

2022-2023

## COMPREHENSIVE EDUCATIONAL PLAN ( CEP )

DBN	08X302
School Name	M.S. 302 Luisa Dessus Cruz
Principal	Liza Ortiz

## 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:	Luisa Dessus Cruz
District Borough Number (DBN):	08x302
Grades Served:	6-8
School Address:	681 Kelly Street Bronx, NY 10462
Phone Number:	718-901-3520
Fax:	718-901-3529
School Contact Person:	Dr. Liza Ortiz
School Contact Person Email Address:	718-901-3520
Principal:	Liza Ortiz

United Federation of Teachers (UFT) Chapter Leader:	Luis Franco
Parents' Association President:	Latoya Coleman
SLT Chairperson:	Victoria Hoggard
Title I Parent Advisory Council Chairperson (PAC):	Earlynn Otero
Student Representative(s) Middle /High School:	N/A
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	Stevland McCoy
School-Based Students in Temporary Housing (STH) Liaison:	Naeem Harrison

## **District Information**

Geographic District:	08
Superintendent:	Jennifer Joynt
Superintendent's Office Address:	650 White Plains Rd. Bronx, NY 10473
Superintendent's Email Address:	jjoynt@schools.nyc.gov
Phone Number:	718-239-5890
Fax:	N/A

## **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
Liza Ortiz	*Principal or Designee	
Luis Franco	*United Federation of Teachers (UFT) Chapter Leader or Designee	
Latoya Coleman	*Parents’ Association (PA)/ Parent-Teacher Association (PTA) President or Designated Co-President	
Joey Dennis	District Council 37 (DC 37) Representative (staff), if applicable	
Earlyn Ortero	Title I Parent Advisory Council Chairperson (or alternate)	
N/A	Student Representative (Required for high schools)	
N/A	Student Representative (Required for high schools)	
Stevland McCoy	CBO Representative	
N/A	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
N/A	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
Dhariana Rodriguez	Parent	
Yolanda Dingles	Parent	
Victoria Buchanan	Teacher	
Nathalie Marte	Teacher	

## 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
Bernadette Pizarro	Assistant Principal	
Domingo Espinal	Math Teacher	
Christina Reyes-Posligua	ENL Teacher	
Argely Brito	ENL Teacher	
Khadija Matthews	School Counselor	
Mike Mercedes	Parent Coordinator	
Randi Darden	Math Peer Collaborative Teacher	
Nyima Dejesus	Science Peer Collaborative Teacher	
Allena Hudson	ELA/SPED Model Teacher	
Magaly Claudio	IEP Teacher	

## SECTION 4: SCHOOL SUMMARY

### School Summary

Your School's Accountability Status:	GOOD STANDING
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Provide your school’s mission statement:	Luisa Dessus Cruz is dedicated to the academic and personal development of our scholars who will become tomorrow’s leaders in the fields of mathematics, science, technology, and social service with the support and respect of the school community. In an atmosphere like that of a family, both caring and firm, our scholars are challenged to question, anticipate, problem-solve, effectively communicate, assume personal responsibility to build strong character in pursuit of academic excellence and social responsibility.
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>We are a zone school located in the heart of the South Bronx. Our enrollment fluctuates between 400 to 450 students here at Luisa Dessus Cruz. About 55% of our students are male and 45% of our students are female. 80% of our students are Hispanic or Latino and 20% of our students are Black or African American. Our percentage of students who are ELL and SWD's are higher than most when compared to the New York City Department of Education. Our ELL population is 12%, our SWD population is 27% and 8% of our scholars are both MLL and SWD students belonging to both of these groups. We are a Title I school with scholars that are doubled up, in shelters and others who are in foster care. Regardless of these statistics, we strive in providing a rich and fruitful experiences for our scholars throughout their middle school journey. Through our strong community ties and partnerships with Sheltering Arms and Sophie Gerson, our community based organizations, we are proud to say that our school different from others in the X outh Bronx offers programs such as tennis, swimming, guitar, dance and opportunities for students to attend Camp Zeke in the summer months.</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
Core Ready (Ela Only)	6-8	Remote and Print	HILL (Gholdy Muhammad and TC)
McGraw Hill Reveal Math (Math Only)	6-8	Remote and Print	
Passport (Social Studies Only)	6-8	Remote and Print	
Inspire Science (Science Only)	6-8	Remote and Print	

## 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)
Foster Independent Readers	2021-2022 Reading Logs from classrooms; 2021-2022 Data from MYON; DRP data trends	Teachers need to ensure students know how to select texts. Teachers need to show students how to self-monitor comprehension when reading independently.
Targeted Reading Interventions and Enrichments	DRP Data and iReady Data revealed that subgroups have gaps in reading and writing.	Teachers need phonics training to provide targeted interventions. Teachers need to engage in three progress monitoring sessions to unpack trends in data. Teachers need training in assessments and increase the number of assessments that they are completing within each unit.
Tiered texts	DRP Data and iReady data revealed that a subgroup with large reading gaps didn't make progress	Teachers having enough resources for tiering texts online. Teachers organizing materials for different levels of students. Teachers selecting and providing appropriate texts for MLLs and SWD.

**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	23%	By June, 2023, Elementary/Middle School ELA for All Students will Increase 10%, from 23% to 33%, as measured by NYS ELA state exam results.
All Students	10%	By June, 2023, non proficient Middle School ELA for All Students will Decrease 10%, from 43% to 33%, as measured by NYS ELA Exam Results.
Students with Disabilities	10	By June 2023, non proficient Middle School ELA for Students with Disabilities and English Language Learners will Decrease 10%, from 83% to 73% through recursive Tier II and Tier III interventions, as measured by the NYS ELA state exam

**Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September 2022			
NYS ELA State Exam	Unit Assessments; Baseline Assessments and Winter Assessment which indicate the progress of the following students who earned a level 3/4 on DRP and IREADY.	DRP and I-READY	33 (9%) out of 364 total students who take these assessments will earn a level 3 or 4.	73 (20%) out of 364 total students who take these assessments will earn a level 3 or 4.	115 (31%) out of 364 total students will earn a level 3 or 4 on the NYS ELA State exam.
NYS ELA State Exam	Unit Assessments; Baseline Assessments and Winter Assessment which indicate the progress of the following students who earned a level 1 on DRP and IREADY.	DRP and I-READY	156 (43%) out of 364 total students who take these assessments will earn a level 2	138 (38%) out of 364 total students who take these assessments will earn a level 2	120 (33%) out of the 364 total students who take the NYS ELA State exam will moved to level 2.
DRP	Unit Assessments; Baseline Assessments and Winter Assessment which indicate the progress of the following students who earned a level 1 on DRP and IREADY.	DRP and I-READY	141 (83%) out of the 171 SWD and ENL students who took the exam will move to level 2	133 (78%) out of the 171 SWD and ENL students who took the exam will move to level 2	124 (73%) out of the 171 SWD and ENL students who took the exam will move to level 2



**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?)
10/01/2022	01/16/2023	Weekly assessment specific to the focus skill/strategy that impacts the standard created by teachers and on I-Ready.
10/01/2022	01/16/2023	Data Talks with ELA teachers regarding assessments with a focus on targeted students that will inform the Professional Development
10/01/2022	01/16/2023	One to one tier 3 intervention cycles through the use of Rewards, Stari, MYON, and/or Guided Reading Text Sets
10/01/2022	01/16/2023	Small Group support for targeted students via intervention cycles utilizing J. Seravallo's Guided Reading and IReady Lessons
10/01/2022	01/16/2023	Change in the workshop timing: 5 minutes SEL; 5-10 minutes of Standard based instruction; 30 minutes of one to one conference/guided reading/independent reading

**Action Planning - February to June**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2022	04/30/2023	Continue Professional Development specific to the instructional core and Tier 2 & 3 interventions and supports
02/01/2022	04/30/2023	Continued progress monitoring of lessons completed on I-Ready, Interim Unit Assessments; student responses on submitted assignments
02/01/2022	04/30/2023	Data Talks with ELA teachers regarding data from targeted students
02/01/2022	04/30/2023	Classroom walkthrough/observations and teacher feedback with a focus on targeted students
02/01/2022	04/30/2023	Focused Small Group for targeted students

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/01/2022	06/23/2023	Multicultural Days Every Other Month,	Sheltering Arms / Sophie Gerson
11/01/2022	06/22/2023	Publishing Parties at the End of Each Unit (Every 6 weeks), -Student Multimedia Film Days, Book Clubs, Anime Club	Sheltering Arms / Sophie Gerson
01/01/2022	01/31/2023	Poetry Slams	Sheltering Arms / Sophie Gerson
03/01/2022	03/31/2023	Writer's Cafe	Sheltering Arms / Sophie Gerson
10/01/2022	06/22/2023	Town Halls with Principal and Admin focused on Literacy	Sheltering Arms / Sophie Gerson

Human Resources	Peer Collaborative Teachers, Model Teachers, Parent Coordinator, Sheltering Arms, Sophie Gerson, Volunteer Staff
Instructional Resources	I-Ready, Sora, Myon, Stari, and Rewards
Schedule Adjustments	AVID Elective Class focused on W.I.C.O.R
Other Resources Needed	N/A

## **AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH**

### **Priority Needs and Root Causes**

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Fostering independence to develop math identity	Classroom Walkthroughs; End of Unit Item Analysis; Teacher observations; MAP assessment; iReady assessment	Teachers over explaining concepts to students during the mini lesson. Teachers need additional training on helping students develop a math identity
Remediation of Learning Loss	Classroom Walkthroughs; End of Unit Item Analysis; Teacher observations; MAP assessment; iReady assessment	Teachers need to track student progress on interventions within progress monitoring cycles. Curriculum Map audit for targeting SWD and MLLs

**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	7	By June, 2023 proficiency for Middle School Math for All Students will Increase 13%, from 7% to 20%, as measured by NYS Math State Exam.
All Students	10%	By June 2023, non proficient Middle School Math for All Students will Decrease 10%, from 60% to 50%, as measured by the NYS Math State Exam.
Students with Disabilities (SWD)	10	By June 2023 non proficient Middle School Math for Students with Disabilities (SWD) and English Language Learners will Decrease by 10%, from 84% to 73%, as measured by the NYS Math State Exam.

