

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	08X562
School Name	Blueprint Middle School
Principal	Tyneka Harrington

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

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

The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

areas may need to be strengthened?

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Blueprint Middle School
District Borough Number (DBN):	08X562
Grades Served:	6-8
School Address:	1111 Pugsley Avenue Bronx NY 10472
Phone Number:	718-822-2780
Fax:	718-822-2279
School Contact Person:	Jean Jeanty
School Contact Person Email Address:	JJeanty2@schools.nyc.gov
Principal:	Jean Jeanty

United Federation of Teachers (UFT) Chapter Leader:	June Arrington
Parents' Association President:	Christine Poll
SLT Chairperson:	Tracy Pringle
Title I Parent Advisory Council Chairperson (PAC):	Deborah Deangelo
Student Representative(s) Middle /High School:	N/A
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	Tracy Pringle
School-Based Students in Temporary Housing (STH) Liaison:	Timothy Woo

District Information

Geographic District:	08
Superintendent:	Jennifer Joynt
Superintendent's Office Address:	601 Stickball Blvd, Bronx, NY 10473
Superintendent's Email Address:	Joynt Jennifer <JJoynt@schools.nyc.gov>
Phone Number:	718-822-2780
Fax:	718-822-2279

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
Jean Jeanty	Principal/ Staff	
June Arrington	UFT Chairperson	
Hansraj Ramnarine	PA President/ Parent	
Antoinette Hickson	Title I Committee Chairperson Parent	
Judith Hassman	UFT Staff Member	
Theresa Stephens	UFT Staff Member	
Niurka Grullon	UFT Staff Member	
Matthew Gorodess	UFT Staff Member	
Peter Augusto	Parent	
Quen Tejada	Parent	
Virginia Laboy	Parent	
Tracy Pringle	CBO Aspira	

<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>Pugsley Preparatory Academy is a 6-8 Middle School located in the Parkchester/ Unionport section of the Bronx. We have a diverse school population totaling 541 students with the following demographics: Hispanic: 283 Black: 60 Asian: 147 White: 31 American Indian or Alaskan Native: 14 Blueprint in dedicated to creating a safe, nurturing environment conducive to learning for all of our students. Through the application of standards-based instruction, students will achieve Core Standards through opportunities to develop independent learning skills, creative problem solving strategies, and a sense of responsibility while respecting the diversity of others. Teams of teachers work together to plan lessons, review data to identify the needs of our students, and utilize best instructional practices. For the 2021-2022 School Year, Aligned to the NYS Culturally Responsive-Sustaining Education Framework, we will prioritize Inclusive Curriculum and Assessment as our focus tenet. Inclusive curriculum and assessment elevate historically marginalized voices. It includes opportunities to learn about power and privilege in the context of various communities and empowers learners to be agents of positive social change. It provides the opportunity to learn about perspectives beyond one's own scope. It works toward dismantling systems of biases and inequities, and decentering dominant ideologies in education. We will implement the following best practices:</p> <ul style="list-style-type: none"> o Current events incorporated into instruction. o Students as co-designers of curriculum. o Resources written and developed by racially, culturally, and linguistically diverse perspectives. o Instructional strategies that adapt to diverse learning styles.
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
Math	6-8	NTN Kems Print/ Online	Small Group Remediation
ELA	6-8	Core Ready Print	Tier 2 Seravallo Strategies Tier 3 Rewards

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)
Key Ideas and Details	2022 Fall DRP/ Common Lit Assessments	Students struggle with determining key details from the text to support claims verbally and in writing.
Main Idea	2022 Fall DRP/ Common Lit Assessments	Students struggle with determining the meaning of words and phrases as they are used in a text. Also, how parts of texts contribute to the overall theme.
Phonics/ Reading Fluency	2022 Fall DRP/ WIST	22% of all students scored four or more grade levels below current grade level

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, 55 students who are one grade level below proficiency will reach grade level proficiency as measured by DRP.
All Students	Below 40	By June, 2023, 53 students who are identified as Level 1 will increase one proficiency level as measured by DRP and NYS ELA Assessment.
All Students	127	By June, 2023, the 127 students who are four or more grade levels below proficiency will increase one reading level as measured by DRP.

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 3, 2022			
NYS ELA Exam	Quarterly expected targets to indicate progress	Degrees of Reading Power (DRP) Assessment	2% increase in students performing on or above grade level as measured by MAP Assessment	January 9, 2023	June 2, 2023
NYS ELA Exam	Quarterly expected targets to indicate progress	Degrees of Reading Power (DRP) Assessment	10% of all students will improve one grade level as measure by Baseline DRP assessment.	60% of all students will improve one grade level from Baseline DRP assessment.	100% of all students will improve one grade from Baseline DRP assessment.
NYS ELA Exam	Quarterly expected targets to indicate progress	Degrees of Reading Power (DRP) Assessment	10% of 127 students will improve one grade level as measure by Baseline DRP assessment.	60% of 127 students will improve one grade level from Baseline DRP assessment.	100% of 127 students will improve one grade level from Baseline DRP assessment.

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/29/2022	09/09/2022	Ensure that learning maps are aligned to priority standards
09/26/2022	10/07/2022	Administer DRP Assessment, formulate student groups, analyze data, identify and address learning gaps.
09/12/2022	01/27/2023	Monitor classroom instruction, curriculum, analyze data, identify and address learning gaps with Tier 1 instruction, Serravallo Strategies and Tier 3 Rewards strategies.

