2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	12X383

School Name	Emolior Academy

Principal	MIchael Abbey

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

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

The CEP development process begins with the identification of Areas of Concentration (AOCs), followed by a comprehensive needs assessment informed by an analysis of the school's most current data to identify inequities. Once the SLT clearly understands school needs, priorities and root causes, the team uses this data analysis to set **s**pecific, **m**easurable, **a**ttainable, **r**elevant and **t**imely—SMART goal(s) for AOCs. Next, the SLT determines targets to measure progress toward meeting the annual goals. The SLT, in collaboration with other instructional leaders, creates progressive action steps including professional learning and identifies strategies to support parent, family and community empowerment to support the achievement of CEP goals. The SLT aligns the school-based budget with human and instructional resources to support implementation of the action plan and achievement of annual goals.

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

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

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

- *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
- *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?*

- *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What areas may need to be strengthened?*
- *Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)*
- *How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?*

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Emolior Academy

District Borough Number (DBN):	12X383

Grades Served:	6-8

School Address:	1970 West Farms Road, Bronx NY 10460

Phone Number:	718-842-2670

Fax:	718-842-2857

School Contact Person:	Michael Abbey

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

Principal:	Michael Abbey

United Federation of Teachers (UFT) Chapter Leader:	Esteban Vazquez

Parents' Association President:	Natasha Whitley

SLT Chairperson:	Michael Abbey

Title I Parent Advisory Council Chairperson (PAC):	Bonita Dent

Student Representative(s) Middle /High School:	Jayden Singh

Student Representative(s) Middle /High School:	Alexza Garcia

Community Based Organization (CBO) Representative:	Kiaribel Peralta

School-Based Students in Temporary Housing (STH) Liaison:	Denise Loimon

District Information

Geographic District:	12

Superintendent:	Jacqueline Rosado

Superintendent's Office Address:	1970 West Farms Road, Bronx NY 10460

Superintendent's Email Address:	JRosado3@schools.nyc.gov

Phone Number:	718-328-2310

Fax:	718-542-7736

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
Michael Abbey	*Principal or Designee	
Esteban Vazquez	*United Federation of Teachers (UFT) Chapter Leader or Designee	
Natasha Brown	*Parents' Association (PA)/ Parent-Teacher Association (PTA) President or Designated Co-President	
	District Council 37 (DC 37) Representative (staff), if applicable	
Bonita Dent	Title I Parent Advisory Council Chairperson (or alternate)	
	Student Representative (Required for high schools)	
	Student Representative (Required for high schools)	
Kiaribel Peralta	CBO Representative, if applicable	
	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
	Staff or Parent	
Bonita Dent	Staff or Parent	
	Staff or Parent	
Karen Sinclair	Staff or Parent	
Miosotis Cruz	Staff or Parent	
Kate Ofikuru	Staff or Parent	
	Staff or Parent	

Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing

Provide your school's mission statement:	Our Mission It is our mission at Emolior Academy to provide a high-quality, rigorous and meaningful education for all scholars. With the support of parents, families, and staff, each scholar will demonstrate intellectual growth, mutual respect, and personal responsibility. We are committed to delivering a safe and peaceful learning environment where scholars are prepared to be college and career ready in a diverse global society. Our Vision It is the vision of Emolior Academy to create a learning environment where all scholars are motivated to find their purpose, see their worth, and realize their full potential as learners.

Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships: Include demographic information about your school's student population.	Emolior Academy is a 6 to 8 College Preparatory Middle School with a strong focus on Science, Technology, Engineering and Mathematics skills located in the West Farms neighborhood of the Bronx.. Our focus on rigorous instruction prepares our scholars to be ready for High School and experiences well beyond their college years. All Students are empowered to prepare for the specialized high school entrance exams starting from the 6th grade and also take a minimum of one out of four regents level courses in the 8th grade. We believe in a parent-school partnership and encourage our parents to take an active role in their child's academic experiences. Emolior Academy is a uniform school. In collaboration with The South Bronx Overall Economic Development Corporation (SoBro), we offer a free after-school program for all students. Students are also expected to participate in advisory and yearly college visits to colleges and universities such as Yale, Mount Saint Vincent and Queens College. Our parent-teacher conferences are scholar lead and parental participation is expected. Through the use of the Emolior Academy school app and Teacherease, parents are able to communicate with teachers directly and access students progress reports to determine appropriate interventions when needed.

What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
Math	6-8	Envision	
ELA	6-8	Into Literature	

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)

DIRECTIONS: IN COMPLETING THIS SECTION, YOUR SLT WILL ENGAGE IN THE STEPS LISTED BELOW TO INFORM THE DEVELOPMENT OF SCHOOL GOALS AND ACTION PLANS.

- REVIEW MULTIPLE SOURCES OF FEEDBACK REGARDING DATA, PRACTICES, AND RESOURCES TO IDENTIFY INEQUITIES, NEEDS AND ROOT CAUSES. REFER TO THE GUIDANCE FOR DEVELOPING A COMPREHENSIVE NEEDS ASSESSMENT ON THE FOLLOWING PAGE.
- DETERMINE PRIORITY NEEDS, ROOT CAUSES, AND GOALS BASED ON THE NEEDS IDENTIFIED.
- SHARE THE CEP GOALS AND ACTION PLANS WITH THE FULL SCHOOL COMMUNITY AND ENGAGE ALL STAKEHOLDERS IN IMPLEMENTING THE PLAN.

NOTE: YOUR SCHOOL MUST COMPLETE ONE (1) GOAL FOR EACH REQUIRED AREA OF CONCENTRATION (AOC). IN THE IPLAN PORTAL, YOUR SCHOOL CAN IDENTIFY MORE THAN ONE GOAL FOR EACH AOC, IF DESIRED, AND YOU CAN ALSO IDENTIFY GOALS FOR OPTIONAL AOCS.

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Improve vocabulary acquisition and reading comprehension.	Based on the last I-Ready data in May 2022, 24% of the students are in Tier 1 (on grade level), 20% in Tier 2 (approaching grade level) and 56% are at risk. The proficiency areas are as follows: 83% of all students mastered phonics, 98% in high frequency words, 25% in vocabulary, 28% in comprehension of literature, and 22% in comprehension of informational text.	The Covid 19 definitely created some challenges in the classroom for students and teachers. Our overall attendance dropped 7% and our chronic absenteeism rate increased from 22% to 32%. Online instruction also was challenging so structuring our process to support students was key.
Improve reading comprehension for all Tier 3 students	Based on the most current I-Ready data in May 2022, 85% of all students in Tier 3 are either students with disability or English Language Learners.	Due to gaps in instructions, it will take some to time to recover the instructional loss that took place during the pandemic. This subgroups of students had the most difficulty engaging with their teachers remotely they did not receive the intense one-one instruction they will usually receive if they were in person. Also absentee rate for students in Tier 3 increased from 28% to 49% after Winter Break.

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	25%	By June, 2023, Middle School ELA for All Students will Increase 10%, from 25% to 35%, as measured by Spring 2023 I-Ready ELA Results.

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			
I-Ready	Percent on grade level (Tier 1 and 2)	11%	5%	6%	11%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/31/2023	Build the capacity of teaches to administer the I-Ready assessment to all students. Undertake baseline data collection and analysis, in conjunction with our Into-Literature curriculum to inform the capacity building of all ELA teachers to provide rigorous instruction on a daily basis.
09/08/2022	01/31/2023	Create a clear pacing calendar aligned to CCSS to provide a comprehensive timeline for major and supporting standards and strengthened guidance to teachers on the effective use of the Into-Literature Curriculum.
09/08/2022	01/31/2023	The content team will analyze student data from November I-Ready Baseline Assessment to inform planning and small group instruction during ELA intervention periods. General and special education teachers will collaborate during common planning teams to co-plan differentiated instruction for students with disabilities in self-contained and ICT settings daily.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/30/2023	ILT Team will analyze weekly Snapshot Assessments and review data trackers to modify instruction to increase student's mastery on major CCLS standards.
02/01/2023	06/30/2023	Work with Teaching Matters to build teacher capacity to provide rigorous instruction and motivate all students to improve reading and writing in the ELA classroom
02/01/2023	06/30/2023	Use Culturally Responsive Teaching book as a guide to improve teacher instructional knowledge to increase the percentage of students responding to constructive response questions critically on the NYS 6-8 ELA assessment.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	09/30/2022	Curriculum Night	Sobro/staff/PTA
09/08/2022	06/30/2023	Parent guides will be sent home each quarter	Teachers/staff

Human Resources	We hired Teaching Matters to support and build our teachers capacity in curriculum developing and pacing.
Instructional Resources	We adopted HMH Into literature as our curriculum resource as part of the core curriculum initiative.
Schedule Adjustments	All students will be programmed for seven periods plus two additional periods for intervention.
Other Resources Needed	We purchased Iready to support tier 2 and 3 students.

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)
Improve algebra and algebraic thinking and numbers and Operations	Based on the May 2022 I-Ready math assessment, 22% of all students were in Tier1, 27% in Tier 2 and 51% at Risk. In the respective categories, 29% of all students were proficient in Numbers and Operations, 27% in Algebra and Algebraic Thinking, 25% in Measurement and Data, and 18% in Geometry.	The Covid 19 definitely created some challenges in the classroom for students and teachers. Our overall attendance dropped 7% and our chronic absenteeism rate increased from 22% to 32%. Online instruction also was challenging so structuring our process to support students was key.
Improve overall math instruction for all Tier 3 students	Based on the most current I-Ready math data in May 2022, 74% of all students in Tier 3 are either students with disability or English Language Learners.	Due to gaps in instructions, it will take some to time to recover the instructional loss that took place during the pandemic. This subgroups of students had the most difficulty engaging with their teachers remotely they did not receive the intense one-one instruction they will usually receive if they were in person. Also absentee rate for students in Tier 3 increased from 28% to 49% after Winter Break.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	24%	By June, 2023, Middle School Math for All Students will Increase 6%, from 24% to 30%, as measured by Spring 2023 I-Ready Math Results.