### **Progress Measures and Targets**

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September 2022			
NYS Math State Exam	Unit Assessments; Baseline Assessments and Winter Assessment which indicate the progress of the following students who earned a level 3/4 on MAP and IREADY.	I-Ready and NWEA MAP	25 (7%) out of 364 total students who take these assessments will earn a level 3 or 4.	62 (17%) out of 364 total students who take these assessments will earn a level 3 or 4.	99 (27%) out of 364 total students will earn a level 3 or 4 on the NYS Math State Exam.
NYS Math State Exam	Unit Assessments; Baseline Assessments and Winter Assessment which indicate the progress of the following students who earned a level 1 on MAP and IREADY.	I-Ready Diagnostics and NWEA MAP	218 (60%) out of 364 total students who took the exam will move to level 2	200 (55%) out of 364 total students who took the exam will move to level 2	182 (50%) out of 364 total students who took the exam will move to level 2
NYS Math State Exam	Unit Assessments; Baseline Assessments and Winter Assessment which indicate the progress of the following students who earned a level 1 on MAP and IREADY.	I-Ready Diagnostics and NWEA MAP	145 (84%) out of 171 SWD and ENL students who took the exam earned a level 1	135 (79%) out of the 171 SWD and ENL students who took the exam will moved to level 2	126 (74%) out of the 171 SWD and ENL students who took the exam will moved to level 2

#### **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?)
10/01/2022	01/15/2023	Weekly assessment specific to the focus skill/strategy that impacts the standard created by teachers and on I-Ready.
10/01/2022	01/15/2023	Data Talks with ELA teachers regarding assessments with a focus on targeted students that will inform the Professional Development
10/01/2022	01/15/2023	One to one discussions with teachers regarding pedagogy and content
10/01/2022	01/15/2023	Focused Small Group based on targeted students using IREADY
10/01/2022	01/15/2023	Classroom walkthrough/observations and teacher feedback with a specific focus on targeted students
10/01/2022	01/15/2023	Change in the workshop timing: 5 minutes SEL; 5-10 minutes of Standard based instruction; 30 minutes of one to one conference/guided math/independent math

#### **Action Planning - February to June**

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2022	04/30/2023	Continue Professional Development specific to the instructional core and Tier 3 interventions and supports
02/01/2022	04/30/2023	Continued progress monitoring of lessons completed on I-Ready, Interim Unit Assessments; student responses on submitted assignments
02/01/2022	04/30/2023	Continue data Talks with math teachers regarding data from targeted students
02/01/2022	04/30/2023	Classroom walkthrough/observations and teacher feedback with a specific focus on targeted students
02/01/2022	04/30/2023	Focused Small Group based on targeted students

#### **Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/01/2022	06/23/2023	Multicultural Days Every Other Month,	Sheltering Arms /Sophie Gerson
11/01/2022	06/16/2023	-Publishing Parties at the End of Each Unit (Every 6 weeks), -Student Multimedia Film Days, Book Clubs, Anime Club	Sheltering Arms /Sophie Gerson
01/01/2022	01/31/2023	Poetry Slams	Sheltering Arms /Sophie Gerson
03/01/2022	03/31/2023	Writer's Cafe	Sheltering Arms /Sophie Gerson
10/01/2022	06/22/2023	Town Halls with Principal and Admin focused on Math through the mini syllabus	Sheltering Arms /Sophie Gerson

Human Resources	Peer Collaborative Teachers, Model Teachers, Parent Coordinator, Sheltering Arms, Sophie Gerson, Volunteer Staff
Instructional Resources	Reveal Math Curriculum, I-Ready, I-Ready Teacher Toolbox and Goal Book
Schedule Adjustments	Two additional periods of Math
Other Resources Needed	N/A

## **AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED**

### **Priority Needs and Root Causes**

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Trust	Learning Environment Survey Demonstrates a lower rating than other categories. Teacher to teacher trust (84%)	Teachers supporting students returning to school from the pandemic; teachers having sufficient time to plan with one another
Supportive Environment	Learning Environment Survey Demonstrates a lower percentage rating than other categories. Students feel that teachers intervene when there is bullying (71%)	Teachers overwhelmed with student behaviors; teachers dedicating time to social emotional learning
Supportive Environment	Learning Environment Survey Teachers feel that colleagues engage with a can do attitude (64%)	Teachers overwhelmed with student needs; teachers not have enough social emotional learning time with each other
Supportive Environment	Learning Environment Survey Student to teacher trust (81%)	Teachers feeling pressured to prioritize academic gaps over social emotional needs

**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
Equity & Student Voice	55%	By June 2023, there will be an increase of 15% from 55% to 70%, as measured by students responses on the 2022/2023 Panorama Education Survey, in students perception of how diverse and inclusive the content is in their coursework.

**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)
		6/2022			
Student periodic school survey	Likert scale	Diverse and Inclusive Content 55%	Increase of 5% (60%) ; survey specific question, diverse and inclusive curriculum	Increase of 5% (65%); survey specific question, diverse and inclusive curriculum	70% of students will indicate that our school has diverse and inclusive content in the curriculum

**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?)
09/19/2022	01/20/2023	Weekly Advisory lessons that are culturally responsive aligned to our mission and vision
09/13/2022	01/20/2023	Monthly town halls with students, teachers, and parents to celebrate culture via the arts, music, sports, and academic competitions
09/30/2022	01/20/2023	Twice a Semester student review of work to reflect on the impact of our revised CRE units of study
09/07/2022	01/20/2023	Monthly professional book study on teacher and student practices specific to CRE with a focus on SWD and ENL
10/07/2022	01/31/2023	Bi-Weekly with the student government and honor society

**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?)
02/03/2023	06/09/2023	Weekly Advisory lessons that are culturally responsive aligned to our mission and vision
02/03/2023	06/09/2023	Monthly town halls with students, teachers, and parents to celebrate culture via the arts, music, sports, and academic competitions
02/03/2023	06/09/2023	Twice a semester student review of work to reflect on the impact of our revised CRE units of study
02/03/2023	06/09/2023	Monthly professional book study on teacher and student practices specific to CRE with a focus on SWD and ENL
02/01/2023	06/09/2023	Bi-Weekly with the student government and honor society

**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)
09/14/2022	06/23/2023	Monthly Town Hall sessions with the administration	CBO and teachers
11/03/2022	06/16/2023	Quarterly publishing, celebratory events	CBO, ADMIN, and teachers

Human Resources	Guidance Counselors, Small Group Teachers, CBO
Instructional Resources	Schedule and Professional Consultants such as ELEVATED, LITLIFE, and NTN
Schedule Adjustments	increase literacy time to embed book clubs, debates, inquiry
Other Resources Needed	N/A

**AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM**

**Priority Needs and Root Causes**

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Moving Students to the Least Restrictive Environment based on data	Entering 6th graders with special education classification increased	Overidentification of Special Education in Elementary Schools; Conflation of Language Needs with Special Education Needs
Decreasing Level 1s in SWD	I-ready and State Exam scores demonstrate high number of Level 1s for SWD in ELA and Math. Specifically for the current 8th grade students	SWD receiving remote learning had difficulties managing their assignments; Not enough time/training for interventions

**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)	33	By June, 2023, there will be a 5% increase of the transition data submitted by SWD providers through recursive review of the IEP Review Dashboard to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD).