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?)
01/02/2023	02/11/2022	Re-administer DRP Assessments
01/30/2023	05/26/2023	Evaluate success of Interventions. Administer NYS Test, identify and address learning gaps utilizing Tier 2 and Tier 3 strategies aligned to Serravallo and Rewards, monitor classroom instruction and curriculum.
05/01/2023	06/02/2023	Administer Final DRP assessment, identify and address learning gaps. Plan for 2022-2023 school year.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/03/2022	01/30/2023	Conduct Parent Workshops to encourage independent reading.	Parent Coordinator ELA Teachers ELA Coach
02/06/2023	06/26/2023	Conduct Parent Workshops to encourage independent reading.	Parent Coordinator ELA Teachers ELA Coach

Human Resources	ELA Teachers, ELA Coach, Parent Coordinator, ELA Administrator
Instructional Resources	Independent Reading Books, Serravallo Strategy Books, Access to Digital Library
Schedule Adjustments	Planning Time for ELA Teachers to meet consistently
Other Resources Needed	None

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)
Addressing prerequisite standards to support grade level standards.	Spring 2021 NWEA MAP Assessment/ Teacher made assessments	Potential learning gaps developed throughout the past year.
Develop Math Fluency	Fall 2021 NWEA MAP Assessment/ Teacher made assessments	Students will develop number sense and be able use the most appropriate method for the task at hand and apply a math skill to multiple contexts.
Solving real world word problems aligned to priority standards	Spring 2021 NWEA MAP Assessment/ Teacher made assessments	Understanding of multistep word problems will demonstrate mastery of standards

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	50	By June 2023, Elementary/Middle School Math for All Students performing below grade level will Decrease 10%, from 76% to 66%, as measured by NWEA MAP and State Assessment
All Students	15	By June, 2023, 55 students who are identified as Level 1 will increase one proficiency level as measured by MAP and NYS Math Assessment.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		October 7, 2022			
NWEA MAP Assessment	Quarterly expected targets to indicate progress	MAP Assessment	2% increase in students performing on or above grade level as measured by MAP Assessment	6% increase in students performing on or above grade level as measured by MAP Assessment	10% increase in students performing on or above grade level as measured by MAP Assessment
NWEA MAP Assessment	Quarterly expected targets to indicate progress	MAP Assessment	2% increase in students performing on or above grade level as measured by MAP Assessment	6% increase in students performing on or above grade level as measured by MAP Assessment	10% increase in students performing on or above grade level as measured by MAP Assessment

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/29/2022	09/16/2022	Ensure that learning maps are aligned to CCLS Standards
10/03/2022	10/14/2022	Administer MAP Assessment, analyze data, identify and address learning gaps
09/19/2022	10/28/2022	Monitor classroom instruction, analyze data, identify and address learning gaps.

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?)
01/09/2023	01/20/2023	Re-administer MAP Mid Year Assessment
01/09/2023	05/26/2023	Monitor classroom instruction, analyze data MAP, identify and address learning gaps.
05/29/2023	06/16/2023	Administer MAP assessment, identify and address learning gaps. Plan for 2022-2023 school year.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/24/2022	01/23/2023	Conduct Parent Workshops to Support Math Instruction at home.	Math Teachers, NTN Coach, Teacher Leader
01/30/2023	06/26/2023	Conduct Parent Workshops to Support Math Instruction at home.	Math Teachers, NTN Coach, Teacher Leader

Human Resources	Math Teachers, Math Administrator, Parent Coordinator
Instructional Resources	NTN KEMS Curriculum, TRANSMATH Training
Schedule Adjustments	None
Other Resources Needed	None

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)
Bullying Prevention	NYC School Survey	Students intimidate each other because of differences.
Personal Attention and Support	NYC School Survey	56% of students do not feel supported when upset
Quality Instruction with rich discussion	NYC School Survey	68% of surveyed students responded that teachers do not ask difficult questions in class

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Safety & Restorative Approaches to Behavior	67	By June, 2023, practices related to Preventing Bullying will improve 10%, from 67 to 77, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.
Collaborative & Trusting Relationships	56	By June, 2023, practices related to Personal Attention & Support will improve 10%, from 56 to 66, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.
Equity & Student Voice	68	By June, 2023, practices related to Classroom Behavior will improve 10%, from 68 to 78, as measured by positive NYC School Survey responses, resulting in improved Equity & Student Voice.

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 19, 2022			
NYC School Survey	OSYD monthly incident and infraction reports	OSYD Level 1 to 5 infraction report	5% decrease in historical data of September incidents per OSYD data.	10% decrease in historical data of September incidents per OSYD data.	20% decrease in historical data of September incidents per OSYD data.
NYC School Survey	OSYD monthly incident and infraction reports	OSYD Level 1 to 5 infraction report	5% decrease in historical data of September incidents per OSYD data.	10% decrease in historical data of September incidents per OSYD data.	20% decrease in historical data of September incidents per OSYD data.
NYC School Survey	OSYD monthly incident and infraction reports	OSYD Level 1 to 5 infraction report	5% decrease in historical data of September incidents per OSYD data.	10% decrease in historical data of September incidents per OSYD data.	20% decrease in historical data of September incidents per OSYD data.

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/29/2022	09/09/2022	Identify patterns and trends in historical OSYD student infraction data for the following: Location summary, Incident type and Incident frequency.
09/19/2022	01/27/2023	Monitor OSYD data reports on a monthly basis. Engage in preventive work with Dean, Guidance Counselor, SAPIST and Social Worker to promote Respect For All initiatives.
09/19/2022	01/27/2023	Engage students in Respect for All committee. Committee will develop activities to promote pillars of PBIS matrix: Show Respect, Uplifting, Punctual, Enthusiastic and Responsible.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/06/2023	06/23/2023	Monitor OSYD data reports on a monthly basis. Engage in preventive work with Dean, Guidance Counselor, SAPIST and Social Worker to promote Respect For All initiatives.
02/06/2023	06/23/2023	Engage students in Respect for All committee. Committee will develop activities to promote pillars of PBIS matrix: Show Respect, Uplifting, Punctual, Enthusiastic and Responsible.
02/06/2023	06/23/2023	Identify patterns and trends in historical OSYD student infraction data for the following: Location summary, Incident type and Incident frequency.