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			
I-Ready	Percent on grade level (Tier 1 only)	10%	6%	5%	11%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/31/2023	Build the capacity of teaches to administer the I-Ready assessment to all students. Undertake baseline data collection and analysis, in conjunction with our Envision Math curriculum to inform the capacity building of all math teachers to provide rigorous instruction on a daily basis.
10/03/2022	01/31/2023	Create a clear pacing calendar aligned to CCSS to provide a comprehensive timeline for major and supporting standards and strengthened guidance to teachers on the effective use of the Envision Curriculum.
11/01/2022	01/31/2023	The content team will analyze student data from November I-Ready Baseline Assessment to inform planning and small group instruction during Math intervention periods. General and special education teachers will collaborate during common planning teams to co-plan differentiated instruction for students with disabilities in self-contained and ICT settings daily.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/30/2023	ILT Team will analyze weekly Snapshot Assessments and review data trackers to modify instruction to increase student's mastery on major CCLS standards.
02/01/2023	06/30/2023	Work with Algebra for All to build teacher capacity to provide rigorous instruction and motivate all students to take Algebra 1 before graduating 8th grade.
02/01/2023	06/30/2023	Use the Five Practices of Mathematics book as a guide to improve teacher mathematical instructional knowledge to increase the percentage of students completing constructive response questions on the NYS 6-8 math assessment.

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)
09/22/2022	06/30/2023	Curriculum Night	Sobro/Staff/PTA
09/08/2022	06/30/2023	Parent guides will be sent home each quarter	Teachers/Sobro

Human Resources	We hired Teaching Matters to support teachers to develop curriculums that culturally responsive to our students.
Instructional Resources	We adopted Envision math from the core curriculum options as our curriculum resource
Schedule Adjustments	We increased the number of periods math instruction is given from 5 to 7 and added additional 2 periods for math intervention for Tier 2 and 3 students.
Other Resources Needed	We purchased Iready and ready to support Tier 2 and 3 students

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)
Create advisory time for student discuss their feelings and thoughts about the school and each other	Based on the 2021-2022 school survey, under supportive environment, 78% of students rated us favorably on conflict resolution, 88% on guidance, 72% on personal attention and support, 54% on preventing bullying, 79% on safety, and 59% on social emotional learning.	Even though we increased in preventing Bullying by 4%, we continue to notice that 90% of the bullying takes place on social media.
Student Leadership	82% of students reported on the survey that they felt included in the decision making of the school.	Due to the pandemic, we were not able to meet in person or do most of the activities students suggested.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Safety & Restorative Approaches to Behavior	62%	By June, 2023, practices related to Social-Emotional Support will improve 8%, from 62% to 70%, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		62%			
Panorama Education -NYC Survey	Student perception survey	December 2022	2%	2%	4%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/12/2022	01/31/2023	Hire a social worker to support students with their social-emotional needs.
09/12/2022	01/31/2023	Use restorative practices in advisory to support students experiencing trauma
09/12/2022	01/31/2023	Create monthly student assemblies to promote acceptance and tolerance among students

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/30/2023	Use restorative practices in advisory to support students experiencing trauma
02/01/2023	06/30/2023	Create space for students to share their voice
02/01/2023	06/30/2023	Use the culturally responsive framework to support teachers to be inclusive of all students

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/12/2022	06/30/2023	Monthly parent coordinator activities to engage parents and to increase parental participation in their child educational process	Parent coordinator/Sobro

Human Resources	The school cabinet team meets once a week to discuss overall students social emotional needs and next steps for improvement.
Instructional Resources	NA
Schedule Adjustments	NA
Other Resources Needed	NA

AREA OF CONCENTRATION CHRONIC ABSENTEEISM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Build relationships with students and families	According to the most current data on New Visions, 9% of our students were severely chronically absent, 23% were chronically absent, and 18% were at risk. Our chronic absenteeism rate increase from 11% to 32% during the 2022 school year.	Due to Covid 19 and increase student anxiety of contracting covid in school, our overall attendance decrease by 7%. Our overall attendance decrease from 95% to 88% based on ATS and New Vision data.
Support students in shelters and Traveling to other states.	Informal conversations with parents and students, data from students traveling, Covid 19 cases reported by parents and students in shelters moving from state to state for better services. During the month of January, 23% of our students reported a Covid 19 case "as either having covid or being in contact with someone with covid."	Another factor for our decrease in attendance is the number of students who moved or took a vacation in the middle of the school year to a different state, or country during the school year. Overall, 8 students vacationed during Ramadan for over 8 weeks, This also was part of the reason why our overall attendance dropped from 91% to 88% during the January and February of 2022.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	31%	By June, 2023, Chronic Absenteeism for All Students will Decrease 16%, from 31% to 15%, as measured by Daily Attendance data from ATS and New Vision Data Portal .

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 31			
New Vision Data Portal	Decrease in Chronic Absenteeism	30%	23%	15%	23%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	01/31/2023	Hold family meetings (at open school night?) to communicate expectations and policies around both in-school and remote attendance as well as how to resolve tech challenges Identify students who may need Tier 3 attendance interventions (e.g. counseling or other) and ensure they are connected to those services We will program two periods per week for advisory to support students with chronic absenteeism.
09/08/2022	01/31/2023	Students who are chronically absent will be tracked by our attendance teacher who will make home visits to determine proper actions or next steps.
09/08/2022	01/31/2023	Utilize PBIS as an incentive tool to motivate students to come to school on time. Teachers, administration and school counselor will use restorative practices to help students navigate through issues with housing and transportation to school.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/30/2023	Attendance Team will meet weekly to monitor attendance and create an action plan to support students and their families.
02/01/2023	06/30/2023	Teachers will utilize Overcoming Obstacles strategies to encourage positive student behavior as well as strategies to help students reach out to the school community if they are in need rather than missing school. The attendance Team will discuss student patterns and trends of specific student's attendance to determine strategies for improvement each week.
02/01/2023	06/30/2023	School Counselor, Attendance teacher and School Aide) will meet on a weekly basis to analyze data and implement a plan to improve attendance.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	06/30/2023	Parent outreach/home visits/Mental health counseling/PBIS	Sobro/staff/PTA

Human Resources	The attendance team meets once a week to discuss overall student attendance and next steps for improvement.
Instructional Resources	NA
Schedule Adjustments	NA
Other Resources Needed	NA

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)
Build time in the schedule for teachers to meet and discuss Specially Designed Instruction for students.	Individualized Education Plan reviews and of the year teacher conferences.	Specially Designed Instruction is not fully understood when writing the Individualized Education Plan.
Build teacher capacity to include Specially Designed Instruction writing workshops for Individualized Education Plans.	Central Individualized Education Plan Reviews.	Rudimentary understanding of Specially Designed Instruction. Lack of ongoing Specially Designed Instruction professional development.
	IEP Review data 2021-2022	

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD).	95%	Based on Special Education data obtained from the Individualized Education Plan Reviews from 2021-2022 school year, 75% of our IEP's identified Specially Designed Instruction. As we work to move more students to a Least Restrictive Environment, we must increase Specially Designed Instruction in our IEP's with fidelity. By June 2023, our IEP's will identify Specially Designed Instruction to allow students to access and participate in the general education curriculum. This will increase from 75% to 95%.

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			
SESIS	Percent of the number of IEPs Completed on Time	95%	90%	93	95%

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/12/2022	06/30/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	The IEP and data (I-Ready, DRP, Teacher Reports, attendance, progress reports and report cards) will be reviewed during the annual review by the special education teacher and as requested by the SIT Team to ensure the student's program and services are appropriate.
09/12/2022	06/30/2023	Develop appropriately rigorous standards-aligned annual goals	Create annual goals based on modifications and accommodations of the required content standards based on current student data.
09/12/2022	06/30/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Develop IEPs that detail the extent to which a student will be removed from the general education environment, the nature or severity of the disability, the use of supplementary aids and services to access the general education curriculum and achieve student success.
09/12/2022	06/30/2023	Ensure that programs and services mandated on each student's IEP are delivered	A quarterly review of teacher programming in STARS matches recommended services, the Encounter Attendance on SESIS report to ensure that all related services are being received.
09/12/2022	06/30/2023	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]	Annual review of all IEPs with students ages 14 and older will have transition planning that includes completed vocational assessment that is aligned with the coordinated set of transition activities.
09/12/2022	06/30/2023	Conduct IEP meetings within specified compliance dates	All IEPs will be entered on a shared calendar and monitored for completion and accuracy at the beginning of the school year and quarterly afterwards to ensure meetings are held within the designated time frame to be in compliance.
09/12/2022	06/30/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Referrals are processed through the SIT Team monthly based on student data, teacher reports, and medical data.

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)
09/12/2022	06/30/2023	Quarterly PD for parents to understand the IEP process	Sobro/BBO

Human Resources	The SIT team meets once a week to discuss overall student IEPs and next steps for improvement.
Instructional Resources	NA
Schedule Adjustments	NA
Other Resources Needed	NA

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)
Tiered Intervention Tier 2	Based on students ELA testing data.	Small group instruction	Small group	One period four times a week during the school day.	No
Rewards Program Tier 3	Reading level data	Program	One to one four times a week.	During the school day.	Yes
Check In Tier 2	Students returning from suspension or students with identified concerns.	Conference with student.	One-to-one	During school day.	No
Counselor referral	Student academic need	Strategy	One-to-one and possibly group depending on the referral.	During the school day.	No
Structured breaks	Student is easily distracted, unable to focus and exhibiting stress.	Strategy	Small group and one-to-one.	During the school day.	No
Behavior Intervention Plan (BIP)	Student's having trouble behaving appropriately.	Program	One-to-one	During the school day.	No
Functional Behavior Assessment (FBA)	Identifying students with problem behaviors.	Program	One	During the school day.	No
Advisory Tier 2	Whole school where one adult is getting to know a student and ensuring learning needs are being met.	Program	Small group weekly.	During the school day.	No

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
PBIS Tier 2	Students demonstrating Emolior Dragon characteristics.	Program	One-to-one	During the school day.	No
Behavior Contracts Tier 2	Students exhibiting social and or emotional behaviors in class.	Strategy	One-to-one	During the school day.	No
Check in/check out (CICO) Tier 2	Students exhibiting social and or emotional behaviors in class.	Strategy	One-to-one	Durimg the school day.	No
Non Verbal Cues and signals Tier 3	Identifying students that are off task.	Strategy	One-to-one	During the school day	No
Attendance monitoring	Students who are excessively absent				

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.	61

Describe the services you are planning to provide to the STH population.	Distribute all resources to students including ipads and hotspots. prioritize students in shelters for regular social-emotional supports inclusive of counseling and wellness checks. Provide school uniforms to students. Coordinate with shelters and consider offering workshops in multiple languages to parents. Provide ongoing counseling with a Social Worker to students and families.

