26
ENGLISH	262	68.23	263	68.49
SPANISH	114	29.69	112	29.17
SONINKE	6	1.56	6	1.56
AMERICAN SIGN LANG	0	0	2	0.52

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	3	3
French	1	1

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>Home Language Surveys indicate that more than 65% of our families consider Spanish as their dominant language, therefore all communication to parents is offered in English and Spanish. All parent letters are translated and parent workshops are facilitated with a Spanish speaking translator.</p>
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PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
PA Meetings	Monthly	The plan is translated into spanish.
School Memo	Monthly	The document is translated into spanish.
Report Cards	Quarterly	Staff available for translation.
School Events	Monthly	Staff available for translation.
Progress reports	Monthly	The document is translated into spanish.

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.
Town Hall Meetings	Monthly	Identified staff members will translate to parents as they request.
Report cards	Quarterly	Identified staff members will translate to parents as they request.
PA Meeting	Monthly	Identified staff members will translate to parents as they request.

3. Describe your school’s communication strategy to reach parents who prefer to speak a language other than English, in the event of: (A) a school-wide emergency (i.e. lockdown, fire, etc..)	The translation team will be placed in strategic locations to translate to parents as per request. The evacuation sites and routes are translated so they will be distributed to parents.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..)	The translation team will be placed in strategic locations to translate to parents as per request. The evacuation sites and routes are translated so they will be distributed to parents.
(C) If a parent has an emergency and needs to contact the school.	

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

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

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

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 the Mondays professional development sessions, different sessions are crafted and organized about the CR A-663.
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..) ▪ Messaging phone applications ▪ Parent’s Guide to Language Access ▪ NYC Public School Guidebook 	<p>There are different welcome posters around the school building, so parents can identify their language to receive translation. For major events, such as parent meetings and report cards, we have organized a team of staff members to serve as translators. Parents are aware of where to find and/or contact them.</p>
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents’ language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>MS 219 pupil accounting registration data indicates that families from Latin American, Caribbean and West African regions have increased. We will continue to use the data from HLIS an provide translations to families.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>In strengthening our home-school partnership, all parent letters and other documents will be translated. Translation will also be provided at parent workshops, back to school night and during parent-teacher conferences. This information will be reported to the school community through written communication.</p>

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

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

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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your **Senior ELL Compliance and Performance Specialist**. Any

updates or revisions to this plan must be made through the **iPlan portal**.

PART A: SCHOOL INFORMATION

Name of school:	I.S. 219 New Venture School
DBN:	09X219
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	No
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	69
Total # of teachers in this program:	3
# of certified ESOL/Bilingual teachers:	3
# of content area teachers:	1