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)
09/19/2022	12/19/2022	Monthly Parent workshops around PBIS and Respect for All initiatives.	CBO: ASPIRA
01/09/2023	06/12/2023	Monthly Parent workshops around PBIS and Respect for All initiatives.	CBO: ASPIRA

Human Resources	Dean, Guidance Counselors, Social Worker, SAPIST, Administration, Respect for All Committee, ASPIRA staff, Parent Coordinator.
Instructional Resources	Respect for All materials, PBIS Matrix
Schedule Adjustments	None
Other Resources Needed	None

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)
Develop opportunities to peak student interests in schools	RISA, RDAL, RCUA, New Visions Portal	Lack of Motivation
Identify resources to support parent involvement	Parent Outreach Logs, iLog, parent attendance at events	Lack of Parental Support
Identify opportunities to engage overaged students	RISA, RDAL, RCUA, New Visions Portal	Overaged and Previously Retained Students

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	10	By June, 2023, Chronic Absenteeism for All Students will Decrease 50% Decrease, from 10 to Chronic Absenteeism will be reduced by 50%, as measured by RISA Attendance Report .

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September 19, 2022			
Attendance Rate	Percentage of chronic absentee students reducing by 5%	ATS Attendance Data Reports	10% decrease in Chronic Absenteeism	25% decrease in Chronic Absenteeism	50% decrease in Chronic Absenteeism

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	09/16/2022	Identify chronically absent students using historical data, conduct weekly attendance meetings, utilize PBIS Rewards to incentive positive attendance behaviors, stay is constant contact with students and families, and conduct home visits of most at risk students
09/12/2022	01/06/2023	Conduct weekly attendance meetings, utilize PBIS Rewards to incentive positive attendance behaviors, stay is constant contact with students and families, conduct home visits of most at risk students, and hold celebrations monthly celebrations for most improved attendance for chronically absentee students.
11/14/2022	01/27/2023	Conduct weekly attendance meetings, utilize PBIS Rewards to incentive positive attendance behaviors, stay is constant contact with students and families, conduct home visits of most at risk students, and hold celebrations monthly celebrations for most improved attendance for chronically absentee 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?)
01/30/2023	06/23/2023	Conduct weekly attendance meetings, utilize PBIS Rewards to incentive positive attendance behaviors, stay is constant contact with students and families, conduct home visits of most at risk students, and hold celebrations monthly celebrations for most improved attendance for chronically absentee students.
04/03/2023	06/23/2023	Conduct weekly attendance meetings, utilize PBIS Rewards to incentive positive attendance behaviors, stay is constant contact with students and families, conduct home visits of most at risk students, and hold celebrations monthly celebrations for most improved attendance for chronically absentee students.
06/19/2023	06/23/2023	Hold celebration events for students with most improved 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)
09/19/2022	10/07/2022	Meeting with parents to discuss and outline expectations for attendance and impact on learning.	ASPIRA
09/19/2022	06/23/2023	Monthly meetings with parents and families of concern to ensure awareness of attendance expectations.	ASPIRA

Human Resources	Attendance Teacher, Administration, Pupil Personnel Secretary, Parent Coordinator, Guidance Counselor, Social Worker, ASPIRA staff.
Instructional Resources	ATS reports
Schedule Adjustments	None
Other Resources Needed	None

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)

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	90% Completion Rate	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Timely completion of quality IEPs by Increase 5% , from 90% Completion Rate% to 100% , as measured by SESIS IEP Completion Report.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September 19, 2022			
SEIS Report	IEP Completion	Current IEP Completion report	90% completion of all IEPs by due date	95% completion of all IEPs by due date	100% completion of all IEPs by due date

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
08/29/2022	09/30/2022	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	IEP Teacher and Assistant Principal of SPED will review all IEPs to ensure appropriate services and recommendations for all students.
09/19/2022	01/21/2022	Develop appropriately rigorous standards-aligned annual goals	SPED Teachers will meet bi-monthly to develop appropriately rigorous standards-aligned annual goals
09/19/2022	01/21/2022	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	SPED Teachers, including IEP Teacher will meet bi-monthly to ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum
09/19/2022	01/21/2022	Ensure that programs and services mandated on each student's IEP are delivered	AP of SPED will create comprehensive teacher schedules and oversee teacher practice to ensure that programs and services mandated on each student's IEP are delivered
09/19/2022	01/21/2022	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	IEP Teacher will attend Transitioning PD and then turnkey to all teachers the steps needed to ensure that transition planning is reflective of student needs for all students age 14 and older
09/19/2022	01/21/2022	Conduct IEP meetings within specified compliance dates	SPED Teachers will meet bi-monthly to develop appropriately rigorous standards-aligned annual goals
09/19/2022	01/21/2022	Monitor referrals to Special Education to ensure appropriate referrals only	Crisis Team will meet bi-monthly to monitor referrals to Special Education to ensure appropriate referrals only

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)
09/19/2022	06/19/2023	Parent and Community meetings to discuss goal setting for students with IEPs	ASPIRA
09/19/2022	06/19/2023	Parent and Community meetings to discuss transition planning for grade transition within Middle School as well as transition to High School	ASPIRA