Expanded Learning Time (ELT) Support

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

Describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.	In conjunction with our CBO, after-school enrichment will be available to all students with teachers and CBO staff. Students will participate in enrichment and tutoring in all core content areas as well as non-core content areas. Students will also have the opportunity to participate in Saturday Academy for additional enrichment and activities.

2. Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.	Teachers and CBO staff will work together in the enrichment portion of the academic instruction and the activity portion of the after school session.

3. Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.	All teachers working in the after-school session are certified as per New York State requires and are the teachers who are with out students during the day.

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. Emolior Academy, 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
Emolior Academy 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)

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

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

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

I. School Responsibilities: Supporting Home-School Relationships

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

I. School Responsibilities: Providing General Support to Parents

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

II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

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

DIRECTIONS: This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality

programs for Multilingual Learners/English Language learners (MLs/ELLs). This is an annual plan of how your school will support linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of the schools' Comprehensive Education Plan (CEP).

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

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

PART I: SCHOOL ML/ELL PROFILE

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

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

A. School Information

District:	12
Borough:	Bronx
School Number:	12X383

B. Language Allocation Policy Team Composition

The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Member Title	Name
Principal	Michael Abbey
Assistant Principal	Denise Loimon and Persa Lukic
Coach	
Coach	
English as a New Language (ENL)/Bilingual Teacher	Lord Osei and Erica Rosa
School Counselor	Miosotis Cruz
Teacher/Subject Area	Natasha Vasquez
Teacher/Subject Area	
Parent	Bonita Dent
Parent Coordinator	Katherine Silverio
Related-Service Provider	

C. Teacher Qualifications

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

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

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

2. Certified Teachers with a Bilingual Extension

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

3. Foreign Language/World Language Certified Teachers

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

D. Student Demographics

Total number of students at your school (excluding pre-K):	376
Total number of current ELLs at your school:	73
Total percentage (%) of current ELLs at your school:	19%
Total number of former ELLs at your school:	22
Total percentage (%) of former ELLs at your school:	6%

PART II: BILINGUAL PROGRAMS

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

Each language and program model--Transitional Bilingual Education (TBE) or Dual Language (DL)--is considered a separate program. In the second column, please indicate if the program is General Education (GE), Integrated Co-Teaching (ICT) special education, Special Class (SC), or Mixed-Group Class (MGC) special

education. If a classroom bridges two grades, list as 0.5 classrooms for both grades.

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

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

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

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

PART III: ML/ELL PROGRAMMING

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

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

1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]). Stand-alone English as New Language (ENL)	There are currently 73 ELLs enrolled at Emolior Academy. According to the 2019 NYSESLAT and/NYSITELL, students are at the Entering, Emerging, Transitioning and Expanding levels of English proficiency . The Instructional Program for ELLs is a Stand- alone ENL model and Integrated ENL model a administered by full-time, certified ENL teachers. Students are grouped by grade, in a heterogeneous block model, meaning the mixed proficiency levels class travels together as a group. As per the guidance on programming, each ELL will be programmed for the exact mandated number of minutes weekly :360 minutes for Entering and Emerging, 180 minutes for Transitioning and Expanding, and 90 minutes for Commanding. During Grade Tiered Intervention (TI), Entering and Emerging ELLs are pulled out in small groups to receive direct instruction around fluency, grammar, vocabulary, writing skills, and/or reading comprehension. Writing is the primary focus for most English Language Learners at Emolior Academy, as this is the area that scholars generally score the lowest on the NYSESLAT.
Integrated English as New Language (ENL)	Unlike our Stand-alone model which only target and service Entering and Emerging ELLs, Transitioning and Expanding ELLs are supported with the Integrated ENL model in ELA and Social Studies classes. This focuses on current topics delivered during regular class and provides opportunities for current ELLs to interact with English proficient students. The ENL teachers, in collaboration with the content area teachers, set writing goals for each scholar and provide periodic feedback and writing instruction to push each of them towards grade level proficiency. The ENL teachers frequently meet with the content area teachers during our common planning periods as well as after-school content meetings to map plans of action on how to implement best practice strategies for the ELL students in their classrooms. We adopt the small group instructional approach to support former ELLs and also meet state mandates. In classes where the general education teacher is providing this service, the ENL teachers regularly reach out to the teacher for updates on student progress.

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

2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?	We currently have two ENL teachers directly supporting literacy for our 73 ELLs/MLLs. The schedule for each ENL teacher is carefully designed by the compliance team and one assistant principal, who doubles as the head of the ENL department, to ensure that ELLs/MLLs in both general education and self-contained classrooms receive the mandated number of instructional minutes in both the Stand-alone and integrated models. Content area support is given by the ENL teachers in congruence with what the content teachers are working on in each unit. This is done four times a week in single periods. The ENL teachers, who are fluent in English, Spanish and Akan, give native language support to all MLs/ELLs when working on tasks and problem-based projects assigned by the ELA teachers. The ENL teachers communicate with the ELA Department head and teachers during common planning periods to ensure activities are adjusted for our ELLs/MLLs. They also share strategies and best practices, and choose grade-appropriate and culturally relevant texts and resources that will enrich the learning experiences of our ELLs/MLLs.

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

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

PART IV: ASSESSMENT ANALYSIS

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

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

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	34.7% percent of our ELLs are Newcomers, and none of them is a student with Inconsistent/Interrupted Formal Education. For ELLs/MLLs in US schools less than three years, the ENL teachers provide everyday small group instruction where instructional strategies are delivered for accelerated literacy development, and integration of language and content. There is an ENL Resource Center and online resource hub(getepic.com) with leveled materials, dual language and guided reading book sets to support vocabulary development, phonics, decoding skills, and reading strategies. For this school year, we plan to integrate the Orton-Gillingham approach to already existing approaches and strategies to provide effective services for our Newcomers. This is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach spelling, reading and writing. With the help of staff members who know Spanish or Arabic and other web-based translation tools, Newcomers with less than a year in US schools receive home language support. For Long-Term ELLs, however, there is strong focus on writing, particularly expository pieces, in the integrated ENL model. There is a small group curriculum which builds on ELLs strengths by incorporating numerous collaborative activities and ensures that long term ELLs have a daily opportunity to utilize their strong listening and speaking skills. The teacher differentiates by learning style and interest to help engage scholars in the writing process. Lessons are scaffolded to build students' background knowledge and provide abundant models of expository writing.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	30.6% percent of our ELLs are Long-Term ELLs. Available academic performance data show that this group of ELLs are proficient in all areas except writing. Therefore, continuous support is provided for Long-Term ELLs across curriculums with strong focus on writing and daily opportunities to utilize their strong listening and speaking skills. Valuable feedback which essentially focuses on concepts, ideas and content is constantly provided to this group to enable them reflect on their growth and progress on the writing modality. On the other hand, support and services for our Developing ELLs do not only target English vocabulary and grammar, but also the way English is used in core content classes. The ENL teachers use the Sheltered Instruction Approach which requires Developing ELLs to work with knowledge of English, knowledge of the content/topic, and knowledge of how the tasks are to be accomplished to develop academic literacy.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	6% (22) of our students are former ELLs. We adopt the small group instructional approach to support this ELL subgroup, and to also meet state mandates. This support is provided by the ENL teachers or the general education teachers. In classes where the general education teacher is providing this service, the ENL teachers and coordinator regularly meet for update and data review.
2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?	Our 2018 and 2019 NYSESLAT results are a lot similar. Data from both years reveal that our Transitioning and Expanding ELLs score proficient in every modality except Writing. On the contrary, most of our Emerging ELLs are proficient in only Speaking and Listening, and are approaching expectation in Reading, but below expectation in Writing. Almost all Entering ELLs do not meet expectation in any modality.

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?	Recent NYSESLAT and other state assessment data show that ELLs in our community who score Transitioning and Expanding on NYSESLAT score average or above average on the Math and ELA state exams. MLLs/ELLs who score Entering and Emerging score below average on the ELA and Math state exams.
4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?	Among all the structures and support in place to support our ELLs and ensure they develop academically, socially and emotionally, we have noticed that attendance has a huge influence on language acquisition and overall academic achievement. ELLs in our community who attend school regularly have much exposure to the English language and comprehensible input. These ELLs master the skills and information they need more quickly and accurately, even in other subjects. These group of ELLs are more likely to pass reading and math assessments than students who do not attend school regularly.
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?	Spanish(55) and Arabic(9) are the home languages of ELLs with the largest representation at our school. Given this fact, instructional materials and other resources are carefully selected to foster cross-cultural understanding. There is also strategic use of a student's first language, through translation by teachers, teaching assistants, peer tutors, or assistance from students themselves, to help English and content learning —particularly in understanding concepts, vocabulary and instructions. Entering and Emerging ELLs are allowed contribute to class discussions and complete tasks in their home language. For examples about 90% of our teaching and non-teaching staff are English-Spanish simultaneous bilinguals. These staff members constantly avail themselves to support our ELLs with communication, learning and participation in other school activities. Our bilingual guidance counselor is in constant communication with our ELLs during school hours, and even after school via texts, emails , Google Chats and other communication mediums. Our parent coordinator, who is also English-Spanish bilingual, ensures that all notices for students are in English and Spanish. At school townhalls and other events, nothing is said without Spanish translations. The guidance counselor, parent coordinator and Spanish teacher usually serve in this capacity.
6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of **Culturally Responsive and Sustaining Education** (CR-SE)?	Our ELL population is predominantly Hispanic: 54 Hispanic ELLs and 19 Non-Hispanic ELLs. Our school considers Culturally Responsive and Sustaining Education a powerful way to support ELLs and ensure they have enriched learning experience . In the face of this reality, content area teachers collaborate with students to integrate their home culture and examples of traditions and customs. Teachers also build on ELLs' strengths and experiences, and celebrate diversity through literature. They also create learning environments where ELLs feel affirmed, valued, emotionally safe, and included.
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?	Currently, our school community does not have any ELLs with IEPs and SIFE.