<p>Describe the direct instruction supplemental program here and include the</p> <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>There are currently 249 students at MS219X of which 69 are ELLs therefore, 23% of the school population is composed of the aforementioned students.. A demographic analysis of the ELL population indicates that 27 of these ELLs are identified as newcomers, and 27 students have been receiving services for four to six years. There are 12 students which are classified as a Long term ELL with 8 years of services. The proficiency levels of the students ranges from the Entering to Commanding as follows: EN- 11, EM-06, TR- 15, EX-25, CM-07. Based on the 2022 Spring NYSESLAT test, 68 students took the test; 10 students scored at the Commanding proficiency level therefore, exiting ELL status; Furthermore, 58 students met their annual ELP progress target (Annual growth), Moreover, 68 students met the safe harbor goal progress. According to the 2022 ELA data, 57 students took the ELA exam. 47 students scored at level 1. six students scored at level 2, four students scored at grade level. Based on the Spring 2022 Math exam, we had 73 ELL test-takers, of which 57 scored at Level 1, 13 ELL's scored at level 2 and 3 students scored at grade level in the 2022 Math test. As a result, MS 219 will offer an in person ENL Saturday Academy program. The Supplemental Title III Program will focus on language development and improving students' performance in ELA exam scores. Our goal is to ensure ELL's will advance one proficiency level in the NYSESLAT ensuring they meet their annual ELP progress target thus meeting and increasing the percentage of ELL students that meet the safe harbor goal progress. In addition, to making progress towards grade level in Math and ELA (levels 3 and 4). For this reason, we will used the EDAT to identify and target our students accordingly through our supplemental program. We use data from the NYSESLAT test to drive our targeted instructions and small grouping decisions. We analyzed the data and target the modality or modalities in which each individual student needs assistance with; therefore creating an individualized target of instruction for each student. Furthermore, this assist in the formation of small group instructions because we have become adaptive to using data from the NYSESLAT to drive our instruction. The 4 hours ENL Saturday Academy Program sessions will be scheduled every Saturdays from 8:30 am to 12:30 pm for 21 sessions beginning on November 4th 2022 through June 2023. Instructions will be divided as follows: ENL (Entering and Emerging) 4 hours concentrating on English language acquisition; concentrating on the four modalities; alternate Language Arts (1) hour. The Transitional and Expanding students will receive 2 hours of Reading strategies and 2 hours of writing workshop. These sessions will be conducted by 3 Bilingually licensed teachers: 1 ENL and 1 ELA teacher. The teachers participating in these supplemental in person ENL Saturday Academy program will have access to Professional Development that will be conducted monthly for 6 sessions. The Professional Development will focus on unpacking, understanding and implementing the Next Generational Standards. Also, professional development will be conducted on how to use the digital educational platforms such as Google classrooms, Google forms, Google meets, Imagine learning and all the digital and virtual platforms that our teachers need to know manipulate and use for a successful modern classroom. Parent engagement and participation is the key for the success of these remote learning programs thus we will make sure to communicate (written and orally) in the preferred language of our students' parents. We will offer work shops to our parents on the following topics: how to navigate the digital platforms: Google classrooms, Google Meets, Google forms, logging into Teacher hub grade book, Using Teacher hub grade book and Kinovo to communicate with teachers. In addition, to offering work shops on the Next Generational Standards to our parents to inform them of the benchmarks that their child have to master. These parents workshops will be offered once a month. There will be three groups grade (6th, 7th and 8th) and rotate every hour to their respective classes. The groups will be composed of: Group 1- one TBE teacher, Group 2- one TBE teacher and Group 3- one ENL/ELA (team teaching). The groups will be ready for remote learning if the situation merits. We will use google classroom and google forms to instruct online learning if we need to go completely remote. We will use google classrooms, Google Meets and Imagine Learning as an additional platform to target listening and speaking modalities of our ELL's. Teachers will have an hour to plan the curriculum and analyze data to differentiate instruction.. 6th grade- 24 ELLs 7th grade- 25 ELLs 8th grade- 20 ELLs Total: 69 ELLs</p>
<p>Rationale</p>	<p>The Supplemental Title III Program will focus on language development and improving students' performance in ELA exam scores. Our goal is to ensure ELL's will advance one proficiency level in the NYSESLAT ensuring they meet their annual ELP progress target thus meeting and increasing the percentage of ELL students that meet the safe harbor goal progress. In addition, of making progress towards grade level in Math and ELA (levels 3 and 4). For this reason, we will used the EDAT to identify and target our students accordingly through our supplemental program.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>The 4 hours ENL Saturday Academy Program sessions will be scheduled every Saturdays from 8:30 am to 12:30 pm for 21 sessions beginning on December 4th 2022 through June 2023. Instructions will be divided as follows: ENL (Entering and Emerging) 4 hours concentrating on English language acquisition; concentrating on the four modalities; alternate Language Arts (1) hour. The Transitional and Expanding students will receive 2 hours of Reading strategies and 2 hours of writing workshop. These sessions will be conducted by 3 Bilingually licensed teachers: 1 ENL and 1 ELA teacher.</p>
<p>Schedule and duration</p>	<p>The Supplemental Title III Program will focus on language development and improving students' performance in ELA exam scores. Our goal is to ensure ELL's will advance one proficiency level in the NYSESLAT ensuring they meet their annual ELP progress target thus meeting and increasing the percentage of ELL students that meet the safe harbor goal progress. In addition, of making progress towards grade level in Math and ELA (levels 3 and 4). For this reason, we will used the EDAT to identify and target our students accordingly through our supplemental program.</p>
<p>Language of instruction</p>	<p>The language of instruction will be in English and Spanish will be use to facilitate learning. Attendance and progress will be monitored and kept on file. Materials to be used will be the Finish Line Program f grades 6-8, ENL/ELA, grades 6-8. The NYSESLAT 2021 Review booklets with audio-recording for listening.</p>
<p>Number and types of certified teachers</p>	<p>There will be three groups grade (6th, 7th and 8th) and rotate every hour to their respective classes. The groups will be composed of: Group 1- one TBE teacher, Group 2- one TBE teacher and Group 3- one ENL/ELA (team teaching). The groups will be ready for remote learning if the situation merits. We will use google classroom and google forms to instruct online learning if we need to go completely remote. We will use Google classrooms, Google Meets and Imagine Learning as an additional platform to target listening and speaking modalities of our ELL's. Teachers will have an hour to plan the curriculum and analyze data to differentiate instruction.. 6th grade- 11 ELLs 7th grade- 19 ELLs 8th grade- 34 ELLs Total: 64 ELLs</p>