**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)
		9/08/22			
IEP Review Dashboard	Improved percentage in the total review section of the transition planning	Transition documents needed (50%)	Improved percentage from September by 25%; 0% to 70%; 15% increase from 47.8% to 62.8%	50% of transition plans completed	90% of transition plans completed

**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	01/15/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	MTS/PPT Committee will meet weekly to discuss student progress and program recommendation based on report card grades, Jupiter Grades, Interim Assessments, and Unit Assessments/Submitted Assignments
09/08/2022	01/15/2023	Develop appropriately rigorous standards-aligned annual goals	MTSS/PPT will select random IEPs for review and discuss next steps for teacher and/or department; PD on writing a quality IEP
09/08/2022	01/15/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	MTSS Members, Administration, and PCTs will review curriculum/unit of studies and enforce the participation in general education curriculum; provide PD
09/08/2022	01/15/2023	Ensure that programs and services mandated on each student's IEP are delivered	Frequent review of the IEP dash board to ensure program is met and programmed appropriate on the STARS
09/08/2022	01/14/2023	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]	IEP teacher will remind SWD providers to complete the transition plan; review of the IEP Dashboard; SWD providers will interview stakeholders
09/08/2022	01/14/2023	Conduct IEP meetings within specified compliance dates	IEP will share calendar of Annuals for the year, Send monthly calendar; Email Reminders;
09/08/2022	01/15/2023	Monitor referrals to Special Education to ensure appropriate referrals only	MTSS/PPT will follow protocol of referring students

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/03/2022	01/21/2023	Monthly Informational sessions provided by Elevate and Sheltering Arms to support student and parent on time management, stress, transitions	Elevated and Sheltering Arms
10/03/2022	05/27/2023	Monthly SEL moments as a school community	Sheltering Arms and school personnel

Human Resources	Peer Collaborative Teachers, Instructional Team, CBO Staff, IEP Teachers, MTTs Members
<b>Instructional Resources</b>	MTSS-Multi-Tiered Support Systems Text
<b>Schedule Adjustments</b>	Weekly Meetings
<b>Other Resources Needed</b>	N/A

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

### Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2 ELA Small Group Instruction	Students identified via data analysis based on DRP Data and Formative Assessments of our Units	Jennifer Serravallo Small Group Instruction and STARI	Small Group Instruction	During school	Yes (G-Suite)
Tier 2 Math Small Group Instruction	Students identified via data analysis based on MAP Data and Formative Assessments of our Units	Small Group Instruction Lessons Based on KEMS and I-Ready Teacher Toolbox	Small Group Instruction	During school	Yes (G-Suite)
Tier 2 Small Group Instruction for All Students in Math and ELA via after school	Students identified as pushable and slippables by triangulating data	Teacher created small group lessons	Small Group Instruction	Afterschool	Yes (G-Suite)
Tier 3 Rewards Phonic Program for Specially Targeted Intervention	Students identified via DRP data points as 3 or more years below reading level	Rewards Phonic	Small Group Instruction Lessons	During School	Yes-Rewards Online Program
Tier 3 Math intervention Small Group Instruction through the IREADY	Students identified via MAP and I-Ready who are 3 or more years below grade level	Goal Book	Small Group Instruction	During School	Yes

### Student Social/Emotional Support

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



Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Specifically Tailored Lessons to Review the Expectations via Rise Matrix during	Students identified by Grade Counselors	Behavioral Intervention	Small group sessions	During School	G-Suite
In advisory, lessons focused on responsible choices, focusing on school work, and self-regulation of emotions	All students will receive advisory. Students in need of extra support will be identified by teachers and counselors	Self-regulation	Small Group Advisory Lessons	During School	G-Suite
At risk counseling for students in T3 in need of explicit behavior instruction. Students will write their own behavioral contract. Three check ins during the day with the grade guidance counselor. Daily check in with grade administrator.	ABC Chart will be completed to track data. Students identified based on data.	Customized behavioral contracts.	One to one sessions with the grade counselor. Supports provided by multiple people.	During School	G-Suite

## **Students in Temporary Housing (STH) Support**

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

Identify the number of Students in Temporary Housing who are currently attending your school.  Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.	We have 55 out of 364 students in temporary housing at our school.
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Describe the services you are planning to provide to the STH population.	We provide a multitude of services of our students in temporary housing who are currently attending our school. We communicate with families daily -We partner with our CBOs and Non-profits in order to gather school supplies for our students in temporary housing. We put together a package with all the necessary items for the entire school year. -We provide food pantries for all families twice a month. For our temporary housing students, we give them priority and have them come before the other families. -We provide our students with computer devices. We also ensure that these families have Wi-Fi in their homes by contacting organizations that offer this service to students in need. -We provide social and emotional events for our families. We celebrate bi-monthly to ensure that our families are informed of happenings around the school. -We provide free breakfast and lunch for our families. Families in temporary housing can come to the school to pick up meals for the day. -We provide after school activities for our students, including sports, our CBO sheltering arms, and academic intervention via small group.
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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. [School Name], in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

#### **Support for Parents and Family Members of Title I Students**

Luisa Desuss School Middle School x302 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)

Luisa Desuss Cruz, Middle School 302, 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**.

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## 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**.

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### A. School Information

District:	08
Borough:	Bronx
School Number:	302

## **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.

<b>Member Title</b>	<b>Name</b>
Principal	Liza Ortiz
Assistant Principal	Rusmayris Guillermo
Coach	Allena Hudson
Coach	Nyima Dejesus
English as a New Language (ENL)/Bilingual Teacher	Christina Reyes-Posligua
School Counselor	Khadija Mathew-Sussman
Teacher/Subject Area	Domingo Espinal
Teacher/Subject Area	Sonya Taveras
Parent	Dhariana Rodriguez
Parent Coordinator	Mike Mercedes
Related-Service Provider	Magaly Claudio
English as a New Language (ENL)/Bilingual Teacher	Argely Brito

## **C. Teacher Qualifications**

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

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

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

## 2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	0
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:	0

## 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):	364
Total number of current ELLs at your school:	48
Total percentage (%) of current ELLs at your school:	13%
Total number of former ELLs at your school:	20
Total percentage (%) of former ELLs at your school:	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TBE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TBE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	No
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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>Freestanding ENL services are provided through pull-out services for the students who have been identified, as per the NYSESLAT and NYSITELL data, to be entitled to receive ENL services. Students at the entering and emerging levels of English language proficiency receive 360 minutes of ENL instruction. Students at the transitional and expanding proficiency level receive 180 minutes of integrated ENL unit during ELA periods within a team-teaching approach from the ENL and ELA teacher. Students at the commanding proficiency levels receive 90 minutes of ENL instruction. Then the students are grouped accordingly to ensure appropriate instructional differentiation, appropriate academic intervention services and other instructional support services. Students are provided opportunities to be grouped both homogeneously during stand alone sessions to provide targeted supports. Students are grouped heterogeneously in content areas in order to benefit from peer interaction and lessons where speaking, listening, and academic partnerships assist students in learning. Stand Alone curriculum provided to teachers is based on Wonders curriculum tied to pre-emergent readers for Entering students. For Emerging students, engagement lessons, as well as fiction and nonfiction lessons with scaffolding are provided to students. For transitioning and expanding students, a mixture of lessons focus on comprehension, context clues, and higher order thinking strategies. For commanding and long term ELLs, the focus is reading responses, citing evidence in writing, and figurative language. Entering and Emerging students are grouped in classes that receive 90 minutes of instruction in ELA with an ENL teacher. Additionally they receive more supports during Stand Alone periods to continue to support language acquisition.</p>
<p>Integrated English as New Language (ENL)</p>	<p>English as a new language is provided by the ENL teacher through a stand alone pull-out model. The students are grouped together by grade and proficiency level. The schedule allows for 75% of the time to receive blocked ENL and 25% individual 45 minute periods of instruction.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> <li>▪ Transitional Bilingual Education (TBE) program</li> <li>▪ Dual Language (DL) program</li> </ul>	<p>N/A</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>Our free-standing ENL Program has a pull-out and push-in virtual model in which students are served based on their performance level. Students at the entering and emerging levels of English language proficiency receive a minimum of 360 minutes of English language instruction. Students at the transitional and expanding proficiency level receive a minimum of 180 minutes of English language instruction and ELA instruction. Students at the commanding proficiency levels receive 90 minutes of English Language instruction. The students are grouped accordingly to ensure that intervention services instructional differentiation, appropriate academic intervention services and other instructional support services.</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>English</p>
<p>How is instruction designed to include both languages?</p>	<p>N/A</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>N/A</p>



4. For schools with Transitional Bilingual Education programs:  Which core content areas are taught bilingually?	N/A
How is the students' home language integrated into instruction?	N/A