Human Resources	Administration, IEP Teacher, Parent Coordinator, ASPIRA staff, Guidance Counselors, Social Worker, School Psychologist.
Instructional Resources	IEP Framework
Schedule Adjustments	None
Other Resources Needed	None

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

Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	DRP/ Common Lit Assessment	Seravallo Reading Strategies	Small Group In Class	During School	N/A
Tier 3	DRP/ WIST	Rewards/ Phonics for Reading	Small Group/ One-on-One	During School	VPORT
Tier 2	NWEA/MAP	KEMS	Small Group in Class	During School	N/A

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Student Survey/ Teacher referral/ PBIS Rewards	Facing History Advisory all students	Small Group	During School	N/A
Tier 3	Student Survey/ Teacher referral/ PBIS Rewards	At risk counseling. Conduct sheets. Check in Check out	One on One	During School	N/A
Tier 2 Enrichment	Student Survey/ Teacher referral/ PBIS Rewards	Student Clubs	Small Group	Before/ After School	Google Classroom
Tier 3 Enrichment	Teacher Selection	My Brothers Keeper/ My Sisters Keeper/ Student Ambassadors	Small Group	During School/ After School	N/A

Students in Temporary Housing (STH) Support

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

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	<p>60</p>
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>Students in Temporary Housing will be monitored weekly during our MTSS and Attendance Team Meetings. We will ensure that we conduct regular outreach to their families to determine academic, social and emotional needs and allocate the personnel, and other resources needed to meet their needs. Those resources will include supplies, partnerships with outside agencies, at risk counseling and academic intervention supports.</p>
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SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

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

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

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

<p align="center">Parent and Family Engagement Policy</p>
<p>Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. [School Name], in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.</p>

Support for Parents and Family Members of Title I Students

[School Name] 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)

[School Name], 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:	08
Borough:	Bronx
School Number:	562

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	Jean Jeanty
Assistant Principal	Giulliano Quesada
ENL Coordinator	Vitaliya Popovych
Language Interpretation Liaison	Melanie Robles
English as a New Language (ENL)/Bilingual Teacher	Jenny Perez
School Counselor	John Berrios
Teacher/Social Studies	Natalie Perez-Lightbourne
Teacher/Special Education	Maxine Dormer
Parent	Regina Ramirez
Parent Coordinator	Jasmine Morera
Related-Service Provider	Viviana Almodovar

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:	4
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:	2
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	0
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	0
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	0

3. Foreign Language/World Language Certified Teachers

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

Total number of students at your school (excluding pre-K):	534
Total number of current ELLs at your school:	129
Total percentage (%) of current ELLs at your school:	24.2%
Total number of former ELLs at your school:	7
Total percentage (%) of former ELLs at your school:	1.3%

PART II: BILINGUAL PROGRAMS

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

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

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

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

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

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

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	No
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PART III: ML/ELL PROGRAMMING

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>MLs in Stand-alone English as New Language program receive instruction by a ESOL certified pedagogue in homogenous grouping to provide service to Entering MLs, Emerging MLs, Transitioning MLs, Expanding MLs and Commanding MLs per CR Part 154. MLs at the Entering level per NYSESLAT receive 180 minutes of stand-alone instruction and 180 as integrated instruction. Emerging level MLs, per NYSESLAT, receive 90 minutes of stand-alone instruction and 180 as integrated instruction.</p>
<p>Integrated English as New Language (ENL)</p>	<p>MLs in Integrated English as New Language instruction received instruction by ESOL certified pedagogue based on their NYSESLAT level and per requirements outlined in "CR Part 152-2 (K -8) English as New Language (ENL) Units of study and Staffing Requirements." For instance, Entering level students receive instruction for 180 minutes in ELA instruction periods. Moreover, Emerging MLs receive 180 minutes of instruction during ELA instruction periods. Transitioning MLs receive 180 minutes of instruction in ELA instructional periods; or 90 minutes of instruction by certified ESOL pedagogue in ELA instruction period and 90 minutes of instruction by ESOL certified pedagogue in Social Studies, Math, or Science based on programming. Expanding ML receive 180 minutes of instruction by ESOL certified pedagogue in ELA instructional periods; or 90 minutes of instruction by certified ESOL pedagogue in ELA instruction period and 90 minutes of instruction by ESOL certified pedagogue in Social Studies, Math, or Science based on programming. Commanding level MLs receive 90 integrated or alternative instruction by a ESOL certified or Core Subject certified teacher.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>Not Applicable</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>Blueprint Middle School ensures that the ELL Identification Process is known by all four ESOL teachers and by the Pupil Personnel Secretary, Ms. Ramos, to clearly communicate identification processes as well as assign teachers for provision of Stand Alone service and/or Integrated ENL service and their unit of study and staffing requirements. We follow the guidelines for intake such as: Step 1: Determine If Enrolling Student was in a NYS Public School within the Past Two Years. Step 2: Administer the Home Language Identification Survey. Once administered by a trained pedagogue, update the Home Language Code in ATS and update the HLIS field in the ATS BIOU screen to "Y". Step 3: If a student has a Home Language Other than English, determine if the student is eligible to take the NYSITELL. If the student is eligible to take the NYSITELL, administer the NYSITELL within 10 days of being registered. If the student has an existing IEP, the Language Proficiency Team (LPT) will need to be convened. Step 4: Notify parents regarding the results of the NYSITELL. If the student is eligible for ELL services, send the parent the Entitlement Letter inviting them to a parent orientation meeting. If the student is not eligible for ELL services, send the Non-Entitlement letter. Letters must be sent to parents in their preferred language. Step 5: Administer the Spanish LAB to eligible students. Step 6: Identify Students with Interrupted/Inconsistent Formal Education. Step 7: After the parent orientation meeting, provide the parent with the Parent Agreement and Program Placement form so that they can indicate their ELL program choice. Step 8: Place the student in an ELL program. Stand Alone: MLs in Stand-alone English as New Language program receive instruction by a ESOL certified pedagogue in homogenous grouping to provide service to Entering MLs per NYSESLAT as well as Emerging MLs per NYSESLAT. MLs at the Entering level per NYSESLAT receive 180 minutes of Stand-alone instruction and Emerging level MLs, per NYSESLAT, receive 90 minutes of Stand-Alone instruction. Integrated ENL: MLs in Integrated English as New Language instruction received instruction by ESOL certified pedagogue based on their NYSESLAT level and per requirements outlined in "CR Part 152-2 (K -8) English as New Language (ENL) Units of study and Staffing Requirements." For instance Entering level students receive instruction for 180 minutes in ELA instruction periods. Moreover, Emerging MLs receive 180 minutes of instruction during ELA instruction periods. Transitioning MLs receive 180 minutes of instruction in ELA instructional periods; or 90 minutes of instruction by certified ESOL pedagogue in ELA instruction period and 90 minutes of instruction by ESOL certified pedagogue in Social Studies, Math, or Science based on programming. Expanding ML receive 180 minutes of instruction by ESOL certified pedagogue in ELA instructional periods; or 90 minutes of instruction by certified ESOL pedagogue in ELA instruction period and 90 minutes of instruction by ESOL certified pedagogue in Social Studies, Math, or Science based on programming. Transitioning level MLs receive 180 integrated instruction. Commanding level MLs receive 90 integrated or alternative instruction by a ESOL certified or Core Subject certified teacher.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>Not applicable.</p>
<p>In which language(s) is each core content area taught?</p>	<p>Not Applicable</p>
<p>How is instruction designed to include both languages?</p>	<p>Not Applicable</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>Not Applicable</p>