Types of materials	Access- focuses on the big ideas in English through high-interest lessons in literature, writing, reading, and grammar; supports and scaffolds different levels of language proficiency while teaching core English by providing oral language activities; complements classroom curriculum and builds academic vocabulary; offers step-by-step models and a highly visual design to make content more accessible for ELLs. The content area teacher along with the ENL and bilingual teachers will conduct one on one conferencing to assess progress, provide clarification and differentiate based on students needs and will be using EDAT estimator tool to determine student deficiency and areas of improvement. They will track student progress and help teachers with next steps. •ENL strategies will be utilized for support in comprehension in ELA. •NYSESLAT-Additional experiences/test practices in the four modalities: *Speaking: Graphic information *Listening: Picture/sentence comprehension: dialogue & academic content *Reading: Picture identification with simple question; short passages for comprehension *Writing: Descriptive paragraphs, fact-based essays The language of instruction will be in English and Spanish will be use to facilitate learning. Attendance and progress will be monitored and kept on file. Materials to be used will be the Finish Line Program f grades 6-8, ENL/ELA, grades 6-8. The NYSESLAT 2019 Review booklets with audio-recording for listening.
Include any additional details here:	n/a
The direct instruction component of the program will consist of (check all that apply):	,After School,Saturday Academy
Grades to be served in this program. Select all that apply.	,6,7,8