## PART IV: ASSESSMENT ANALYSIS

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

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

<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>There are 6 newcomer ELLs in our school. There are four students identified as SIFE students. Effective services for Newcomer ELLs includes additional ENL stand alone instruction apart from the 360 minutes of allotted time for students. For Newcomer ELLs, emphasis in curriculum is placed on receptive and expressive language in speaking and listening. Phonics instruction is embedded within the curriculum for Newcomer ELLs as well as entering and emerging students. Emphasis on literacy within the Jennifer Serravallo reading strategies book will focus on Goals 1 (Pre-emergent skills), 2 (Engagement), and 12 (Conversation and Fluency). Additionally, teachers will provide differentiated support as students acquire reading and writing skills in the target language. For developing ELLs, students receive integrated ENL services and also integrated ELA lessons. Students who have not made progress on the previous year's NYSESLAT will receive additional pull-out supports during non-content areas. For Long-Term ELLs data analysis from our school shows that students need additional help with figurative language, understanding directions in a writing prompt, and writing skills. For these long-term ELLs, an ELL curriculum will be used to target and assess skills not mastered in previous NYSESLAT exams.</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>There are 6 Newcomer ELL students in the school (0.02% of school population). For Newcomers, teachers and coaches select culturally relevant classroom resources and provide opportunities for students to share their culture. Teachers differentiate instruction that is designed to support individual students that are learning. Teachers take into account the varied needs of the students. ENL and content area teachers ensure that the students receive consistent and effective support in developing mastery of academic language they will need to learn to understand the content. Services for Newcomers differ from other ELLs because services are more focused on the development of vocabulary and oral language skills. For SIFE students, we provide a supportive environment that responds to immediate social, cultural, and linguistic needs. At this moment we do not have any SIFE students in our school, but we are prepared to serve SIFE students in case they do arrive at our school. Student and parent access to support services provided by counselors, teachers, and parent coordinator is offered and provided to both. We implement a peer support system in the classroom to get students integrated into the culture of the school. There are 7 Long term ELLs at our school (1% of school population). We have designed instruction tailored to students who are long term ELLs. During the day there will be lessons designed around carefully structured language objectives. There will be a focus on writing that includes academic vocabulary and oral language that supports students' thinking and writing abilities. Differentiated instructional strategies along with explicit academic language and literacy development across content will be integrated into the day program for these students. Services for long term ELLs will differ from those designed for Developing ELLs because the focus will be on strengthening their understanding of higher order thinking skills. Long term ELL data indicates that students need continued practice in academic language in reading and writing.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>There are 20 former ELLs at our school (5% of the school population). Students who scored proficient on the NYSESLAT continue to be supported in the classroom via differentiated instruction from content area teachers. Emphasis on reading comprehension and writing skills assist students to reach full proficiency. Emphasis on figurative language and idiomatic expressions via close reading in teacher created units also assist students to reach full proficiency. Former ELLs receive 90 minutes of ENL instruction. The ELA teacher continues building background knowledge, provides explicit instruction and modeling to ensure students are aware of what they are learning and how they respond to what they are learning. Once students are ready, the ENL teacher removes scaffolds by using non-linguistic clues and attention to the rate of our speech (including wait time for questions asked), will further support students including teachers frequently checking for understanding throughout the lesson.</p>

<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>When looking at the results of the NYSESLAT, we identified strengths and areas of growth by grade. Strengths identified for 6th grade students include Anchor 1: TOM.L.5–6.1 Students can identify words, phrases, or sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse. Another strength for 6th grade was Anchor 2: TOM R.5-6.2 Students can identify words, phrases, or sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text. Students performed well on strands related to the main idea of texts and understanding vocabulary in regards to sequence of events. One strand in need of strengthening for 6th grade was Anchor 5: TOM. R.5-6.5 Students can identify significant elements, connections, relationships, and/or topics that are established by text structures. Text structures are defined here as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts. For students in 6th grade additional support is provided via instruction to strengthen understanding of text structures. When providing students with small group instruction, text structure was a focus for differentiation for our ELLs in 6th grade. Strengths identified for 7th and 8th grade students were Anchor 3: TOM.W.7–8.3 Students can use grade-appropriate language to provide or refer to multiple characters, precise details, sequenced events, and closure to develop a narrative text and Anchor 2: TOM R.7-8.2 Students can identify words, phrases, or sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text. Students did well in regards to narrative texts, sequence of events, and relationships between characters. For 7th and 8th graders needed additional support to strengthen understanding of Anchor 3: TOM. R.7-8.3 Students can determine the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary and its impact in a grade-level text. Anchor 5: TOM R.7-8.5 Students can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures. Text structures are defined here as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts. In order to strengthen Anchor 3, the curriculum/units of studies were revised in order to include lessons on figurative language, as well as small group lessons tailored to help specific students with this anchor standard.</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>The relationship between students’ performance on the NYSESLAT and state exams varies by subgroup. For emerging and expanding students, state test scores for the last available ELA exam were between 1.5 and 2.05. For transition and commanding students, state test scores for the last available ELA exam were between 2.05 and 3. For emerging and expanding students, state test scores for the last available Math exam were between 1.43 and 2.0. F For transitioning and commanding students, state test scores for the last available Math exam were between 2.0 and 4.0 We address the needs of the ELLs in our school during daily instruction and interventions Students in all ELL subgroups are provided consistent and rigorous vocabulary instruction through the differentiated instruction and support.</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>Of the 94 ELLs at our school, one student is currently under chronic absenteeism (He has 74% attendance) and three students are currently under absenteeism (They have between 80% and 90% attendance). This subgroup forms less than 1% of the school's total population. We have one interaction team member assigned to each student as well as the grade counselor. Interaction team members contact families on a daily basis. For students in the at-risk category, they are contacted a minimum of twice per day and we have our district liaison conduct home visits periodically when students have been absent for more than four consecutive days. Our attendance team meets weekly to review data and to provide next steps for students of concern. At-risk ELLs are a priority in our school as they need to attend in order to develop academic skills and experiences.</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>The home language of ELLs with the largest representation at our school is Spanish. Of our 94 ELL students, we have 88 with Spanish home language, 2 with Fulani home language, 2 with French home language, 1 with Arabic home language, 1 with Bengali home language, and 1 with Wolof home language. We provide parents with information in their native language. We have staff in our school such as parent coordinators, guidance counselors and outreach committees that provide resources to families in their native languages and in English. The school provides students and parents with the resources they need to complete their work and in school. The school ensures that parents attend meetings to remind them of important dates, school progress and other important items.</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 <b>Culturally Responsive and Sustaining Education (CR-SE)</b>?</p>	<p>Our school is extremely diverse. We have students from Latin America (Caribbean, South American and Central American), Middle Eastern, and West African. We have revised our units of study this year in order to have culturally responsive texts that are representative of the ELLs in our school. We provide texts and writing opportunities that allow all students to connect to not only their experiences but to the world around them.</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 data trends we noticed for the subgroup ELLs with IEPs is additional support with reading and writing standards. More specifically, our ELLs with IEPs have received additional support during small group instruction to improve the ELA learning strand for citing evidence. They also have received continued support in summarizing and paraphrasing texts, more specifically with nonfiction texts since students need more support with these text types. Our ELLs with IEPs have been a priority for our school and will continue to receive support for academic and social emotional needs. During data team meetings we look at trends for this subgroup since it is a vulnerable population and we meet to create plans for academic intervention for students</p>
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## 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 school's Instructional Leadership Team (ILT) considers the MLs/ELLs in the school's instructional design by creating modifications, incorporating language objectives into the units and providing tiered assessments for students to evaluate their progress. Our curriculum includes modifications and learning strategies to help students at different levels of progression of language proficiency. The team provides teachers with opportunities to plan and collaborate with ENL providers to further plan instruction and support the students. The ILT provides recurring professional learning opportunities for teachers on how to support all subgroups of ELLs.</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>All content area instruction is delivered in English. Unit objectives integrate academic language objectives and content objectives. Such academic language objectives include the study of language structures, Tier 2 academic vocabulary and Tier 3 content area vocabulary. The facilitation of discussions is centered on the academic language objectives and further supported by questions stems based on Webb's Depth of Knowledge (DOK) Educational Objectives. ESL methodologies and strategies used for the delivery of instruction include, but are not limited to: explicit modeling, one-to-one support, small group instruction, academic and content area language charts, visual aids, Total Physical Response (TPR), manipulatives, technology, and graphic organizers to support the learning of language and content objectives; as well as the incorporation of activities that incorporate ELL students' life experiences and diverse cultures. The ESL program aligns instruction to the New York State Common Core Standards and Priority Learning Standards. The instructional language is English.</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 ELA and Mathematics teachers provide students with online resources, including videos, lessons and books provided in our Google Classroom. Students are given access to i-ready an online assessment and instruction platform that helps teachers provide all students a path to proficiency and growth in reading and mathematics. Emerging and Entering students utilize MindPlay, which utilizes the Orton-Gillingham method, accompanied by a Speech Pathologist on screen. This reading program teach students how to read. During small group pull out, ENL students receive support through Wordly Wise. This resource provides direct academic vocabulary instruction that develops the critical link between vocabulary and reading comprehension. Direct instruction of important, useful, or difficult words for each grade level helps students successfully comprehend content-area texts and improve test results.</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>Instruction for ELL-SWDs reflects the school's overall philosophy for all students, differentiated instruction is provided for students needing additional curricular and/or instructional support. SWD are integrated in the general education, ICT, or self-contained classroom for instruction across the content. Paraprofessionals are utilized to provide support to SWD during content classes to assist students in navigating the curriculum and lead smaller instructional groups within the classroom. SETSS students are supported by the SETSS teacher in a push-in or pull-out format based on the unit of study and what is agreed on by the instructional team to best support the student. In conjunction with the Special Education Department in our school, using the students' IEPs, SETSS providers, content area teachers and ENL teachers set short term goals in order to achieve the student's IEP goals and attain English proficiency. Students are grouped with general education students, taking into account their IEP group mandates.</p>