<p>4. For schools with Transitional Bilingual Education programs:</p> <p>Which core content areas are taught bilingually?</p>	<p>Not Applicable</p>
<p>How is the students' home language integrated into instruction?</p>	<p>Not Applicable</p>

PART IV: ASSESSMENT ANALYSIS

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

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

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>Blueprint Middle School has a total of 43.4 % Newcomer ELLs or ELLs who have been in our schools for three years or less and are Multilingual Learners/English Language Learners. Such number comprises 9% of our total student population. Of the 43.4% students. Student with interrupted formal education (SIFE) 3.9% We provide Newcomer ELLs with a multifaceted experience to not only introduce Education in the US School System but to also address cultural contributions of their home country and their new country of living. When newcomer students and their families enter the United States, they must become familiar with their new country's culture and customs as well as a new school system and its myriad structures, expectations, and legal requirements. Newcomer students and their families may not be familiar with school systems and educational policies in our country and would benefit from specific information provided in a language they understand. Therefore, we provide information to students and families in multiple language in accordance with expectations set forth in our Language and Interpretation Plan.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>27.9% percentage of ELLs are long-term ELLs. Blueprint Middle School provides long-term ELLs with different services, such as targeted small-group instruction, Tier I and Tier II Literacy intervention, and enhancing after-school programs.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>1.3% percentage of ELLs are formers ELLs. Blueprint Middle School provides formers ELLs with different services, such as after-school enrichment programs. Some of these programs are Engineering, Visual Arts, Theater, Fitness Activities, Student Leadership, Robotics, Civics for All, and Respect for All Committee.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>When we look at the results of the NYSESLAT, we observed that 5.9% of ELLs scored the same proficiency level on Spring 2021 NYSESLAT as Spring 2019 NYSESLAT, 6.6% of ELLs and former ELLs scored with 3 at-risk indicators or more, 27.9% are Potential Long-term ELLs(5 or 6 years of service). Additionally, 41.67% out of 37 students who took the Spring 2021 NYSESLAT scored EXPANDING. ELLs and Former ELLs who took NYSESLAT 2021 and Modalities of Needs ELLs across all grades (6-7-8-) need to improve their writing skills. ELLs in grades (7-8) need to improve in speaking. The majority of students scored high on speaking. Grade 8th showed strength in listening.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>100 Emerging students scored a 1 on the ELA State test. Commanding student scored a 2 or a 3 on the 2021 ELA State test. Most students that scored a 4 on the math state test were commanding. Students that scored a 3 were 50% and 50% for expanding and commanding. 35% of expanding and 30% of commanding scored a 2 on the math state test. 20% of entering, 40% expanding, and 40% of commanding scored a 1.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>17.6 % of ELLs and formal ELLs receive a list of 1 number of risk indicators. 14.7% of ELLs and formal ELLs receive a list of 2 numbers of risk indicators. 6.6% of ELLs and formal ELLs receive a list of 3 numbers of risk indicators. 43.4% of the risk indicators represents newcomer. 27.9% of students fall into the category of potential long-term ELLs. 17.1% of students fall into the category of long-term ELLs. 9.6% of students fall into the category of ELLs and formal ELLs are in temporary housing. 6.6% of students fall into the category of 1 or 2 on the math State test. 5.9% of students fall into the category of ELLs that scored same proficiency level on Spring 2021 NYSESLAT as Spring 2019 NYSESLAT 2.9% of students fall into the category of 1 or 2 on the ELA State test. 2.9% of students fall into the category of ELL AND FORMAL ELLs do not receive compliant ENL.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>Blueprint Middle School has the representation of 67 Spanish 37 Bengali 23 Arabic 1 Fulani 1 French speaker. Our school community has staff members that are fluent in Spanish and Bengali. Students are allowed to use their native language for the writing assignments, materials, and the resources are translated for students as needed. The School library possesses English-Spanish, English-Bengali, English-Arabic, English - French books and dictionaries. Students receive the opportunities to present their cultures and traditions during Culture Day and Cultural Activities or Celebrations.</p>