PART C: PROFESSIONAL DEVELOPMENT

<p>Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider 	<p>Access- focuses on the big ideas in English through high-interest lessons in literature, writing, reading, and grammar; supports and scaffolds different levels of language proficiency while teaching core English by providing oral language activities; complements classroom curriculum and builds academic vocabulary; offers step-by-step models and a highly visual design to make content more accessible for ELLs. The content area teacher along with the ENL and bilingual teachers will conduct one on one conferencing to assess progress, provide clarification and differentiate based on students needs and will be using EDAT estimator tool to determine student deficiency and areas of improvement. They will track student progress and help teachers with next steps. •ENL strategies will be utilized for support in comprehension in ELA. •NYSESLAT-Additional experiences/test practices in the four modalities: *Speaking: Graphic information *Listening: Picture/sentence comprehension: dialogue & academic content *Reading: Picture identification with simple question; short passages for comprehension *Writing: Descriptive paragraphs, fact-based essays The language of instruction will be in English and Spanish will be use to facilitate learning. Attendance and progress will be monitored and kept on file. Materials to be used will be the Finish Line Program f grades 6-8, ENL/ELA, grades 6-8. The NYSESLAT 2022 Review booklets with audio-recording for listening.</p>
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Rationale	There are currently 249 students at MS219X of which 69 are ELLs therefore, 23% of the school population is composed of the aforementioned students.. A demographic analysis of the ELL population indicates that 27 of these ELLs are identified as newcomers, and 27 students have been receiving services for four to six years. There are 12 students which are classified as a Long term ELLs with 8 years of service. The proficiency levels of the students range from the Entering to Commanding as follows: EN- ,11 EM-09, TR- 18, EX-04 CM-20.
Teachers to receive training	Based on the 2022 Spring NYSESLAT test, 57 students took the test; 23 students scored at the Commanding proficiency level, therefore, exiting ELL status; Furthermore, 55 students met their annual ELP progress target (Annual growth), Moreover, 57 students met the safe harbor goal progress. We do not have data in reference to the 2022 ELA or Mathematics state tests due to their cancellation because of the pandemic. According to the 2022 ELA data, 57 students took the ELA exam. 47 students scored at level 1. six students scored at level 2, four students scored at grade level. Based on the Spring 2019 Math exam, we had 73 ELL test-takers, of which 57 scored at Level 1, 13 ELLs scored at level 2 and 3 students scored at grade level in the 2019 Math test. As a result, MS 219 will offer an in-person ENL Saturday Academy program. The Supplemental Title III Program will focus on language development and improving students' performance in ELA and Math state exam scores.
Schedule and duration	Our goal is to ensure ELL's will advance one proficiency level in the NYSESLAT ensuring they meet their annual ELP progress target thus meeting and increasing the percentage of ELL students that meet the safe harbor goal progress. In addition,of making progress towards grade level in Math and ELA (levels 3 and 4). For this reason, we will use the EDAT to identify and target our students accordingly through our supplemental program. We use data from the NYSESLAT test to drive our targeted instructions and small grouping decisions. We analyzed the data and target the modality or modalities in which each individual student needs assistance with; therefore creating an individualized target of instruction for each student. Furthermore, this assist in the formation of small group instructions because we have become adaptive to using data from the NYSESLAT to drive our instruction. The 4 hours ENL Saturday Academy Program sessions will be scheduled every Saturdays from 8:30 am to 12:30 pm for 21 sessions beginning on November 4th 2022 through June 2023. Instructions will be divided as follows: ENL (Entering and Emerging) 4 hours concentrating on English language acquisition; concentrating on the four modalities; alternate Language Arts (1) hour. The Transitional and Expanding students will receive 2 hours of Reading strategies and 2 hours of writing workshop. These sessions will be conducted by 3 Bilingually licensed teachers: 1 ENL and 1 ELA teacher. The teachers participating in these supplemental in person ENL Saturday Academy program will have access to Professional Development that will be conducted monthly for 6 sessions. The Professional Development will focus on unpacking, understanding and implementing the Next Generational Standards. Also, professional development will be conducted on how to use the digital educational platforms such as Google classrooms, Google forms, Google meets, Imagine learning and all the digital and virtual platforms that our teachers need to know manipulate and use for a successful modern classroom. Parent engagement and participation is the key for the success of these remote learning programs thus we will make sure to communicate (written and orally) in the preferred language of our students' parents. We will offer work shops to our parents on the following topics: how to navigate the digital platforms: Google classrooms, Google Meets, Google forms, logging into Teacher hub grade book and Kinovo to communicate with teachers. In addition, to offering work shops on the Next Generational Standards to our parents to inform them of the benchmarks that their child have to master. These parents workshops will be offered once a month. There will be three groups grade (6th, 7th and 8th) and rotate every hour to their respective classes. The groups will be composed of: Group 1- one TBE teacher, Group 2- one TBE teacher and Group 3- one ENL/ELA (team teaching). The groups will be ready for remote learning if the situation merits. We will use google classroom and google forms to instruct online learning if we need to go completely remote. We will use Google classrooms, Google Meets and Imagine Learning as an additional platform to target listening and speaking modalities of our ELL's. Teachers will have an hour to plan the curriculum and analyze data to differentiate instruction.. 6th grade- 24 ELLs 7th grade- 20 ELLs 8th grade- 25 ELLs Total: 69 ELLs
Topics to be covered	Access- focuses on the big ideas in English through high-interest lessons in literature, writing, reading, and grammar; supports and scaffolds different levels of language proficiency while teaching core English by providing oral language activities; complements classroom curriculum and builds academic vocabulary; offers step-by-step models and a highly visual design to make content more accessible for ELLs. The content area teacher along with the ENL and bilingual teachers will conduct one on one conferencing to assess progress, provide clarification and differentiate based on students needs and will be using EDAT estimator tool to determine student deficiency and areas of improvement. They will track student progress and help teachers with next steps. •ENL strategies will be utilized for support in comprehension in ELA. •NYSESLAT-Additional experiences/test practices in the four modalities: *Speaking: Graphic information *Listening: Picture/sentence comprehension: dialogue & academic content *Reading: Picture identification with simple question; short passages for comprehension *Writing: Descriptive paragraphs, fact-based essays
Name of provider	The professional development will be provided by ElevatED, Bright Morning and the National Equity Project. These professional development will focus on gaining valuable strategies to teach MLL's. In addition to learn new strategies and technics to scaffold with the intended goal of focusing on fostering a trusting, inclusive school environment.
Include any additional details here:	n/a