### Know Every Student Well

<p><b>SCREENERS</b></p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>In our school we use the NYSESLAT data from previous years. We also use our own mock NYSESLAT data generated from baselines and midlines given throughout the year. This data allows us to identify which elements of the four quadrants students may be struggling with: speaking, listening, reading or writing. Various members of our leadership team meet with our staff to conduct data analysis in which we discuss specific learning strands and from the overall trends, action plans are created and the curriculum is adjusted to address any gaps. DRP scores are also utilized in order to identify a student's reading ability in terms of the most difficult text that the student can read with a given level of comprehension. Using students' DRP scores and published DRP readability information, teachers can:</p> <ul style="list-style-type: none"> <li>• Determine which books are more appropriate for classroom instruction and which for independent reading</li> <li>• Determine which students will need assistance with their reading assignments, and which students can be expected to do more challenging work</li> <li>• Build classroom reading collections that correspond in difficulty to the reading abilities of students in their class</li> </ul>
<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>Targeted intervention programs for ELLs are present in all content areas. Teachers focus on vocabulary driven instruction for all subjects in which students are learning both language and content. Emphasis is provided on developing oral language through learning partnerships in content areas. Students work in groups in order to learn from one another. All ELL subgroups are targeted during subject area instructions: entering, emerging, expanding, transitioning, and commanding. During the school day, ELLs are grouped accordingly in class and push-in and pull-out academic interventions. Additional supports are provided after school remediation and test-prep, and homework help and tutoring. All services are provided in the English language.</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><b>FORMATIVE</b></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>Formative assessments used to inform instruction at MS302 are the DRP reading assessment, iReady ELA and iReady Math assessments, pre and post-assessments within each unit, end of unit exams and tasks for mathematics, as well as baseline and midline assessments specific for ELLs within the ELA units. MS 302 uses the EDAT tool, NYSESLAT, and formative assessments to monitor student learning over time in order to make individualized educational decisions, and to assist them with RTI and AIS support services. Support services are based on the content area, English and home language literacy, number of years of ENL instruction, long-term ELL and SIFE status, and teacher recommendation. Student needs are identified in Tiers. Tier 1 students will receive increasingly intensive levels of support provided in Tiers 2 and 3. At-risk students, in Tier 1 and 2, are offered intensive small-group support in addition to their regular curriculum. ELL students who do not respond to intervention are given more intensive intervention through Tier 3 by increasing the frequency and duration of the intervention. Students are being serviced daily by both the ENL teacher and the ELA teacher. During common planning, the teachers have an opportunity to consistently analyze samples of student work in ELA, Math, Science, and Social Studies to make the necessary adjustments to support student learning.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>MS 302 does not have a transitional bilingual or dual language program; we have a freestanding ENL program. Therefore, the language of instruction in all content areas is provided in English. Newly identified Spanish speaking ELLs are administered the Spanish LAB within ten (10) days of being admitted into the school system to determine their language proficiency in their own language. For the administration of the NYS Mathematics and Science assessment a translated version of the test is provided to identified students.</p>

<p><b>SUMMATIVE</b></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>The summative assessments that are used to inform instruction are the ELA and Math State Exams, the NYSESLAT, DRP, and the Regents exam for our 8th Graders. Additionally we test students for DRP during different points in the year to assess progress.</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>We administer the NYSESLAT to students during the testing window. We ensure that students continue to receive instruction by creating a rotating schedule for students to be tested. This ensures that students are still receiving their mandated hours. We have a team that scores the assessment during periods in which they have set aside for data analysis.</p>

## Shared and Inclusive Curriculum

<p><b>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</b></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>ELLs with IEPs - Additional scaffolding and differentiation is provided. A full time or part time paraprofessional has been placed in the class to assist the special education students, as per their IEP. In order for all four aspects of language proficiency to be targeted, the four modalities-listening, speaking, reading and writing- are constantly developed. This is accomplished through the following: listening activities –audio and video, teacher talk, class discussions, reading and writing strategies, reading workshop, and writing workshop. The school has purchased MYON, NewsELA, and Litlife Curriculum. These materials are adapted by the ESL and content area teachers to meet the needs of ELL-SWDs. Guided groups and one-to-one instruction is used to support ELLs who are identified as SWDs. The content is modified to further support students' access to the content in smaller pieces. Extended time is provided for SWDs when administering formative assessments. Teachers meet for common planning by content and department to discuss and plan collaboratively, analyze student work, and share strategies to better support individual needs of ELL-SWDs.</p>
<p>b. SIFE</p>	<p>SIFE-A supportive environment that responds to immediate social, cultural, and linguistic needs of the student is provided. Also, student and parent access to support services provided by counselors, teachers, and parent coordinator is offered and provided to both. We implement a peer support system in the classroom to get students integrated into the culture of the school. At this current time we do not have any SIFE students.</p>
<p>c. Newcomer</p>	<p>Newcomer- Teacher and coaches select culturally relevant classroom resources and provide opportunities for students to share their culture. The teachers differentiate instruction that is designed to support individual students that are learning taking into account their varied needs. of the students. Additionally, ENL and content area teachers ensure that the students receive consistent and effective support in developing mastery of academic language they will need to learn to understand the content.</p>

d. Developing	Developing- ENL teacher and content area teachers create multiple opportunities throughout the lesson for oral language development to support students. Modified and leveled texts are purchased and provided to students to ensure they can participate in class activities. Interactive protocols, strategies, and routines are implemented to engage students in discourse allowing them the opportunity to converse with their peers at their own pace and practice the language. Think-pair share as a strategy to provide a safe place for students to practice their English with a proficient partner. Some instructional strategies teachers will use with these students are stating and restating instructions and directions, creating a low anxiety environment and explicit modeling oral reading for students to emulate.
e. Long Term	Long Term ELLs-During the day there will be lessons designed around carefully structured language objectives. There will be a focus on writing that includes academic vocabulary and oral language that supports students' thinking and writing abilities. Differentiated instructional strategies along with explicit academic language and literacy development across content will be integrated into the day program for these students.
f. Former ELLs up to two years after exiting ELL status	Former ELLs up to two years after exiting ELL status- Students who scored proficient on the NYSESLAT continue to be supported in the classroom. They receive 90 minutes of ENL instruction. The ELA teacher continues building background knowledge, provides explicit instruction and modeling to ensure students are aware of what they are learning and how they respond to what they are learning. Finally, the ENL teacher removes scaffolds by using non-linguistic clues and attention to the rate of our speech (including wait time for questions asked), will further support students including teachers frequently checking for understanding throughout the lesson.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	All instruction is delivered in English. Native language support is given through the use of bi-lingual dictionaries and bilingual glossaries; scholars who speak the native language are grouped with less fluent ENL students to support the language. Teachers who speak the native language ensure that activities and assignments are accessible for students performing at the Entering performance level. In addition, the teachers use ESL strategies such as the use of visual aids, gestures, and slow diction to communicate with the students.
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?	The language in which electives are offered to ELLs is English. No other language is offered.