PART V: ML/ELL INSTRUCTION

<u>Strengthen Core Instruction</u>

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

1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?	Our Instructional Leadership Team (ILT) meets regularly on a weekly basis and includes diverse representation across areas of professional expertise (example general education, and special education etc.), and other community members with cultural experience and knowledge of student backgrounds. The ILT ensures that there is access to instructional and assessment materials not only designed with non-English language learners in mind. In situations where curricula, instructional materials and assessments do not fully consider ELLs, the ILT reaches out to the ENL department and request necessary modifications for MLLs/ELLs. The goal is to have valid indicators of what ELLs know and can do academically in order to provide needed intervention and support. Also, incorporating students' language, and cultural norms and values into instruction and curriculum implementation is one of the main focuses of the ILT. The goal is to ensure that ELLs find themselves in instructional settings with much differentiation for language proficiency and cultural backgrounds.

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.	ELA: It is our goal to have students exit ELL status and reach standard levels on the NY State Exams before leaving our school. To this end, our focus is to continue to develop language and provide students access to various genres, reading and writing strategies, opportunities to engage in ''Accountable Talk'' related to their work, and a rigorous standard based curriculum. Our ENL teachers constantly meet with the ELA teachers to align their efforts. Al l content area teachers are also accountable to this end. In every subject area, students are provided time to talk, read, discuss and write. Lesson plans reflect language objectives across curriculum in order to push the work. Teachers use good questioning techniques to support and challenge students' thinking. The scores listed in Assessment Analysis have indicated a need to focus on bolstering literacy skills for our ELLs. We will continue to be steered by literacy, grade-level curriculum map which drives literacy instruction and Professional Development within our school. Learning strategies are provided through the four language modalities, which are particularly beneficial to ELLs/MLLs to achieve optimum academic language proficiency. Through a range of ENL strategies and activities, ELLs are encouraged to s peak through task-orientated situations in order to interact and communicate with peers and adults. They are provided with opportunities to articulate in activities such as retelling, reporting, responding to a book or news accounts, offering an opinion, and describing (a character, or event). Strategies for developing and improving listening skills include collaborative situations utilizing question and res ponding techniques, note-taking, following spoken instructions, and extracting important information from a conversation. Teacher modeling includes the stress and intonation patterns of English. Improving English proficiency in literacy includes guided, shared and independent reading opportunities. Other supports for building reading fluency and comprehension include developing sight word awareness, learning letter-sound relationships and developing strategies for word attacks. Different types of writing genres, such as letter writing, poetry, narrative a nd informational reports are introduced through modeling, shared writing activities and mini lessons using interactive presentation tools like Pear Deck, graphic organizers and developing word-walls to offer spelling and vocabulary support. Teachers provide students one-on-one conferencing, and this is an optimum opportunity for providing individual meeting time to support overall structure, content, and other language demands such as grammar and vocabulary. Mathematics: When students enter our system, we quickly assess their mathematical knowledge. This is done in order to inform instruction. Our math instruction focuses on developing basic mathematical skills while working towards grade level objectives. There is a focus on the development of the academic language of Math. Many of our students struggle with the language of mathematics. The work must focus on the development of the academic vocabulary and language to navigate the subject. Mathematical concepts must be introduced and reviewed using different modalities to ensure that the work is accessible to every student. Interim Assessments, unit testing, daily quizzes and portfolios; along with other data are used throughout the year to identify areas of weakness and inform teacher planning. Like many of our general education students, the data indicates that ELLs struggle with mathematical concepts and language. The focus of our instruction is therefore on providing students with many opportunities to experience and discuss mathematical concepts in real-life and hands-on applications. Vocabulary and mathematical language must be utilized to help students articulate and comprehend mathematical concepts. The implication for Math instruction for ELLs and instructors is to continue to utilize instructional time blocks, Impact Math program and assessment results to plan instruction. We also strive to provide small group, differentiated instruction and present on-going Professional Developments to teach effective Math practices to teach ELLs. Students have a wide range of developed and prior knowledge experiences. Through differentiated instruction, ELLs are engaged in tiered activities to meet their varied needs. The levels of skills in the native language are considered when preparing lessons. Scaffolding techniques are used extensively. Students acquire more responsibility as they gain academic, communicative competence in target areas. This occurs through the use of simplified language, teacher modeling, visual graphic organizers, cooperative activities and hands-on learning, to help build literacy and academic concepts. Academic language development is achieved in a collaborative setting where ELLs and teachers are partners in learning. Teachers provide the scaffolding support that is responsive to students' needs in developing academic language. Social Studies & Science: We have Social Studies and Science textbook/workbooks in Spanish. Content area teachers assign certain passages that correlate with what the English speaking peers are working on. Secondly, there is a Spanish version of the textbooks on CD that the teacher is assigning to ELLs to give them the opportunity to practice at home from their computers. There is a virtual ENL Resource Center with a collection of books to support different topics regarding Social Studies and Science as well. Both subjects have subscriptions to web-based resources which support instruction & learning, and translations into various first languages. Currently, we have subscriptions to three magazines for kids: Times, National Geographic, and Current Events.

3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.	Our teachers use the cooperative team teaching and small group instructional strategies to mee the needs of all ELLs students. Our also use imagine leaning, Duo Lingo and I-ready as the platform for additional online learning. In terms of technology, each student is given a computer to learn at home on to accelerate their English language development.
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?	Our schedules allow ELLs with IEPs to receive instruction, services and intervention with students who are performing at the same fluency level, regardless of grade level. We feel this approach allows us to target instruction to specific fluency levels and maximize the usage of our ENL teachers in providing supports to all ENL students. Additionally, we have generated an intervention period during the day for all students. Instruction in these periods focuses on reading fluency, vocabulary development and comprehension. Students are grouped based on reading level and ELL designation. This allows students to interact with peers in a non-restrictive environment while allowing teachers to maximize instructional time with a homogeneous mixture of kids based solely on reading fluency and comprehension level.

Know Every Student Well

SCREENERS	
1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?	Our school combines Degree of Reading Power(DRP) and New York ELA state exam as screening assessments to guide instructional planning and delivery for ELLs. Both screening assessments indicate overall comprehension ability and provides information about students' understanding of key ideas & details, craft & structure, and integration of knowledge and ideas on all critical components of the State Standards. These assessments also target critical skills that are strongly predictive of future growth and development. Data from these assessments are used to group students for instruction and to guide decisions on appropriate materials and instructional strategies. Again, ELLs who have not mastered the essential skills covered by these assessments are scheduled for instructional interventions. Then with progress monitoring, we track learning rate and level of achievement, not only individually but also in comparison with other ELLs.

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.	Intervention services for Newcomer ELLs in ELA target reading and writing to reinforce word recognition and comprehension skills. Emolior Academy uses two programs: 1) Wilson Reading System, a highly-structured remedial program that directly teaches the structure of the language to students who may require multisensory language instruction. 2) Orton-Gillingham, a program for struggling readers to acquire/strengthen, apply, and generalize phonics rules for improved fluency and comprehension. Developing and Long term ELLs are exposed to Reciprocal Reading and Guided Reading models to increase academic vocabulary, build reading comprehension skills, and practice critical thinking. This intervention is offered in English twice a week. In Math, we adopt the tired instruction approach for all ELL subgroups(Newcomers, Developing, Long-Term, Former and ELL with IEPs). In this program, the ENL teachers and Special Education Math teachers collaborate and use a multi-tier approach to differentiate Math instruction for all ELL subgroups. They incorporate increasing intensities instruction to tailor these interventions to the needs of each ELL. These interventions are provided twice a week. While the interventions for the Newcomer ELLs are offered in English and Spanish, those for all other ELL subgroups are offered in English.
a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.	N/A
FORMATIVE 1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?	Our school uses the DRP & i-Ready diagnostic assessment to measure the reading levels of all students. We administer these assessments remotely twice a year. Students who score below grade level on the reading scale are administered the Fountas and Pinnell assessment to assess their literacy skills. This includes ELLs from 6th to 8th grade. The DRP, i- Ready and Fountas & Pinnell assessments evaluate students' reading achievement in engagement, oral reading fluency and comprehension. These assessments provide information to identify student's independent reading levels and the next steps to take on improving their reading skills. On last year's final DRP assessment, Our ELLs were among groups of students who made some significant gains.
2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?	Where manageable, students are given assessment in the home language along with translated materials to support instructional outcomes. We us e a series of tools including digital translators(Google and Microsoft translators), web-serviced translation sites, and Department of Education translated materials, when available. For oral assessments, students have the opportunity to use their home language, and staff members competent in these languages help translate for teachers who do not speak the languages. For Spanish, which is the home for language for most our ELLs, newly enrolled ELLs whose home language is Spanish are administered the Spanish LAB. Then our Spanish teacher, who works closely with the ENL teachers, presents and discusses formative and summative Spanish assessment data with the ENL teachers at the end of every marking period.
SUMMATIVE 1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).	The ELL coordinator, Mr. Osei, evaluates the NYSESLAT annual results and identifies the Annual Measurable Achievement Objectives (AMAOs) to measure and report on progress toward attainment of English proficiency and academic achievement standards of our ELLs. The findings are reported back to the School Leadership Team, and content area teachers. Recommendations are then made in order to improve the effectiveness of the ENL program and ELL experience in our community. This aims at providing educational opportunities that will enable our ELLs to be independent learners, critical thinkers who are successful in the classroom, and productive members of society. Additionally, measures taken from the Annual City Report Card system helps to provide an overview of how the ENL program is progressing in comparison to our peer schools and all city schools combined.