<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>American Indian or Alaskan Native - 31 Asian - 41 Black - 17 Multiracial - 1 Native Hawaiian or Other Pacific Islander - 6 White - 33 Summative assessments such as Unit projects are student choices in which they can connect to their identity, race, gender and culture. Also, they participated in the development of the last ELA Unit, which we called a Legacy Unit. students get an opportunity to express their ideas, beliefs and views. The school library represents a variety of cultures by different authors. Students create the presentations of their cultures and traditions to present during Culture Day and Cultural Activities or Celebrations.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>23.3% of ELLs have an IEP. 8 students that took the NYSESLAT were students with the IEP. 3 students with the IEP scored at Transitional level on the Spring 2021 NYSESLAT. 4 students with the IEP scored on Expanding level on the Spring 2021 NYSESLAT. 1 students with the IEP scored on commanding level on the Spring 2021 NYSESLAT. 3.9% of ELLs are SIFE. 3 students who took the Spring 2021 NYSESLAT were students with inconsistent or interrupted form of education (SIFE). 2 SIFE students scored on Entering level and 1 on Emerging level.</p>

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>The school's leadership team considers MLs/ELLs in the school's instructional design by implementing the Instructional Leadership Framework that combines practices outlined in Teaching Advanced Literacy Skills that include principles of Culturally Responsive-Sustaining Education and is used as our lens for instructional planning for all students.</p>
<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>We use the four hallmarks of core instruction to support MLs/ELLs. Those hallmarks are: 1. work with a variety of texts that feature big ideas, rich content, and multiple perspectives, 2. Talk/discuss to build language and knowledge, 3. Use extended writing as a platform to build language and knowledge, 4. Study a small set of high-utility vocabulary to master language and knowledge.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>The school uses a variety of strategies and materials to provide access to academic content areas and accelerated English language development. Text includes: 1. printed texts, 2. digital texts [blogs, movies, podcasts, computer code], 3. visual texts [pictures, maps, diagrams, figures, infographics, sculpture] 4. true object-based icons. These texts also represent a range of perspectives for language and knowledge-building and represent various ability, cultural, racial, and ethnic groups to ensure a culturally responsive orientation to teaching.</p>
<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>The school does the following to achieve its IEP goals and attain English language proficiency within the least restrictive environment: 1. Increase home language supports and interventions 2. Increase English language supports and interventions 3. Enlist the help of speech and language professionals to provide strategies that can be applied to a classroom-setting</p>

Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>At Blueprint Middle School we use Degrees of Reading Power (DRP) to determine all students level of reading per the expectations set forth in the Middle School Quality Initiative reading expectations by grade. We administer the DRP twice a year. Once in the Fall or upon entrance to the school and once in the Spring to measure growth in reading. Students scoring below 40 receive, in addition to their ENL Units, Tier 2 intervention by an ELA certified pedagogue twice a week.</p>
<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>The school provides multiple intervention programs, such as 1. Phonics for Reading Book 1 (ELA/English) 2. Phonics for Reading Book 2 (ELA/English) 3. Phonics for reading Book 3 (ELA/English) 4. REWARDS (ELA/English) 5. IXL (Math/ELA/any preferred language) 6. CommonLit (ELA/any preferred language)</p>
<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.</p>	<p>N/A</p>
<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>In our school, students complete weekly Commonlit reading assignments, book club quizzes, class discussions, turn and talk, short responses after independent reading, and daily assignments aligned with curriculum and next-generation standards. additionally, Students' progress is evaluated by completing Unit projects, Essays, and Fall, Winter, and Spring DRP assessments. Commonlit Pre-assessment, Mid-year assessment, and Post-assessment.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>N/A</p>
<p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>The school uses the ELA and Math state exams and NYSESLAT to inform instructional design and curricular decisions.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>NYSESLAT Administration Jenny Perez ESOL Teacher Natalie Perez Lightbourne Social Studies Teacher ESOL certified Vitalia Popovych ESOL Teacher Melanie Robles ESOL Teacher NYSESLAT Scoring Jenny Perez ESOL Teacher Natalie Perez Lightbourne Social Studies Teacher/ ESOL certified Vitaliya Popovych ESOL Teacher Melanie Robles ESOL Teacher Maxine Dormer Special education teacher</p>