## 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>At MS 302 professional development is ongoing. All the teachers participate in the ELL professional development because all of them teach classes that include ELL students. The topics for discussion during staff meetings, department meetings, and professional development days are focused around ESL pedagogy, second language acquisition, best practices for subject area teaching, incorporating the core curriculum and technology in the classroom, and different types of scaffolds to promote learning (procedural scaffolding, instructional scaffolding, and verbal scaffolding). In addition, the teaching staff attends meetings with our D8 ELL liaison. Subject area and ESL teachers attend common planning meetings and grade meetings where they discuss student progress, teaching strategies and other pertinent matters. Professional development includes small group instruction, differentiation of resources and scaffolds, small group instruction, reading conferences, language objectives, tier 2 vocabulary instruction, among others. To support teachers of ELL students in supporting ELLs as they engage in the Common Core Learning Standards and Next Generation Standards, the ESL teacher, subject area teacher, and lead teacher are afforded the opportunity to meet and plan during after school instructional planning. During these planning sessions teachers discuss how to align ESL strategies into the curriculum to support the needs of the students. These sessions are also used to reflect on what worked, what did not work, and next steps for future lessons. All teachers receive ongoing professional development on language acquisition and strategies the work with English Language Learners. A peer instructional coach for literacy, math, and science are part of daily common planning and department meetings to share strategies and scaffolds to support ELLs. Para-professionals are to participate in all the professional development provided to the teachers as well as study groups so that they develop the background knowledge to better support ELLs.</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>At MS 302, the staff and administrative team receives ELL training through various professional development that specifically addresses the needs of our English language learners. Best approaches and teaching practices that should be implemented to meet the learning needs of all ELLs are shared with teachers. Training on how to develop listening, speaking as well as reading and writing skills of ELLs is provided. During the training sessions, opportunities are provided for teachers to ask questions about specific concerns. For the ENL teacher, a minimum of 50% of the required professional development hours will be geared to language acquisition. We will focus on the best practices for co-teaching that focus on strategies and integrating language and content instruction for ELLs. Records are maintained by keeping agendas and attendance records of all staff who attended are kept in a digital folder. PD topics include: Tiered vs. Differentiated Instruction; Scaffolds and Modified/Leveled Texts, Small Group Instruction; Conferencing with Students; Culturally Responsive Tasks and Texts; Supporting MLLs during Small Group Instruction in ELA; among others.</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 provides many services and opportunities to our families. For example, via our partnership with Elevate, we provided parents of students of MLLs several digital workshops after school on the following topics: Stress Management, Time Management, Study Habits, Organizational Skills, among others. These workshops help families of MLs/ELLs to learn how to improve their child's academic well being. Additionally, we provide bimonthly Town Halls to keep parents informed of important information and events at our school. We provide social emotional events to engage the community, including Music Mondays with DJ Ortiz, Coffee and Tea with the Principal and Admin Team, Wonders of the World, Throwback Thursdays, and Film Fridays. These events are translated and are meant to empower families to feel connected to the school. As we strengthen the home-school ties, families are more comfortable with seeking support from staff.</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>Annual meetings with ENL parents are held to discuss and provide the parents with information regarding the school's expectations and their role as parents in support of the school's effort to provide a quality education to its students as well as their child's academic progress. ENL teachers, with the assistant principal and the parent coordinator, schedule one-to-one meetings with parents to discuss their child's academics, language development, attendance, and other after school support to help their child achieve academic success. In addition, parents are invited to attend meetings with teachers on any other day that is convenient to them so that the ENL teacher and regular teacher meet with parents to discuss language development process, language proficiency results and discuss ways that the parents can help their children. If parents are not available, phone calls are made and the meeting is held. Interpreters will be available to assist with translation and interpretation for parents who do not speak English as a primary language. School staff translation lists allow us for easy access to find the correct interpreter for translation needs. Currently, our school has staff members who are fluent in Spanish and French for parents who need translation support. Informational materials are sent home or given to parents in their native language to facilitate their understanding of the school's expectations. Specialized training, skilled teaching and mastery of the English Language of ELL students, and parental involvement is utilized to promote academic achievement, while meeting the city and state common core standards in reading and math, as well as in other content areas.</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>Newcomers are welcomed and nurtured by the entire school family. Their native language is identified upon registration, so adults and children from the same language background within the school can provide linguistic support to those students. Such communication facilitates their transition to the school system. Throughout the school day, students who are newcomers receive ongoing academic and social support by our Administrative team, classroom teachers, ENL teacher, parent coordinator, guidance counselors, and SETTS provider and buddy peer tutoring. The ENL teacher, instructional coaches, and assistant principals share with content area teachers strategies to support gradual student progress from one linguistic stage to the next. Students are integrated in classrooms, small groups, push-in/pull-out instruction, and on-going sustained individualized instruction. Buddy/ peer tutors work in concert with teachers, and assist newcomers in learning the basic survival skills, class routines and class assignment whenever possible. Provisions are made for all newcomers to participate in before, after-school and Saturday programs and activities offered in the school. Small group instruction and additional classroom support either by a paraprofessional is assigned to provide additional support for newly enrolled ELL students. Newsela, Core Ready curriculum, and teacher created curriculums are used as instructional programs used with the newly enrolled ELL students. Activities and strategies for newly enrolled ELL students are guided reading, read alouds, the use of manipulatives, visuals, games, displaying a print rich environment to support oral language, modeling activities for students, use of read-alouds and think-alouds, use of hands-on activities, use of bilingual students as peer helpers, adjustment of speech to enhance comprehension, ask yes/no questions, ask students to show/point/draw, frontloading of vocabulary/terminology/cognates, among many others. Newly enrolled students are paired with students who speak their native language; teachers translate activities using google.docs translator or their own knowledge of the language.</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>Principal: Dr. Liza Ortiz Assistant Principal: Mrs. Rusmayris Guillermo; instructional leadership team; AP in charge of MLLs; responsible for NYSESLAT administration, ELL identification, LAP administration; MLL data analysis Coach: Allena Hudson; instructional leadership team; curriculum development; professional development for literacy; Peer Collaborative Teacher for ELA Coach: Nyima Dejesus; instructional leadership team; curriculum development; technology specialist; professional development for math and SWD; Peer Collaborative Teacher for Math English as a New Language (ENL)/Bilingual Teacher: Argely Brito; Christine Reyes-Posligua; ENL teacher; MLL data analysis; curriculum development; providing tiered instruction to students; proctor and score the NYSESLAT exam School Counselor: Johanna Pizzini; 6th grade counselor; parent support and translation for Spanish speaking parents; professional learning on mental health; Teacher/Subject Area: Domingo Espinal; instructional planning team; math licensed teacher Teacher/Subject Area: Sonya Taveras; instructional planning team; ELA licensed teacher Parent: Yolanda Dingle Parent Coordinator: Mike Mercedes; parent coordinator; Spanish translator for families Related-Service Provider: Magaly Claudio; speech and language related service provider; instructional planning team; curriculum planning.</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
Mike	Mercedes	Parent Coordinator	2021-2022	Yes	Primary
Debra	Gonzalez	Pupil Accounting	2021-2022	Yes	Secondary
Jose	Dennis	School Aid	2021-2022	Yes	Secondary

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

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

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Afrikaans	1	0.17	1	0.17
Arabic	1	0.17	1	0.17
Bengali	1	0.17	1	0.17
French	2	0.33	3	0.5
Fulani	2	0.33	2	0.33
Mandinka	2	0.33	2	0.33
English	351	58.6	348	58.1
Slovak	0	0	1	0.17
Spanish	239	39.9	240	40.07

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	36	36
English	63	63
Haitian Creole	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"> <li>▪ Part III of the Home Language Identification Survey (HLIS)</li> <li>▪ Automate The System (ATS) reports</li> <li>▪ Student Emergency Contact cards</li> <li>▪ Surveys conducted by your school.</li> </ul>	<p>At Luisa Dessus Cruz we use the Home Language Survey (HLIS) data completed by the parents at the time of enrollment to determine the language in which the parent prefers to be in communication with the school as well as the face-to-face interview conducted with the parents at the time of enrollment. In addition, we use data from the BESIS report which highlights the home language of each English Language Learners. Information on the BESIS report derives from the parent's completion of the Home Language Survey. We also refer to the Student Emergency Contact card (Blue Card) and our gradebook system Jupitergrades in which parents indicate the language in which they would like to receive information and communicate with the school. All written communications are posted, mailed, emailed, and distributed in both English and Spanish. Key members of our school staff such as the principal, assistant principal, parent coordinator, guidance counselors, social workers, and school physiologist are bilingual (English and/or Spanish and/or Haitian Creole) and available to translate in order to communicate the needs and concerns of our parents. For those parents who might require additional translation services and to ensure they are involved in their child's education, we use the services provided by the Translation and Interpretation Unit to ensure that the lines of communication remain open between parents/guardians and pedagogical staff.</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.
MS 302 School Calendar	Monthly	School personnel will translate all letters to parents to ensure they are in the language of their preference. The school will reach out to the DOE Translation and Interpretation Unit to request interpretation services either in a virtually meeting room or over the phone during school hours to assist parents whose primary language is other than the ones spoken and written in the school.
NYS Testing Dates Calendar	Monthly	NYS Testing Dates is available on the DOE website in different languages
Course Syllabus	Monthly	Each grade has a teacher that speaks another language other than English. The teacher translates the syllabus for the parents during the teacher's outreach time. These meetings are held remotely via a meeting room.
Attendance Letters	Monthly	Attendance letters are translated either by the guidance counselor and assistant principal.

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.
Welcome Back Parent Breakfast	September 2021	School administrators, office staff, guidance counselors, ENL teachers, and other school personnel will support translation and interpretation services in all meetings with parents.
Town Halls	Monthly	School administrators, office staff, guidance counselors, ENL teacher, and other school personnel will support with translation and interpretation services in all meetings with parents during these meetings.
6th grade Transitioning Workshop	October 2022	School administrators, office staff, guidance counselors, ENL teacher, and other school personnel will support with translation and interpretation services in all meetings with parents during these meetings.
Parent Association Meetings	September 2022 October 2022 November 2022 December 2022 January 2023 February 2023 March 2023 April 2023 May 2023 June 2023	School administrators, office staff, guidance counselors, ENL teacher, and other school personnel will support with translation and interpretation services in all meetings with parents during these meetings.
Instructional Supplies Giveaway	September 2022 November 2022 February 2023	School administrators, office staff, guidance counselors, ENL teacher, and other school personnel will support with translation and interpretation services in all meetings with parents during these meetings.
8th Grade High School Fair	October 2022	School administrators, office staff, guidance counselors, ENL teacher, and other school personnel will support with translation and interpretation services in all meetings with parents during these meetings.
Technology Workshop	November 2022	School administrators, office staff, guidance counselors, ENL teacher, and other school personnel will support with translation and interpretation services in all meetings with parents during these meetings.
SEL Moments twice a week with teachers, parents, and students	Beginning in October Until June 2023	School administrators, office staff, guidance counselors, ENL teacher, and other school personnel will support with translation and interpretation services in all meetings with parents during these meetings.
Turkey Giveaway	November 2022	School administrators, office staff, guidance counselors, ENL teacher, and other school personnel will support with translation and interpretation services in all meetings with parents during these meetings.
Honors Awards	December 2022	School administrators, office staff, guidance counselors, ENL teacher, and other school personnel will support with translation and interpretation services in all meetings with parents during these meetings.
Arts and Crafts	December 2022	School administrators, office staff, guidance counselors, ENL teacher, and other school personnel will support with translation and interpretation services in all meetings with parents during these meetings.
Parenting Workshop	Bi-Monthly	School administrators, office staff, guidance counselors, ENL teacher, and other school personnel will support with translation and interpretation services in all meetings with parents during these meetings.
End of Year Ceremony	June 2023	School administrators, office staff, guidance counselors, ENL teacher, and other school personnel will support with translation and interpretation services in all meetings with parents during these meetings.