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.	The assistant principal in charge of the ENL department and the ENL teachers collaborate and schedule each NYSESLAT modality and session, once the state releases administration and scoring dates. The principal and assistant principal in charge of the ENL department select three qualified teachers to administer and score the NYSESLAT. Our ENL coordinator then trains these teachers in administering and scoring NYSESLAT modalities and sessions. When one of the two ENL teachers is asked to administer and score the test, the other ENL teacher is given the responsibility of providing mandated minutes to all current ELLs during the period of scoring and testing. Our school adopts the small group instructional approach to support former ELLs/MLLs, and they are mostly serviced by ELA. Therefore, mandated services for former ELLs are never affected during NYSESLAT testing. This is because their services are provided by their ELA teachers, and these teachers are never selected to administer and score NYSESLAT.

Shared and Inclusive Curriculum

Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum How do you ensure all ML/ELL subgroups have access to and engage with grade level content? a. ELLs with IEPs	The ENL teachers collaborate with the Special education department head, teachers and other professionals to understand each students needs, and then discuss strategies and tools to make content accessible and engaging. For example, we use visuals, realia, and other manipulatives whenever possible so that abstract ideas are made as concrete as possible for them. This group of ELLs are also given additional sensory modifications and supports as listed in their IEPs.
b. SIFE	There currently no ELLs with Interrupted Formal Education.
c. Newcomer	For ELLs/MLLs in US schools less than three years, the ENL teachers provide everyday small group instruction and provide opportunities for them to talk about the content in both English and their home language. This allows our Newcomers to engage more deeply with the content, clarify any questions they have, and correct any misconceptions that might arise as a result of limited English proficiency. We also use videos, computer software, and other web-based resources that build students background knowledge through their visual or interactive nature.
d. Developing	For this group of ELLs to succeed and engage with grade level content , it is imperative that they do not only gain control of English vocabulary and grammar, but also the way English is used in content classes. In the face of this reality, the ENL teachers use the Sheltered Instruction Approach support this group of ELL in content classes. In this approach, developing ELLs are required to work with knowledge of English, knowledge of the content topic, and knowledge of how the tasks are to be accomplished to develop academic literacy.
e. Long Term	Our school has a small group curriculum that builds on ELLs strengths by incorporating numerous collaborative activities. This aims at systematically building on students' experiences and knowledge as they use and hone their strong listening and speaking skills. The ENL teachers differentiate by learning style and interest to help engage scholars in content classes.
f. Former ELLs up to two years after exiting ELL status	Monitoring student growth with data tracking, instructional supports focused on continued ENL development and monitoring of these specific students within their heterogeneous instructional setting. Transitional support for ELLs reaching proficiency on the NYSESLAT includes immersion in general education classrooms with additional scaffolding by general education teachers trained with ELL methodologies. Additional support is provided to Former ELLs for at least two years following the school year in which they exited ELL status, to receive at least one half of one unit of study of ENL (90 minutes per week). Other Instructional programs are offered to Former ELLs in ELA and Math through after-school and Saturday Academic enrichment programs. Transitional support for Former ELLs also include testing accommodations on state exams, continued use of bilingual glossaries.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	Spanish native support is delivered in the ENL program to Entering, Emerging and Transitioning ELLs by providing translated materials, explanations, and definitions of complex content materials. This is done to better utilize ELLs' prior knowledge in their native language and to also draw on all their linguistic resources. Then target vocabulary and language structure in English are emphasized through content and language objective planning and delivery to promote accelerated language development and consolidate their learning.
3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?	Spanish as a Foreign Language or language elective is offered to our ELLs. The vast majority of our ELL population is Spanish heritage speakers, and Spanish dominant speakers. They enjoy the class because they feel they contribute with their base knowledge to the school culture and they invite and engage peers from different ethnic backgrounds to explore and interact in Spanish. Our language teachers remain steadfast in their quest to prepare ELLs to obtain the New York State Seal of Biliteracy. They constantly stress how bilingualism or multilingualism is giving job seekers and other applicants an edge, and it has become part of the twenty-first century treasured skills. They have after-school and Saturday programs for ELLs which target the attainment of high levels of proficiency in every modality of the English language.

21st Century Adult Learning

1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.	To ensure that our overall professional learning plan incorporates learning specifically related to the academic and social emotional needs of ELLs, PDs are strategically planned so as to arm all staff with skills to support ELLs academically and also in the unique challenges and distinct social emotional needs they may have. The PDs enable all staff to build empathetic relationship and check in with students about their feelings. This is done using strategies consistent with their personal and cultural preferences, including the use of nonverbal mediums such as art to express themselves. During these PDs, we teach and model skills to express and manage emotions that honor family and cultural practices; incorporate coping techniques into learning routines.
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).	The ENL teachers and coordinator will attend several CTLE events and PDs offered and sponsored by the DOE, to keep a breast of the latest trends in ELL education. These PDs include, but are not limited to, Next Generation ELA Learning Standards: Classroom Practices for Multilingual Learners, English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement , Using Buncee to meet the Needs of MLLs/ELLs, Foundational CR-SE Workshops etc. The ENL Liaison and teachers will also attend the monthly ELL liaison meetings and PDs organized by the school district. These monthly PDs essentially focus on ELL identification processes, NYSITELL administration, ELL parent orientation and engagement, ELL compliance topics, NYSESLAT administration and scoring, analyzing NYSESLAT results for all modalities. The ELL Coordinator shares expertise, turnkeys information from these meetings and trainings during in-house professional development to all staff (subject area teachers, secretaries, parent coordinator, etc.). On Stages of Second Language Acquisition and Implications for teaching, Challenges ELLs have in each content area and how to address these Challenges, metacognitive strategies to differentiate instruction for ELLs, Creating a welcoming school and classroom environment for Newcomers and all ELLs . Chancellor's PD dates and our Monday PD periods are going to be utilized for this purpose.

Strong Family-Community Ties

1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.	Beyond the mandated meetings and orientations, our Bilingual Guidance Counselor, Ms. Cruz, and one of our ENL teachers, Mr. Osei, work together to provide ELL families High School application processes and admission by attending supervised High School Fairs, translating for parents. They also guide the requirement process for our ELLs as they transition from middle school to high school. The Bilingual Guidance Counselor speaks to parents as a group and individually in reference to suitable long term choices for them and some ideas on how to assist their children as they become English proficient. Our Parent Coordinator, Ms. Silverio, notifies parents of relevant school, CBO and city-wide workshops and other helpful events by email or flyers. The information is given in English, Spanish and other home languages. Parents and families of ELLs are invited and involved in many celebrations and events such as Day of Thanks, Cultural Day, College Workshops, College visits, Open houses, Poetry Slam, Sports and Cooking Competitions etc. We continue to plan and invite them to varied events that cater to their needs. In every event, translation services are provided.
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.	Parents of ELLs are invited to the annual individual ELL parent meeting at the beginning of the school via flyers, emails, calls and text messages. Records a bout invitation and attendance are kept in the ENL Compliance Binder. The meeting is organized on three different days in order to have individual attention for each ELL parent. Day 1 is usually for parents of 6th grade ELLs, Day 2 for 7th grade ELL parents, and Day 3 for 8th grade ELL parents. Parents are encouraged to attend the meeting on these days or schedule a personal meeting with the ENL teachers any other day. Interpretation and translation services are provided by our Guidance Counselor and/or Parent Coordinator.

Additional Information

Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.	The following web-based resources and strategies will be used to make content engaging and comprehensible for our ELLs in the integrated model: Math: In this content, the curriculum content will be made accessible for ELLs by pre-teaching vocabulary and concepts, and providing one-on-one assistance . Teachers will carefully select materials and assign tasks to ELLs from Khan Academy.org, Quizizz.com, i-Ready.com(math), Mathgametime.com, IXL Math etc. Science: content will be made accessible for ELLs by using translanguaging, read aloud, visuals, building word and background knowledge, pre-teaching vocabulary and concepts, providing one-on-one assistance. Teachers will carefully select materials and assign tasks to ELLs from Amplify.com, Howstuffworks.com and Edpuzzle.com etc. Social Studies: Similar to Science, the curriculum and content for Social Studies will be made accessible for ELLs by using translanguaging, read aloud, visuals, building word and background knowledge, pre-teaching vocabulary and concepts, providing one-on-one assistance Teachers will carefully select materials and assign tasks from BrainPop.com, Passport and Newsela.com

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).	Newly enrolled ELLs are given a tour around the school to get them familiar with the premises and the staff. Mr. Osei, one of the the ENL teachers, answers their questions and concerns and invites them to keep in contact beyond regular group sessions (example lunch time, recess, after school programs, etc.)to make them feel valued and supported and to address any concern and/or clarify new routines and expectations from Emolior Academy. This ENL teacher keeps in contact with newly enrolled ELLs' parents through cell phone and e-mail communication to know more a bout the family culture and beliefs. 6th grade ELLs who are enrolled before the beginning of the school year are able to enjoy a Welcome Party organized by Ms. Silverio, the Parent Coordinator. This is where ELLs' family and school staff get the chance to introduce each other to build school culture. Also, an Open School Night is hosted by the ENL teachers, parent coordinator and bilingual guidance counselor in the first week of school. Newly enrolled ELLs and their families are able to meet the ENL teachers and know about ENL after-school and Saturday enrichment programs. Translation is provided by the guidance counselor and parent coordinator.
2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.	The identification team consists of one of the assistant principals who doubles as the head of the ENL department, the ENL coordinator and ENL teachers, and head of the special education department. This team completes the ELL Screening, Identification, and Placement for all newly enrolled ELLs within 10 days of school. During screening, which is the first step, the identification team administer the Home Language Survey(HLS) and conduct the individual interview with the ELL and their parents in English and the students home language. The ENL coordinator enters the home language code in ATS. For ELLs with disabilities who enter with IEPs, the team determines whether the ELL should take the NYSITELL with or without testing accommodations stated in the IEP, or recommends to the principal that the student with an IEP does not have second language acquisition needs. Screening is followed with the administration of NYSITELL, and Spanish Lab when an ELL's home language is Spanish. For ELLs with disabilities, approved testing accommodations per their IEP or 504 Plans are provided. If during the screening, an ELL was identified as a potential SIFE, the ENL coordinator administers the SIFE questionnaire and diagnostic tool to determine SIFE status. The ENL coordinator then sends notification letters to parents in their preferred language. These letters contain ELL's English language proficiency level, Information regarding the Parent Orientation session and their to request a Review of ELL Identification determination. Orientation is provided for parents, and ELLs are then placed in an appropriate program. The ENL coordinator enters parents' choice(Bilingual Education or English as new language) into ATS. If the ELL program that a parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.