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>The school ensures all ML/ELL with IEPs have access to and engage with grade-level content by implementing high-quality plans, curricular materials, and instructional protocols that serve as the instruction platform. The school implements a shared and inclusive curriculum. Skills and content are by design taught, reinforced within a content area and across classrooms, and lead to the cyclical development of knowledge, competencies, and skills.</p>
<p>b. SIFE</p>	<p>Blueprint middle school teachers support newcomers by implementing CR-SE, home language support, visuals, decoding strategies, and 4 Hallmarks of Advanced Literacy. teachers align their lessons to the histories, languages, and experiences that reflect the diversity of the school's population.</p>
<p>c. Newcomer</p>	<p>Teachers of Blueprint Middle School support newcomers by implementing CR-SE, home language support, visuals, decoding strategies, 4 Hallmarks of Advanced Literacy. teachers align their lessons to the histories, languages, and experiences that reflect the diversity of the school's population.</p>
<p>d. Developing</p>	<p>The school not only uses CR-SE for developing students but also implements an inclusive curriculum that reflects the lives, backgrounds, interests, and/or context of students as they learn about perspectives outside of their lived experiences.</p>
<p>e. Long Term</p>	<p>The teachers of Blueprint Middle School incorporate opportunities for long-term ENL students to work cooperatively in groups on meaningful long-term projects, where students' unique strengths are highlighted and students develop tools to persevere through difficult, social, and academic situations.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>The school implements CR-SE for former ELLs. Teachers provide former ELLs with opportunities to ask questions of self, community, and society that serve as springboards to connect in-school learning with current and relevant context to the outside world by tapping into students' existing interests, knowledge, background, and culture. Teachers empower students to challenge power and privilege by engaging in action research and community learning, teaching them to be agents of positive change in their own communities.</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>The school offers an English as a New Language program. However, teachers provide support with the development of students' home language. Teachers provide opportunities for students to bring knowledge of words (and their concepts) acquired in a home language to the classroom. Educators use instructional strategies and support to help students establish connections between their knowledge of the home language and their developing knowledge of an additional language. In designing teaching and learning to support MLs/ELLs, teachers consider that word knowledge develops for students as they connect what they know about a word, in any language, with new information being taught. Teachers always ensure that the home language is being used in order to accomplish the goals of the program in place.</p>
<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>We provide Spanish classes where students' levels of Spanish language development are considered for placement.</p>

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>Teachers and administrators organize and plan a series of professional development in which teachers learn about approaches, methods, and strategies to provide individualized and targeted instruction. Some areas of focus are techniques for small group instruction, culturally responsive curriculum and instruction, strategies, and teaching models for ELL.</p>
<p>2. Describe your school’s professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>Throughout the school year, teachers are encouraged to sign up for worksheets that will support their professional growth. One of the providers is the Department of Literacy, AIS, & Library, in which teachers can sign up for various literacy workshops to enrich their teaching competencies.</p>

Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>Our school community organized a series of remote workshops for families where parents and students are encouraged to join. Some workshops offered this school year were visual Art classes, culinary classes, health classes, fitness, meditation, and yoga classes. Adult education classes and ENL family nights. Parents and students were also invited to participate in organizing dances, celebrations, and food pantry distribution.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>The school host ENL family nights where parents are informed of the requirements and purpose of the NYSESLAT, ELA, and Math State test. They also receive information about tips and strategies students can apply during testing. Additionally, teachers reach out to parents with academic and behavioral progress reports.</p>

Additional Information

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

Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>All ELL students have the opportunity to participate in specific ENL instruction afterschool two days a week beginning in September. Such academic and language program takes place on Wednesday and Thursday and will use Title 3 funds to ensure that 60% of allocation is earmarked for direct instruction. Four ENL Certified teachers participate in the Title 3 Afterschool program which works with students on their language production: Writing and Speaking and language reception skills: Listening and Reading. Moreover, 10% of said Title 3 allocation is to provide parents of our students, especially our ELL students, with the opportunity to engage in school activities to welcome them to the school as well as participate in English language classes should they be interested. Our Parent Coordinator, Ms. Morera and ENL teacher Ms. Popovych coordinate such efforts and provide instruction to parents. The following staff have been identified as the ELL Identification Team and provide support to all ELLs and place special attention to ensuring newly enrolled ELLs receive quality mandated services: Blueprint Middle School ELL Identification Team 2022-2023 Member Title & Role & Responsibility Mr. Quesada, Assistant Principal: Supervise the ELL Identification process, allocation of instructional units, Input of ATS Ms. Ramos, Pupil Accounting Secretary: Registration process, ELL Identification support, Parent- Choice survey, Home Language Survey identification support Ms. Morera, Parent Coordinator Communicate with families to ensure viewing of Program Choice video: ELL Parent Orientation Video Ms. Popovych, ENL Coordinator/Teacher: Maintain ELL Critical Document records, Determine NYSITELL eligibility and administer, Support with staffing and programming Ms. James, ENL Teacher: Distribute Notification letters) (Non-Entitlement, Continued Entitlement, Ms. Perez, ENL Teacher: Support with NYSITELL and Spanish LAB-R assessment. Ms. Robles, ENL Teacher: Language and Interpretation Support Services</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>The following staff have been identified as the ELL Identification Team and provide support to all ELLs and place special attention to ensuring newly enrolled ELLs receive quality mandated services: Blueprint Middle School ELL Identification Team 2022-2023 Member Title & Role & Responsibility Mr. Quesada, Assistant Principal: Supervise the ELL Identification process, allocation of instructional units, Input of ATS Ms. Ramos, Pupil Accounting Secretary: Registration process, ELL Identification support, Parent- Choice survey, Home Language Survey identification support Ms. Morera, Parent Coordinator Communicate with families to ensure viewing of Program Choice video: ELL Parent Orientation Video Ms. Popovych, ENL Coordinator/Teacher: Maintain ELL Critical Document records, Determine NYSITELL eligibility and administer, Support with staffing and programming Ms. James, ENL Teacher: Distribute Notification letters) (Non-Entitlement, Continued Entitlement, Ms. Perez, ENL Teacher: Support with NYSITELL and Spanish LAB-R assessment. Ms. Robles, ENL Teacher: Language and Interpretation Support Services</p>

PART VII: LAP ASSURANCES

LAP Assurances Page

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

Download a blank LAP assurances page.