<p>3. Describe your school’s communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p>	<p>Our bilingual personnel are always available to assist in case of an emergency. The school personnel is involved in the translation of any document that is provided to all of the parents. The school personnel involved in the translation process are: the 2 assistant principals, the parent coordinator, the pupil accounting secretary, the guidance counselors, and the ENL teachers. Other school personnel is available upon request.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>In case of a student specific event, we have many staff members that are available to communicate with families regarding attendance, health, and any other issues. The school personnel involved in the translation process are: the 2 assistant principals, the parent coordinator, the pupil accounting secretary, the guidance counselors, and the ENL teachers. Other school personnel is available upon request.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>If a parent has an emergency and needs to contact the school, we always have personnel in the main office to answer the phone in case of any needs. The school personnel involved in the translation process are: the 2 assistant principals, the parent coordinator, the pupil accounting secretary, the guidance counselors, and the ENL teachers. Other school personnel is available upon request.</p>

**PART C: TRAINING STAFF ON POLICIES AND PROCEDURE**

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

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

<p>1. Describe how your school will ensure that all staff members are aware of the goals of <b>Chancellor’s Regulation A-663</b> and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>All staff members are provided with the Chancellor Regulation A-663. Teachers are informed of the various reports we use to determine the language in which parents prefer to receive written and oral information. They are also aware of how we will support our parents to ensure there are open lines of communication between parents, teachers, and staff. Non bilingual teachers who need to schedule a meeting with parents must inform the assistant principals, parent coordinator, and guidance counselors to support with translation during the meeting. If the parent s speaks a language for which we do not have a translator on site, we will use the services of the Translation and interpretation Unit to assist the parent in communicating with the school personnel. In this case, the teachers are required to inform the translating staff members in the school at least a week in advance so that we ca n request the translating and interpretations services of the Translation and Interpretation Unit. All scheduled meetings are done via a virtual meeting suite or via a phone call.</p>
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**PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE**

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> <li>▪ Translated signage</li> <li>▪ Brochures/flyers/letters shared with parents</li> <li>▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..)</li> <li>▪ Messaging phone applications</li> <li>▪ Parent's Guide to Language Access</li> <li>▪ NYC Public School Guidebook</li> </ul>	<p>Information regarding services and regulations from the New York City Department of Education are posted and provided in both English and Spanish around the school and shared with parents on Jupiter Grades and in our school website. If text is needed in any other languages, the translation unit. Our school fulfills Is Section VII regarding parental notification requirements for translation and interpretation by: • Email parents Welcome Posters in different languages. -Providing our parents and guardians whose primary language is covered with a copy of the Bill of Parent Rights and Responsibilities which includes their right regarding translation and interpretation services. These documents are those that are provided at <a href="https://www.schools.nyc.gov/school-life/know-your-rights/parents-bill-of-rights">https://www.schools.nyc.gov/school-life/know-your-rights/parents-bill-of-rights</a> • Posting signs in our lobby in various languages indicating the availability of interpretation services. These documents are those that are provided at <a href="https://www.schools.nyc.gov/about-us/policies/language-access-policy">https://www.schools.nyc.gov/about-us/policies/language-access-policy</a>. Both our school website and messages are sent to parents in native language. We also incorporate various social media platforms and emails to keep parents informed of our translation abilities. • Ensuring an open door policy for all parents and guardians, by including virtual office hours for both parents and students. • Providing all parents/guardians signage and forms translated in their native language. • Providing all parents/guardians information on how to access translation and interpretation services at the NYCDOE website. • Providing all parents/guardians information in their native language through our phone messaging system.</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, <b>from Appendix A of Language Access Handbook</b>). This is separate from the end of year parent survey.</p>	<p>Three times a year September/October 2021, January 2022, and June 2022 we will gather feedback from the parents regarding their satisfaction on the school 's translations and interpretation services and how we can improve to support them better. A parent survey will be emailed, mailed, or discussed via the phone with the interaction team, who contacts parents daily to bridge the school and family connection and engagement.</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>We take into consideration what families say in the school satisfaction survey in order to improve upon our methods of communication. Additionally, we gather feedback via a parent survey. Then, in school leadership meetings we review the results so that we can improve language services. For example, parents have requested more workshops on helping their child with school. We have planned a partnership with an organization that will provide this service in Spanish.</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:	Luisa Dessus Cruz
DBN:	08X302
<b>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.</b>	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:	90 Students
Total # of teachers in this program:	6
# of certified ESOL/Bilingual teachers:	2
# of content area teachers:	4



<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> <li>▪ Rationale</li> <li>▪ Subgroups and grade levels of students to be served</li> <li>▪ Schedule and duration</li> <li>▪ Language of instruction</li> <li>▪ Number and types of certified teachers</li> <li>▪ Types of materials</li> </ul>	<p>At MS302, after the administration of the simulated NYSELSAT, we conduct a Data Dive/Item Analysis three times a year (September, October, December, and March). We identify the strands of learning in need of strengthening. Then, we design instruction to address learning needs of students. We segregate the data by subgroups so that the instruction is differentiated for the different learning needs of students. All students that are MLLs are invited to afterschool program and Saturday Academy. All subgroups are invited: Entering, Emerging, Transitioning, Expanding, and Commanding. Afterschool and Saturday Academy programs will run from October to May for our students. The language of instruction will be English. The number of ENL certified teachers will be 2. These teachers will conduct an overview of the curriculum to ensure that all teachers use instruction that benefits our MLL students. The other four content area teachers are 2 common branch mathematics and 2 common branch ELA teachers. The materials used for afterschool and Saturday Academy are NYSESLAT Common Core Learning Workbooks.</p>
<p>Rationale</p>	<p>Our school works with teachers to create flexible schedules where students can meet with their ENL providers multiple times a week to seek support and additional instruction. ELLs with IEPs are given the opportunity and scheduling to be supported by the providers that can best help them throughout the year. Teachers collaborate with other educators to ensure their students are receiving the same attention and instruction. The instructional strategies we provide ELLs range from small group instruction to one-on-one conferencing. We use these strategies to help students hone in on important reading and writing skills. The grade-level materials that are provided to MLs/ELLs for ELA are dictionaries, texts at their independent reading level, sentence starters, graphic organizers and assigned i-ready lessons. For Math, ELLs are provided with manipulatives, calculators, and strategies such as SOLVE to help them solve word problems.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>22 ELLs 6th grade 39 ELLs 7th grade 35 ELLs 8th grade 14 Entering students 12 Emerging students 19 Transitioning students 34 Expanding students 17 Commanding students</p>
<p>Schedule and duration</p>	<p>360 minutes of ENL services Entering and Emerging students 180 minutes of ENL services Transitioning and Expanding students 90 minutes of ENL services Commanding students</p>
<p>Language of instruction</p>	<p>Students will receive instruction in English</p>
<p>Number and types of certified teachers</p>	<p>We have two certified teachers of ENL C. Reyes-6th grade A. Brito-7th and 8th grade</p>
<p>Types of materials</p>	<p>iReady MYON Wonders Curriculum for MLLs Rewards Intervention Foundations Phonics Intervention Sound Sensible Phonics Intervention</p>
<p>Include any additional details here:</p>	<p>N/A</p>