PART VII: LAP ASSURANCES

LAP Assurances Page

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

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
Miosotis	Cruz	Guidance Counselor	2019-2020	Yes	Miosotis Cruz.

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
Katherine	Silverio	Parent Coordinator

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

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education (**Chancellor's Regulation A-663**).

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Arabic	12	2.68%	10	2.24%
Bengali	4	0.89%	5	1.12%
French	6	1.34%	6	1.34%
Fulani	3	0.67%	3	0.67%
English	273	61.07%	272	56.76%
Spanish	146	32.66%	148	33.11%
Soninke	1	0.22%	1	0.22%
Urdu	2	0.45%	2	0.45%

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
Arabic	0	1
French	0	0
English	40	43
Spanish	4	10

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from: ■ Part III of the Home Language Identification Survey (HLIS) ■ Automate The System (ATS) reports ■ Student Emergency Contact cards ■ Surveys conducted by your school.	The data used to assess our school's written translation and oral interpretation needs was taken from the Demographics and Accountability section of our Comprehensive Educational Plan, the initial screening process, which includes completing the Home Language Identification Surveys (HLIS), and the RLAT (Report of Students Eligible for the NYSESLAT). We assess translation needs through ATS home language surveys and through our own polling measures such as parent surveys, parent communications and identified language systems utilized/ needed school-wide. Additionally, we utilize parent teacher conferences and large school gatherings as opportunities to gather parent written and oral needs for future communication. All of these opportunities to collect data are discussed in correlation to Emolior Academy cabinet, teacher and parent meetings to ensure proper systems are put in place for maximum communication effectiveness. All written correspondences, including entitlement, continued entitlement, and non-entitlement letters to our ELL parents are in English, Arabic, Bengali and Spanish. At all parent meetings, we have staff members available who provide translation services for our parents.

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.
Brochures/flyers/letters	Four times: twice in the fall and twice in spring.	Translated in-house using current technologies/software (Google or Microsoft trans l a tor), but proofread and edited by school staff proficient in these languages. The Translation and Interpretation Unit is contacted for covered languages. For languages, which are not covered, documents are sent to a DOE approved translation vendor.
-NYSITELL Score/Entitlement Letters -ELL placement Forms -NYSITELL Score/Non-Entitlement Letters -NYSESLAT Score/Continue Eligibility -NYSESLAT Score/ Exit ELL Status	once, September	Translated letters or templates are downloaded from the Bilingual Education and English as a New Language website of the DOE. These letters are then edited to serve specific purposes or needs.
IEPs	once	We use the Translation and Interpretation service of the DOE if a language is covered. For languages that are not included in the covered languages, documents are sent to a DOE approved translation vendor.

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.
Parent-teacher conferences	3 times in the school year: September, November and March.	We use the DOE Translation and Interpretation Service,Bilingual Staff Members, DOE remote interpretation vendor or a Parent Volunteer.
After-school Parent Engagement	Tuesdays, after school.	We use Bilingual staff members and the DOE Translation and Interpretation service(over-the-phone interpretation).
Annual Parent Teacher Meeting For English Language Learners	once a year: a t the beginning of the school year.	We use the DOE Translation and Interpretation service, Bilingual Staff Members or a DOE interpretation vendor.
IEP Meetings	Once a year	We use Bilingual Staff members and the DOE Translation & Interpretation service.

3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of: (A) a school-wide emergency (i.e. lockdown, fire, etc..)	In the event of a school-wide emergency, a post will instantly be made on our school app (The Emolior App). Parents who have this App installed will instantly receive a notification or message in a preferred language. We also have a multilingual system in place that contains an updated list of all parent phone numbers. Similar to the Emolior App., an instant text will be sent to all parents via this system. Limited- English proficient families will also receive the message, but in their preferred languages (Spanish, Arabic, French, Bengali, etc.).
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	For student-specific events, bilingual staff members or the Translation and Interpretation Unit of the DOE is used. Just like the era of remote teaching and learning, our bilingual pupil secretary, individual teachers or dean, handles student-specific events like attendance. They make phone calls to ELL parents/guardians or schedule Zoom meetings with them. In such meetings, we use the Translation and Interpretation Unit for languages which are covered by any of these staff members.
(C) If a parent has an emergency and needs to contact the school.	In the event of a family emergency, parents call the main office and speak to our bilingual pupil secretary or parent coordinator. When none of our bilingual staff members is able to provide assistance, over-the-phone interpretation service is quickly contacted.

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	Our Language Access Coordinator will facilitate in-person PD on A-663 to all teaching and non-teaching staff members in September.
Over-the-Phone Interpretation Desk Aid	Each staff member receives these resources in person and via email.
Language Access Handbook	Language access resources are shared by the LAC via email or mailbox.
T&I Unit InfoHub Link	Each staff member receives these resources in person and via email.

1. Describe how your school will ensure that all staff members are aware of the goals of **Chancellor's Regulation A-663** and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	The Language Access Coordinator will facilitate a PD for all staff members at the beginning of the school year. The key focus of this PD will be the Chancellor's Regulation A-663 and their roles and expectations as key members of the school community. Title I Translation and Interpretation funds will be used to pay faculty and staff overtime so that there is always someone at the school to communicate with parents in a preferred language. Our school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative office because of language barriers. Teachers will receive per session to translate written or interpret oral communication. School Aides will receive overtime to translate written or interpret oral communication. Having someone in the building before, during or after school for translation and interpretation services is essential. The Parent Coordinator, Ms. Silverio, is always available to assist limited-English proficient parents and provide them with the resources that they may need. She is also available to acquire translation support from the Translation and Interpretation Unit a t the Department Of Education.

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any: ■ Translated signage ■ Brochures/flyers/letters shared with parents ■ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ■ Messaging phone applications ■ Parent's Guide to Language Access ■ NYC Public School Guidebook	Both the primary entrance and the way to the main office of Emolior Academy have Multilingual Welcome Posters, indicating the availability of interpretation and translation services. Also, the ENL Teacher, Mr. Osei, has given the Language ID Guide to the school safety officer at the security desk on the first floor, and also to the pupil accounting secretary in the main office on the 3rd floor. During Parent-Teacher conferences, Parent Orientation Meetings, and Open School nights, a copy of the Bill of Parent Rights and Responsibilities will be given to parents. The bill includes the rights of parents regarding translation and interpretation services. In addition, copies will be placed at the entrance of the main office. Emolior Academy will identify all dates and anticipated document translation needs at least 30 days in advance to ensure timely and proper translation to service all student / family needs. Emolior Academy will also utilize a calendar for all scheduled meetings to ensure that translation is available and all anticipated concerns / needs are addressed. The "Important Notice for Parents Regarding Language Assistance Services" is posted in our school's main office to inform parents on how to access the services provided by the school and the Translations and Interpretations Unit. Notices are translated into preferred languages (Spanish, Arabic, Bengali, French, Chinese etc.) in order to ensure that parents fully understand the school's emergency procedures, in such situations. Every attempt will be made to provide parents with translations and interpretations in parents preferred language of communication.

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, **from Appendix A of Language Access Handbook**). This is separate from the end of year parent survey.	The school will collect feedback from parents through a parent survey at different times of the year. The ENL Teacher will distribute the survey with the assistance of the Parent Coordinator and the Bilingual Guidance Counselor in order to gather data on the quality and availability of services. Once feedback is collected, data is analyzed and recommendations are shared with the school principal and the school s ta ff. This includes new goals on improving and/or providing efficient language services to limited-English-proficient families or guardians in our community.
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.	Feedback results will be shared with staff and also discussed area of improvement during staff meetings and grade team meetings. Each advisor will document conversation with parents pertaining to language access and we will use the anecdotal data to improve our communication with our parents.

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

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

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

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

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

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

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

PART A: SCHOOL INFORMATION

Name of school:	Emolior Academy
DBN:	12X383
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.	Yes
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:	73
Total # of teachers in this program:	6
# of certified ESOL/Bilingual teachers:	3
# of content area teachers:	3