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>The Parent Coordinator Ms. Chaunita Orellana will be translating all works hops through interpretation transmitters. There will be 6 virtual one-hour sessions, conducted by a pedagogue. This activity will be charged to Title III funding. The parent coordinator will have sign in sheets along the agendas and maintain records in the Parent Center.</p>
<p>Rationale</p>	<p>Parent engagement and participation is the key for the success of these learning programs thus we will make sure to communicate (written and orally) in the preferred language of our students' parents. We will offer work shops to our parents on the following topics: how to navigate the digital platforms: Google classrooms, Google Meets, Google forms, logging into Teacher hub grade book, Using Teacher hub grade book and Kinovo to communicate with teachers. In addition, to offering work shops on the Next Generational Standards to our parents to inform them of the benchmarks that their child have to master.</p>
<p>Schedule and duration</p>	<p>These parents workshops will be offered once a month. Our school provides on-going parent works hops and meetings throughout the school year.</p>
<p>Topics to be covered</p>	<p>The workshops are designed to address the academic, linguistic and social development of adolescent ELLs. The works hops sessions are on going and held during the school day, and after school. The topics include but are not limited to: MS 219 Parent Orientation for ELLs; Overview of the Title III Program; GED and ELL Class es, How Ca n I Help My Child Prepare for the NYSESLAT? High School Information for Middle School Parents and Middle School Transition. Parents are notified via Phone Messenger, email and a paper copy. Based on surveys parents works hops are being conducted. Parents will be invited via school messenger and letters.</p>
<p>Name of provider</p>	<p>The workshops are organized and presented by our ENL and Bilingual teachers, Parent Coordinator, PSO ELL Liaison and Guidance Department.</p>
<p>How parents will be notified of these activities</p>	<p>Parent Coordinator Ms. Chaunita Orellana will be translating all works hops through interpretation transmitters. There will be 6 virtual one-hour sessions, conducted by a pedagogue. This activity will be charged to Title III funding. The parent coordinator will have sign in sheets along the agendas and maintain records in the Parent Center.</p>
<p>Include any additional details here:</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	12,451	Saturday School enrichment
Purchased services -High quality staff and curriculum development contracts.	1500	Town Hall and Professional Development for teachers to use the software Imagine Learning
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.	1700	Hochman and Getting Reading for the NYSESLAT
Educational Software (Object Code 199)	7000	Imagine Learning ONLINE
Travel		
Other		
TOTAL	22651	

Allocation Amount (\$):	22,651
This school is (select one):	Conceptually consolidated (skip Part E of this document)

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

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

<p>High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>Areas of Concentration: Decrease Chronic Absenteeism Improve Teacher Quality Improve Student Performance in Mathematics Improve Student Performance in ELA Strategies and Training: Mastery Based Teaching, Learning and Grading Culturally Responsive and Sustaining Curriculum Questioning and Discussion Techniques Continuous Learning regarding Support for ELL Students Funding to Decrease Chronic Absenteeism School Counselors on each grade to focus on Tier 1 Interventions. At risk counseling for support/intervention Staffing of an Attendance Team that makes calls each morning for students that were absent the day before. Early start required for team members to conduct outreach. Dedicated family worker staffed to conduct home visits. Technological Systems refined to improve parent communication. Full time technician and PupilPath/Skedula used for parent outreach. Funding to Support Teachers to Actively Improve Pedagogy Teachers engage in training - Continuous Learning for Multi-lingual Learners Teachers engage in training - Mastery Based Teaching, Learning and grading Trauma-informed teaching practices are implemented with fidelity as administrators are available to engage in frequent cycles of observation and feedback. Dedicated teacher time to plan, collaborate, and learn from one another Funding to Increase Student Performance in Mathematics Training to implement a new Math curriculum with fidelity Invest in mathematical manipulatives for all classes Teacher training for students’ portfolio development Time and training to create and develop grade-wide interim assessments Teacher training and professional development for MBG Funding to Increase Student Performance in ELA Training to implement a culturally responsive Humanities curriculum with fidelity Teacher training for students’ portfolio development Time and training to create and develop grade-wide interim assessments Teacher training and professional development for MBG</p>
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Part 5: “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool.

Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

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

Explanation/Background

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local

sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

APPENDIX 5: COMMUNITY SCHOOLS

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Community School Partners

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

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

CBO Partners	Target Population	Scope of Service	AOC and Annual Goal
Children's Aid Society	All students		Academic Social and Emotional

Implementation of Community School Core Features & Components

<p>Collaborative Leadership and Practice: Describe how the CBO will share leadership and engage in collaborative planning with the Community School to achieve the school’s annual goals.</p>	<p>Children's Aid Society Society believes that all kids have limitless potential. But for those growing up surrounded by poverty, family instability, and physical or emotional stress, life is too often about survival, not possibility. It’s unacceptable that in New York, a city of historic opportunity, so many of our children face serious barriers to realizing their own promise. Children’s Aid Society is a professional powerhouse of solutions for young people. Teachers, social workers, coaches and health care providers support to ensure that children grow up strong, healthy, and ready to thrive in school and life: excellent education and health care, social-emotional support, and strong, stable families. Children’s Aid offers the following: • After-school programs • Behavioral health services and counseling • Community School model • Medical services • Parent and caregiver engagement • School-based health center</p>
<p>Family and Community Engagement: Describe how your Community School will develop authentic school-family partnerships, and create the conditions for families and community members to participate in decision-making, hold leadership roles that drive school change, and serve as partners in students’ holistic development.</p>	<p>Our community holds monthly Town Halls that are co-facilitated with Children's Aid Society. We have monthly PA meetings and parents are an active part of our community. Parents take a leadership role by actively participating and providing input on culturally responsive curriculum, school day start times, and other school policies.</p>

Expanded Learning Time (ELT)

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

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

Implementation of Community School Core Features & Components

<p>Wellness and Integrated Supports: Describe how your Community School will address out-of-school barriers to learning through partnerships with social and health service agencies and providers to help students attend school regularly and engage in learning through the provision of programs such as social emotional learning, conflict resolution training, and restorative justice.</p>	<p>School Wellness plan is as follows: https://docs.google.com/spreadsheets/d/1WnWV5OE6GzBwHAppwdAq2PAdMNR_lv-XrEvAiHCGcck/edit?usp=sharing Afterschool Program Schedule as follows: 2:40 pm – 3:00 pm snack, break 3:00 pm – 4:00 pm Mon-Thursday only, Academic Power Hour -Getting Ready for the NYSESLAT (ENL Students only) -Academic Intervention Services (9x9, extra help, meeting mastery) -Getting Ready for the State Exams (Test Prep) 3:00 pm – 4:00 pm Fridays, Enrichment 4:00 pm – 6:00 pm Enrichment -Archery -Band -Basketball -Cooking -Dance -Step</p>
<p>Every Student, Every Day: Describe how your Community School will work with CBO partners to meet weekly and use data from DOE systems and New Visions for Public Schools to monitor trends in attendance, assign personalized interventions—including Success Mentors—to chronically absent students, and draw on community resources for support with removing barriers to attendance.</p> <p>For support, you may access strategies here.</p>	<p>Procedures are put in place for increased intensity of outreach based on student attendance and response. Students who were absent the day before = a morning wake up call the next day. AM absence = AM phone call 1 day unexcused absence = Teacher outreach/call 2 day unexcused absence = home visit when school buildings are open or PM/Evening phone call when school buildings are not open 3 day unexcused absence = referral to Attendance Committee for consultation regarding supports Note: All students have a daily wellness check during Office Hours or with a School Counselor, Success mentor or Teacher</p>
<p>Special Populations: Describe how your Community School will work with your partners to ensure students receive differentiated and culturally responsive supports. Describe how your Community School's systems and structures will be optimized to work for <u>all</u> students, including students in temporary housing, Multilingual Learner/English Language Learner (ML/ELL), and Students with Disabilities.</p>	<p>Special populations are supported with small group and 1:1 tutoring during school, after school, and on Saturdays. Success mentors also monitor and support students with unique needs.</p>

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.