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"> <li>■ rationale</li> <li>■ teachers to receive training</li> <li>■ schedule and duration</li> <li>■ topics to be covered</li> <li>■ name of provider</li> </ul>	<p>MS302 staff are dedicated to the academic success of all of our students. The mission and vision of our school is to foster independent and inquisitive scholars. Our warrior affirmations are qualities that we work to instill in our students: independent, responsiveness, inquisitive, self-discipline, and excellence. We view students as future leaders in all possible fields. Our warrior affirmations are qualities that we work to instill in our students: independent, responsiveness, inquisitive, self-discipline, and excellence. We know that part of that work is increasing direct instruction for our multilingual learners so that they are better prepared for secondary learning, college, and careers. We currently aim to use funds from this grant to support students that are acquiring English in an afterschool program with staff aiming towards language acquisition. As a result of a needs assessment, we will create a supplemental instructional program with long term ELLs. Although the identified long term ELLs have shown progress, they have yet to obtain a "Commanding" proficiency level score. We believe that providing our long term ELLs with a supplemental instructional program where they can be provided with additional opportunities of targeted, scaffolded, and modeled instruction, guided practice, and immediate feedback as they engage in activities that are inclusive of all four modalities, reading, writing, listening, and speaking will support them in demonstrating growth on the NYSESLAT and ELA exam. A supplemental after-school program will take place every Wednesday and Thursday starting November 2021 until June 2022 from 3:00pm - 4:30 pm (a total of 30 sessions). Two (2) certified ENL teachers, 2 ELA certified teachers, and 2 Math certified teachers will participate in the after school program. The ELA certified teacher will co-teach with each ENL certified teacher. The instructional program used with our ELLs during our regular school day are based on their performance levels and language acquisition needs (Language Power, Levels C, D, E, and F) for newcomers and students at the Entering and Emerging Levels with less than two-years in the NYC Public School System. For Transitioning, Expanding, and Commanding students we use the ELA curriculum with differentiated scaffolds and leveled texts based on their needs. We will use supplemental materials for the after school program "Getting Ready for the NYSESLAT and Beyond" by Attanasio &amp; Associates and "Test Ready" from Curriculum Associates. Both vendors are DOE approved. The teachers will be encouraged to supplement this after school program with other resources that they believe will support student achievement. Additionally, all four participating service providers will meet remotely for one hour to collaboratively plan, for a total of 6 sessions. All students' records will be kept on file. We will provide professional learning time for teachers to plan a Stand Alone curriculum and lessons to address the needs of subgroups of ELLs, specifically Long Term ELLs, Entering ELLs, and ELLs that have remained at the same level for two or more years. Developing teacher knowledge will positively impact student outcomes in our school. Language targeted instruction in all our content areas via professional development is another way in which we plan to use the funds. We will have professional development opportunities open for teachers to participate in after school. During the PD cycle teachers will learn from our ENL district liaison strategies for best helping our MLL population. We would like to use funds towards the following: learning partnerships, tiering instruction, and embedding language objectives into learning targets. District level professional development opportunities will be provided to MS302 staff members to continue to grow teacher depth of knowledge. The principal, assistant principals, and Peer Collaborative Teachers will provide support for all teachers in all areas of the CCLS which includes support for ELLs. Professional development is provided to all teachers during professional development days, common planning, and grade meetings. Some of the workshops are listed below: Topic 1: Supporting Vocabulary Instruction for Tiers of MLLs Rationale: Targeted and structured vocabulary instruction is a research based practice that impacts all learners. Teachers will receive professional learning on best practices for vocabulary instruction of Tier 2 words related to content areas. Teachers will create lessons based on the current unit of study based on a version of Marzano's process for breaking down vocabulary concepts. Name of Provider: Instructional Leadership Team Audience: 6th, 7th, and 8th grade teachers, paraprofessionals, and support staff. Topic 2: Differentiated Scaffolds for Students Rationale: Students with learning opportunity gaps benefit from scaffolds that are differentiated to meet their needs. Topics covered will include: visual word banks, cognate lists, teaching words in groups; bilingual glossaries, tiered word lists, and tiered sentence starters. Teachers will bring a lesson to the professional learning and create differentiated scaffolds for the following lesson. Name of Provider: Instructional Leadership Team Audience: 6th, 7th, and 8th grade teachers, paraprofessionals, and support staff. Topic 3: Best Practices for Reading Practices for MLL Rationale: As ELLs acquire the target language while retaining their native language, they benefit from specific speaking, listening, and reading strategies. Topics covered will include: Incorporating videos with Google Forms to assess listening skills in ELA classrooms and content areas, utilizing appropriate read aloud in middle school classrooms, guided reading, choral reading, incorporating songs in lessons to have students master fluency. Teachers will bring a lesson to the professional learning and create differentiated scaffolds for the following lesson. Name of Provider: Instructional Leadership Team Audience: 6th, 7th, and 8th grade teachers, paraprofessionals, and support staff.</p>
Rationale	We will continue to provide professional learning for staff members. All of our teachers will receive professional learning to best serve our MLL students. Every Monday, during professional learning, our teachers have training on MLL and SWD students. We have used the professional text the ELL Teacher Toolbox to ensure that teachers are learning how to best serve our students.
Teachers to receive training	Math Teachers ELA Teachers Social Studies Teachers Science Teachers Special Education Teachers ENL Teachers
Schedule and duration	Teachers will meet every Monday from 2:45-4:00pm. Teachers will meet during OPW once a month from 3:17 to 3:55pm.
Topics to be covered	-Independent reading -Literary conversations -Graphic organizers -Vocabulary -Activating Prior Knowledge -Sequencing -Cloze Passages - Language Experience Approach -Jigsaw in the Classroom -Reading Comprehension -Inductive Learning -Concept Attainment -Writing Frames
Name of provider	Instructional Leadership Team McGraw Hill Provider
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"> <li>▪ rationale</li> <li>▪ schedule and duration</li> <li>▪ topics to be covered</li> <li>▪ name of provider</li> <li>▪ how parents will be notified of these activities</li> </ul>	<p>At our school we have partnered with Elevate to provide professional learning for parents in the Native Language. Many of our parents want to support their children in education and sometimes lack the knowledge of how to specifically support their children. In surveys and via our school leadership team, parents have expressed a desire for the school to provide learning and training so that parents know how to best support their kids to excel in school. It is essential that we provide these tools in multiple languages so that our MLL students have the best supports and resources available to them. We have partnered with Elevate in the past and according to our surveys our satisfaction rate has been 100% from parents of MLLs who have attended. Therefore, we will continue to partner with this organization in order to help our families and support them in the journey to get the best education possible for their children. Our professional learning series include the following topics that are slated for the school year: Time Management Home Study Skills Note-Taking Skills Study Groups and Teamwork Staying Motivated and Goal Setting Supercharge your Memory Managing Stress Test Readiness and Mindset These professional learning activities will be provided after school hours. Sessions will be between 1 to 1.5 hours. Information will be sent to parents via a flyer in email. It will also be presented during our Town Hall as well as our website.</p>
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Rationale	During our SLT meeting, our parents indicated which workshops they wanted us to provide for their students and for parents. We tailored our PDs around our parent needs.
Schedule and duration	We have monthly PDs for families to provide support for them.
Topics to be covered	Time Management Home Study Skills Note-Taking Skills Study Groups and Teamwork Staying Motivated and Goal Setting Supercharge your Memory Managing Stress Test Readiness and Mindset
Name of provider	Elevate School Leadership Team
How parents will be notified of these activities	Jupiter Grades School Messenger
Include any additional details here:	N/A

## PART E: BUDGET

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem	7200	Teachers met afterschool to update the curriculum to reflect best practices for MLL students. Assessments were created for different subgroups within each unit in order to progress monitor and to shift instruction when necessary.
Purchased services -High quality staff and curriculum development contracts.	1,200	Purchase of material supplies to help with curriculum development
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. - Must be clearly listed.	2,400	Purchase of instructional workbooks for our MLL students based on the NYSESLAT exam.
Parental Engagement	1,200	Purchase of instructional materials and professional salaries to provide opportunities for parental engagement afterschool.
N/A	N/A	N/A
N/A	N/A	N/A
TOTAL	12,000	Professional Learning

Allocation Amount (\$):	12,000
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><b>High Quality and Ongoing Professional Learning:</b> 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: For the 2021-2022 Academic Year our focus is providing students with a welcoming and affirming environment, instruction that addresses pre-requisite learning tied to grade level standards, tools for social emotional learning, targeted tier 2 and tier 3 instruction and interventions for academic and behavior needs of students. The beginning of the year launches expectations for the 2021-2022 calendar year. Professional learning centered around Warm and Affirming environment focused on classroom set-up, building relationships with students, re-affirming our commitment to education, reviewing our mission and vision, and aligning our school practices with D8 initiatives. Our first professional learning cycle is entitled "Coming into The Light" in which we focus on Welcoming and Affirming Environment professional learning and goal setting, Assessing Students, Training staff on pre-requisite learning tied to standards, and how to provide supports to SWD, MLLs, and students with learning opportunity gaps through tiered instruction, scaffolding, strong small group instruction, and progress monitoring student learning. Our ILT team consists of content teachers for all subject, PCTs, as well as expects in delivery of instruction for MLLs and SWD. Through our team of teacher leaders, we are providing differentiated learning cycle with specific supports provided to our 7 new staff members. New teacher training includes resources provided at open workshops. Paraprofessional training includes small group instruction strategies, monitoring behavior via data collection, implementation of behavior plans, de-escalation, positive reinforcement, conferencing with students during ELA and Math instruction for the school year. Each professional development opportunity will have a specific MLL and SWD strategy to be implemented in content areas as well as core subjects. Moving into the second cycle of professional learning "Data and You" will provide multiple professional learning activities around progress monitoring students weekly and providing structured tier 2 and tier 3 supports. During the second data cycle we continue with Welcoming and Affirming Environment by meeting students where they are academically, socially, emotionally, and behaviorally and providing support to all subgroups of students. As remediation and acceleration take place, student grouping are adjusted at progress monitoring points. Differentiated book studies will take place to support progress monitoring and improving tier 1 instruction in content areas. Professional learning from DESSA resources will continue to be embedded in practice. Teachers identified for additional support will be identified at the beginning of the cycle and will receive bi-weekly support from leadership, PCTs, and the ILT team. Our third cycle of professional learning "Be About It" will provide opportunities for staff to focus on accelerating student learning. Professional learning differentiated by content will focus on re-grouping students and providing targeted interventions for students who need more support with pre-requisite learning. All content areas will be lead by our ILT team of teacher leaders and will shift based on instructional practices seen in the classroom.</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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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.

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

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

**Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional

program. For schools that choose to reduce class size, priority must be given to reducing class size in general education settings and must demonstrate the following:

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

**Important Note:** The following funds may not be consolidated:

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

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## 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.
-