Describe the direct instruction supplemental program here and include the ■ Rationale ■ Subgroups and grade levels of students to be served ■ Schedule and duration ■ Language of instruction ■ Number and types of certified teachers ■ Types of materials	Currently, we have identified 73 English Language Learners of varying proficiency levels in our school. We have 11 students at the Entering level, 9 students a t Emerging level, 20 students at the Transitioning level, and 33 students at the Expanding level . One of our goals at Emolior Academy is to provide quality instruction to ELLs in order for them to achieve academic proficiency in the English language and become independent and successful in general education classrooms. To accomplish this goal, our ELLs are provided with additional opportunities, beyond the school day, to have much English language input and exposure in both After-school and Saturday Academy programs. Instruction in these programs essentially focus on all four language modalities and Academic Intervention Services to reinforce skills in all content areas. The Title III after-school program allows us to provide differentiated instruction to our ENL students. The groups are differentiated based on strength in different subjects as well as their language proficiency levels. Newcomers are given special attention to ensure that their academics do not fall below their grade level while they are acquiring English. Students receive Native Language Support and ENL instruction to ease transition to a supportive environment that responds to the immediate social, cultural, and linguistic needs of immigrant adolescents with limited schooling. Assistance is provided in ELA, Science, Social Studies, and Arts. However, the focus of the After- school and Saturday programs is ELA and Math. The After- school program will consist of three certified ENL teachers, two ELA teacher and one Math teacher. Our certified ENL teachers will be planning and teaching with the collaboration and input from the content area teachers (ELA and Math) across the grades to provide assistance for all participating ELLs in alignment with the ELA Next Generation Standards. They will collaborate on all assessment decisions, resources and overall implementation of instruction. Each of the ENL teachers will rotate for 45 minutes to team-teach with the content teachers. We will use web-based literacy resources like I-Ready, Readworks, CommonLit, Newsela, Edpuzzle, Getepic and Castle Learning to provide rigorous, on-grade-level instruction and practice. This is to help meet individual student or small group needs. We will also use some trusted language learning applications/software, for example Quill, Duolingo, Raz Kids etc., to help scholars level up to speaking and reading the target language. Khan Academy and Savvas Realize are digital resources which would be used for Math. The after-school program will start in September 2022 until June 2023 for more than 20 sessions. Instructions will be delivered by three certified teachers from 2:31pm to 3:31pm on Mondays through Fridays. Emolior Academy will be using other sources and funds to complement the cost of this activity. We use Reciprocal Reading as one of our main strategies. The goal is to ensure optimal learning while focusing on the development of content and academic language needed for the student to properly navigate learning at grade level. Reciprocal Reading and/or Collaborative Strategic Reading will also be utilized to promote academic discussion and rigorous learning engagement. In addition, ELLs will receive support in ELA and Math by the ENL teachers in coordination with the content teachers. SoBro and City Years, community based organizations, will also provide enrichment activities for ELLs in the Arts (painting, drawing, sculpturing), Performance (music, dance, drama) STEM classes and Media (digital art, and photograph). The instruction delivery from SoBro and City Year is provided five times a week, from 3:35 to 6:00 pm, at no cost to title III. We will also continue with our Saturday Academy program for all ELLs . This program is designed specifically for the components of the NYSESLAT exam. After an intensive and successful Saturday Academy program conducted for ELLs in previous years, the data indicated that ELLs at the Transitioning and Expanding levels performed well on the writing modality of the test. Students at this proficiency levels also showed growth in Listening & Speaking. This year, we will focus on our Entering and Emerging ELLs to ensure that multiple opportunities are provided to grow their language development in the four Language skills. The program will utilize Continental's New York ELLs Bilingual Common Core books for NYSESLAT preparation as well as other teacher-designed interventions to focus on descriptive writing, paragraph and fact-based essays, short and extended constructed responses. In addition, we will use Attainment's Right On Readers (Books 1 & 2) to reinforce reading comprehension strategies, academic vocabulary and speaking skills such as storytelling, retelling, response to graphic information, picture description and sentence completion by reading. As indicated, the Title III program will begin in October 2022 and run through May 2023 with the ENL teachers meeting with students at the scheduled sessions according to their language proficiency levels. Emolior/SoBro/City Year partnership after-school instructional program runs from September 2022 to June 2023 on Monday through Friday from 3:35 to 6:00 pm. The Saturday Academy will start in the month of October 2022 to May 2023 from 8:00 to 12:00 p.m. The focus of the program will follow that of the after-school program in collaboration with our CBO and SoBro/City Year. The service providers will include certified ENL, Math and ELA teachers. The school will complement the cost of this program, using other funding source. The following supplementary materials will be purchased with Title III funds to support the program: • Getting Ready for NYSESLAT(Books 6, 7, & 8). • Attainment's Right On Readers (Books 1 & 2) • Rally Education ELL materials (Reading, Writing, Speaking and Listening) • Continental's New York ELLs for the 2017 NYSESLAT preparation books, Annotated teacher's edition and Audio CD. • Supplementary native language/English picture dictionaries Word by Word. • Wilson Reading Programs Instructions in both programs will be conducted in English with native language support such as bilingual glossaries and dictionaries, peer-supports, and iPads with translation applications like Google and Microsoft translators. All student attendance and assessment will be kept in the ENL binder.
Rationale	The rationale for the above programs is twofold: emphasize language skills(early spelling & reading skills, listening comprehension and writing) and reinforce activities that are necessary and allow students to use the new language skills in practical ways. Our choice of these instructional materials/resources is informed by their integration of implicit and explicit second language acquisition strategies which meet the learning needs of our entire ELL population at all proficiency levels . The standalone instructional time during the regular school day is arguably not enough to provided the needed linguistic input in the target language(English language). These extra sessions are, therefore, necessary for the development of native-like English language language competence.
Subgroups and grade levels of students to be served	Our program, as aways, will serve Entering, Emerging, Transitioning and Expanding ELLs in grades 6, 7 & 8. There will be three subgroups: Group A- Entering & Emerging ELLs(Grades 6, 7 & 8) Group B- Transitioning ELLs (Grades 6, 7 & 8) Group C- Expanding ELLs(Grades 6, 7 & 8) Each of the three certified teachers will lead one subgroup.
Schedule and duration	AFTER-SCHOOL ENRICHMENT The after-school program will start in September 2022 until June 2023. Instructions will be delivered by six certified teachers from 2:31 to 3:31 on Tuesday, Wednesday and Thursday. Emolior Academy will be using other sources and funds to complement the cost of this activity. SATURDAY ENRICHMENT The Saturday Academy will start in the month of October 2022 to May 2023 from 8:00 am to 12:00 p.m. The focus of the program will follow that of the after-school program in collaboration with our CBO and SoBro/City Year. The service providers will include certified ENL, Math and ELA teachers. The school will complement the cost of this program, using other funding source.

Language of instruction	Instructions in both programs will be conducted in English with native language support such as bilingual glossaries and dictionaries, peer-supports, and iPads with translation applications like Google and Microsoft translators. All student attendance and assessment will be kept in the ENL binder.
Number and types of certified teachers	There will be a total number of 6 certified teachers: *3 ENL/ESOL teachers * 3 content teachers.
Types of materials	The following materials will be purchased with Title III funds to support both programs: • Getting Ready For The NYSESLAT(Grade 6, 7 & 8) • Attainment's Right On Readers (Books 1 & 2) • Rally Education ELL materials (Reading, Writing, Speaking and Listening) • Continental's New York ELLs for the 2017 NYSESLAT preparation books, Annotated teacher's edition and Audio CD. • Supplementary native language/English picture dictionaries Word by Word. • Wilson Reading Programs
Include any additional details here:	
The direct instruction component of the program will consist of (check all that apply):	,Saturday Academy,After School
Grades to be served in this program. Select all that apply.	,6,7,8

PART C: PROFESSIONAL DEVELOPMENT

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include: ■ rationale ■ teachers to receive training ■ schedule and duration ■ topics to be covered ■ name of provider	In order for ELLs to receive quality instruction, it is important to provide staff with on-going Professional Development that target effective and classroom-tested strategies, methodologies, and activities, which support academic rigor. Providing instructors with sound, essential approaches will also provide students with optimal conditions for second language acquisition. In order to provide this support for educators, Professional Development will be given through monthly and weekly grade conferences. This Professional Development will continue to provide optimal research approaches and strategies in ENL, analyzing data assessments to drive instruction and implementing modification, differentiation and scaffolding strategies for quality teaching of ELLs. This will also enable teachers to provide important intellectual guardrails for students to learn academic English as well as content through academic English. Staff who specialize in language acquisition will facilitate professional learning and build teacher capacity during our profession periods. This, among other things, will offer strategies to develop language, ENL methodologies, and differentiated instruction for ELLs. We will try to provide training offered through Fordham University Regional Bilingual Education - Resource Networks (RBE-RNs), Bronx RBE-RN, which offers technical support in the identification of ELLs and other State mandates. Additionally, teachers will have the opportunity to attend ENL / ELL professional institutes and workshops such as the Quality Teaching for English Language Learners (QTEL), sponsored through Network support. This program will aid teachers with scaffolding strategies that facilitate the linguistic transition and development of ELLs. Our ENL teachers attend series of instructional support strategy workshops with special focus on QTEL Strategies, CCSS , instructional best practices for ELLs , strategies to improve ELL academic writing, and vocabulary development strategies. The ENL teachers will turnkey training for all teachers who work with ELLs. Our professional development plan is as follows: * October : "Differentiated Instruction at the Classroom level" by Ms. Leslie, Special Ed. Teacher * October : Language Access Coordinator Training provided by DOE Translation and Interpretation Unit * November: Bolstering Advanced Literacy Skills for English Language Learners (6-8) provided by DELLSS * September: "Quick and Concrete Support for ELLs" provided by Mr. Calderon, ELA teacher * November: "Language Access in the schools: Resources and Protocols" provided by Ms. Rosa, ENL teacher * December: "Stages of Second Language Acquisition" provided by Mr. Osei, ENL teacher * January: "Creating an RTI Model for ELLs ' Academic Success" provided by Mr. Osei, ENL teacher/ Mr. Calderon, ELA teacher * February: "Co-teaching Models for ELLs at Emolior Academy" provided by Mr. Osei, ENL teacher/Mr. Dorrance, Special Ed. teacher * March: "NYSESLAT: Overview and Components" provided by Mr. Osei, ENL teacher All records such as attendance, agenda and handout materials (whenever possible) will be kept on file.
Rationale	Staff who specialize in language acquisition will facilitate professional learning and build teacher capacity during our profession periods. This, among other things, will offer strategies to develop language, ENL methodologies, and differentiated instruction for ELLs. We will try to provide training offered through Fordham University Regional Bilingual Education - Resource Networks (RBE-RNs), Bronx RBE-RN, which offers technical support in the identification of ELLs and other State mandates. Additionally, teachers will have the opportunity to attend ENL / ELL professional institutes and workshops such as the Quality Teaching for English Language Learners (QTEL), sponsored through Network support. This program will aid teachers with scaffolding strategies that facilitate the linguistic transition and development of ELLs. Our ENL teachers attend series of instructional support strategy workshops with special focus on QTEL Strategies, CCSS , instructional best practices for ELLs , strategies to improve ELL academic writing, and vocabulary development strategies.
Teachers to receive training	The ENL teachers will turnkey training for all teachers who work with ELLs. Our professional development plan is as follows: * October : "Differentiated Instruction at the Classroom level" by Ms. Leslie, Special Ed. Teacher * October : Language Access Coordinator Training provided by DOE Translation and Interpretation Unit * November: Bolstering Advanced Literacy Skills for English Language Learners (6-8) provided by DELLSS * September: "Quick and Concrete Support for ELLs" provided by Mr. Calderon, ELA teacher * November: "Language Access in the schools: Resources and Protocols" provided by Ms. Rosa, ENL teacher * December: "Stages of Second Language Acquisition" provided by Mr. Osei, ENL teacher * January: "Creating an RTI Model for ELLs ' Academic Success" provided by Mr. Osei, ENL teacher/ Mr. Calderon, ELA teacher * February: "Co-teaching Models for ELLs at Emolior Academy" provided by Mr. Osei, ENL teacher/Mr. Dorrance, Special Ed. teacher * March: "NYSESLAT: Overview and Components" provided by Mr. Osei, ENL teacher
Schedule and duration	Monday -Friday afterschool
Topics to be covered	The ENL teachers will turnkey training for all teachers who work with ELLs. Our professional development plan is as follows: * October : "Differentiated Instruction at the Classroom level" by Ms. Leslie, Special Ed. Teacher * October : Language Access Coordinator Training provided by DOE Translation and Interpretation Unit * November: Bolstering Advanced Literacy Skills for English Language Learners (6-8) provided by DELLSS * September: "Quick and Concrete Support for ELLs" provided by Mr. Calderon, ELA teacher * November: "Language Access in the schools: Resources and Protocols" provided by Ms. Rosa, ENL teacher * December: "Stages of Second Language Acquisition" provided by Mr. Osei, ENL teacher * January: "Creating an RTI Model for ELLs ' Academic Success" provided by Mr. Osei, ENL teacher/ Mr. Calderon, ELA teacher * February: "Co-teaching Models for ELLs at Emolior Academy" provided by Mr. Osei, ENL teacher/Mr. Dorrance, Special Ed. teacher * March: "NYSESLAT: Overview and Components" provided by Mr. Osei, ENL teacher
Name of provider	Mr. Osei

Include any additional details here:	None.

PART D: PARENT ENGAGEMENT ACTIVITIES

Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include: ■ rationale ■ schedule and duration ■ topics to be covered ■ name of provider ■ how parents will be notified of these activities	During the 2022-2023 school year, our parent coordinator, Ms. Silverio, Ms Cruz, our bilingual guidance counselor, and one of our ENL teachers, Mr. Osei, will team up to reach out to parents of ELLs for a series of workshops (described below) and with the support of community-based organizations and agencies like the Adolescent Health and Wellness Center from Urban Health Plan, and NYC Health Department. Additionally, parents are invited to our open school night, which provides detailed information about our school, ENL program and how parents and Emolior Academy may collaborate to support our students. The parent coordinator and ELL point person serve as a key liaison between Emolior community and home. Parents are encouraged to become active participants in PGA and our SLT meetings each month to voice their concerns. Meetings and conferences are scheduled on a monthly basis to keep parents informed and involved. All communications are sent in English and Spanish/Bengali via email, fliers, text and the newsfeed on our website and Emolior App (available on Google Play and App Store for free). The following topics/events are scheduled for the first semester. These topics are based on needs assessment provided by parents of our Parent Association and School Leadership Team: * September: Open School Night/ Clubs and after school programs fair (Facilitated by the Parent Coordinator, School staff and Community-based organizations) * October: "Child Development and Sexuality" (Facilitated by Planned Parenthood) * November: First Annual High School Fair (organized by the Guidance Counselor in collaboration with 15 schools) Our Guidance Counselor and Parent Coordinator are proficient in both English and Spanish and communicate with parents of all immigrant ELLs at Emolior Academy. All school documents are available in English and Spanish. Interpretation is available at all school events. The ENL teachers and Guidance Counselor notify parents of relevant school, CBO and city-wide workshops and events by email or fliers. The Parent Coordinator surveys parents formally at the beginning of the school year to evaluate their needs, and frequently assesses parents' needs and satisfaction throughout the school year. Parents and families of ELLs are invited and involved in many celebrations and events such as Day of Thanks, College workshops, College visits, Open houses, Talent Shows and other events that are regularly interpreted. We continue to plan varied parent events that cater to the needs of the parents and families of our ELL population. This visible involvement of parents/guardians of immigrant ELLs in our school instills in our students a sense of belonging and shows their positive influence in our school community. Because parents of ELLs, both current and former, may struggle with the English language and other literacy issues that cause them hardship in helping their children with schoolwork, we plan to offer many opportunities to parents to come into the school to learn alongside their children. This include evening programs to learn about Plus-portals, a system which helps parents stay informed about their children's progress in school. Most of the workshops that we conduct are done in-house, meaning that we use the capacities of school-based and network teams to provide workshops and services to immigrant ELL parents. This year, as part of our initiative to provide language access to limited English proficient parents, our principal, Mr. Abbey, is committed to securing appropriate translation and intervention services through the purchase of Assistive listening /wireless transmitter system to be utilized at SLT meetings, grade meetings, parent workshops, PTA meetings, and school wide events in which interpretation activities with mobile audio assistance is needed. All records, including agenda, attendance sheets and invitations in parent's preferred languages, will be kept on file.
Rationale	This year, as part of our initiative to provide language access to limited English proficient parents, our principal, Mr. Abbey, is committed to securing appropriate translation and intervention services through the purchase of Assistive listening /wireless transmitter system to be utilized at SLT meetings, grade meetings, parent workshops, PTA meetings, and school wide events in which interpretation activities with mobile audio assistance is needed.
Schedule and duration	September: Open School Night/ Clubs and after school programs fair (Facilitated by the Parent Coordinator, School staff and Community-based organizations) * October: "Child Development and Sexuality" (Facilitated by Planned Parenthood) * November: First Annual High School Fair (organized by the Guidance Counselor in collaboration with 15 schools) The parent coordinator, Ms. Silverio, will also set up monthly meetings and parent events to help all ELL scholars and parent sin the community form a strong and trusting relationship with staff and school personnel. All stake holders will be included in the events that help nurture the mental and physical health of our scholars and help parents become invested in their child's education.

Topics to be covered	September: Open School Night/ Clubs and after school programs fair (Facilitated by the Parent Coordinator, School staff and Community-based organizations); School Carnival * October: "Child Development and Sexuality" (Facilitated by Planned Parenthood) * November: First Annual High School Fair (organized by the Guidance Counselor in collaboration with 15 schools)
Name of provider	Mr. Osei
How parents will be notified of these activities	Phone calls, school app and emails
Include any additional details here:	None

PART E: BUDGET

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem	12,366	Teacher per session T3 LEP Supplemental Education
Purchased services -High quality staff and curriculum development contracts.	0	NA
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.	1500	Wilson Reading Program: Foundations(Early Intervention), Just Words(Intervention) & Wilson Reading System(Intensive)
Educational Software (Object Code 199)	0	NA
Travel	0	NA
Other	0	NA
TOTAL	13,866	Direct Supplemental Instruction & Materials

Allocation Amount ($):	$13, 866
This school is (select one):	Conceptually consolidated (skip Part E of this document)

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

Your school's Title I Program	Title I SWP

Part 2: All Title I Schools

High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.	Contracted Teaching Matters to provide professional learning to Math and ELA teachers on building culturally relevant curriculum that meet the needs of every child. Also, High Quality professional learning was provided to all teachers through by MSQI and District to support teachers in their respective content areas.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	$371,227	X	NA
Title I, School Improvement 1003(a)	Federal	NA	NA	NA
Title II, Part A	Federal	NA	NA	NA
Title III, Part A	Federal	$12,366	x	AOC
Title III, Immigrant	Federal	12,366	x	NA
Title IV, Part A	Federal	$8,042	x	AOC
Tax Levy (Fair Student Funding)	Local	$3,370,462	x	NA

Explanation/Background

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

APPENDIX 5: COMMUNITY SCHOOLS

APPENDIX 5: COMMUNITY SCHOOLS

Community School Partners

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

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

CBO Partners	Target Population	Scope of Service	AOC and Annual Goal
Sobro	All students	Mental Health Support	
City Year	All Students	Mental helth Support	

Implementation of Community School Core Features & Components

Collaborative Leadership and Practice: Describe how the CBO will share leadership and engage in collaborative planning with the Community School to achieve the school's annual goals.	In collaboration with the CBO partner, school staff, families, students and the community at large, we raise student achievement by ensuring that all students are physically, emotionally, and socially ready to learn. We provide numerous services to support each students to learn both during the school day and after-school.
Family and Community Engagement: Describe how your Community School will develop authentic school-family partnerships, and create the conditions for families and community members to participate in decision-making, hold leadership roles that drive school change, and serve as partners in students' holistic development.	We will engage our families and the community in activities that will strengthen the school and home relationships, and also provide family members access to the educational opportunities and programs that exit in our school and district.

Expanded Learning Time (ELT)

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

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

Implementation of Community School Core Features & Components

Wellness and Integrated Supports: Describe how your Community School will address out-of-school barriers to learning through partnerships with social and health service agencies and providers to help students attend school regularly and engage in learning through the provision of programs such as social emotional learning, conflict resolution training, and restorative justice.	We will partner with our CBO to provide dental, vision, health and mental care to all students and their families.
Every Student, Every Day: Describe how your Community School will work with CBO partners to meet weekly and use data from DOE systems and New Visions for Public Schools to monitor trends in attendance, assign personalized interventions–including Success Mentors–to chronically absent students, and draw on community resources for support with removing barriers to attendance. For support, you may access strategies **here**.	With the support of the school community, social workers, CBO partners and all stakeholders, we will address student absenteeism through our daily phone call to parents, visiting parent homes, and meeting with families to determine the reason why the students is not attending school on a consistent basis.
Special Populations: Describe how your Community School will work with your partners to ensure students receive differentiated and culturally responsive supports. Describe how your Community School's systems and structures will be optimized to work for all students, including students in temporary housing, Multilingual Learner/English Language Learner (ML/ELL), and Students with Disabilities.	We will expand learning opportunities to all students and their families. We will provide GED classes and parental classes to support parents and also support students in temporary housing by providing resources and access to resources.

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.