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

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

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

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Jenny	Perez	Teacher	2019	yes	Primary
Melanie	Robles	Teacher	2021	yes	Secondary

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

First Name	Last Name	Title
Jasmine	Morera	Parent Coordinator

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Arabic	35	3.62	35	3.62
Belorussian	1	0.1	1	0.1
Bengali/Bangla	111	11.48	115	11.89
Chines any	3	0.31	2	0.21
French	1	0.1	1	0.1
Mandinka	0	0	1	0.1
Nahuatl	3	0.31	3	0.31
English	629	65.05	626	64.74
Spanish	184	19.03	183	18.92

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
Chinese: Mandrin	1	1
French	3	3
Korean	2	2
Spanish	15	15
Ukrainian	1	1
Japanese	1	1
Italian	1	1
Albanian	1	1
Garifuna	1	1
Filipino/Tagalog	2	2
Patwa/Jamaican Dialect	2	2
Hebrew	1	1
Greek	1	1

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>Students Emergency Contact cards Part III of the home language identification survey (HLIS) AUTOMATE THE SYSTEM (ATS) reports</p>
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PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Event Letters	As needed	School Staff
IEPs	As needed per parent request	vendor
PT conference announcements	Sept/Nov/Mar/May	School Staff

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.
Pt conferences	Sept/Nov/Mar/May	Over-the-phone Interpretation, Vendor, School staff, talking points
IEPs meetings	As needed per parent request	Vendor, over the phone interpretation, School staff

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..)	Use over-the-phone interpretation to inform parents and school staff.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	Use over-the-phone interpretation to inform parents and school staff.
(C) If a parent has an emergency and needs to contact the school.	Use over-the-phone interpretation 3-way call and school staff.

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

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

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

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).	Distribution of the language access handbook. LAC will turnkey training on language access to all staff remote or in-person. FLAC presentation.
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..) ▪ Messaging phone applications ▪ Parent’s Guide to Language Access ▪ NYC Public School Guidebook 	<p>Multilingual Welcome Poster I speak card Language ID Guide Messaging phone applications (Talking points)</p>
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents’ language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>1. Student Registration Form 2. Home Language Identification Survey (HLIS) 3. Emergency Contact Card (“Blue Card”)</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>Most parents that returned the survey were completely satisfied with the over-the-phone and in-person interpretation. However, a small percentage of parents were more or less satisfied with the remote online interpretation and document translations. Our plan to improve for the next school year is to continually encourage teachers to use over-the-phone and in-person interpretation. Most teachers at our school utilize Google translate and talking points to translate written conversations or essential documents; therefore, we will remind teachers and staff about the possible lack of accuracy of translation tools such as google translate and talking points. Information about the translation services provided by the DOE Office of Language access has been shared with teachers and staff.</p>

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

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

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

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

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

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

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

PART A: SCHOOL INFORMATION

Name of school:	Pugsley Preparatory Academy
DBN:	08X562
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:	50
Total # of teachers in this program:	3
# of certified ESOL/Bilingual teachers:	3
# of content area teachers:	0

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> ■ Rationale ■ Subgroups and grade levels of students to be served ■ Schedule and duration ■ Language of instruction ■ Number and types of certified teachers ■ Types of materials 	<p>Based on student performance on the DRP, 2021-2022 NYSESLAT, and 2021-2022 ELA State Exam, there is a strong need to focus on our ENL students' growth in English language proficiency levels. Most students show a need for enrichment services in language skills relating to speaking, listening, reading, and writing. The after-school ENL programs will focus on building English proficiency to support the academic curriculum, as well as beginning literacy skills for newcomers. This program will build the English language literacy skills and math skills of approximately 50 ELLs. It will run from November 3, 2022, to June 1, 2023. Each teacher in the program will take a different group of students. The program will be held on Tuesday and Thursday from 2:45 PM to 4:15 PM. Four ENL-certified teachers will instruct ELLs in grades six through eight. The main target of this program will be students considered long-term ELLs and students who scored Entering, Emerging, and Transitioning on the 2021-2022 NYSESLAT or are newcomers. The ENL teachers will focus on basic literacy skills as a foundation for the skills required to achieve mastery of the state assessments, including literacy and language acquisition skills. An administrator, either the principal or the assistant principal, will be present at the sessions to supervise the program and to provide supervision and instructional support to the Title III program. The literacy component of the after-school ENL programs will aim to build literacy skills and cross-cultural connections through leveled culturally responsive book study. Based on our 2021-2022 NYSESLAT scores and formative assessments, students need additional support in reading and writing. This program will not only prepare students for literacy-based state exams (ELA, Math, and NYSESLAT), but it will also strive to cultivate well-rounded students through culturally rich literature. All teachers will use the following culturally responsive strategies: 1. Activate students' prior knowledge. 2. Make learning contextual. 3. Encourage students to leverage their cultural capital. 4. Expose students to books that are "windows" and "mirrors" ("windows" - learning about other cultures, "mirrors" - build your identity, extend knowledge about your culture) 5. Build relationships. By using culturally responsive strategies, teachers will be focusing on the following: 1. Strengthening students' sense of identity 2. Promoting equity and inclusivity in the classroom 3. Engaging students in the course material 3. Supporting critical thinking 4. Active participation in all four modalities of language (speaking, listening, reading, and writing), focusing on literacy about the topics that students can relate to. The teachers of the ENL program will utilize NewsELA, CommonLit, ReadWorks, Epic, Soraapp, NYSESLAT Exam preparation materials, Engage NY mathematics materials, and math literature. Additional resources that will be used to supplement the curriculum include: • Culturally responsive leveled books. • Manipulatives, i.e., sight word flash cards, etc. • General instructional supplies, i.e., chart paper, markers, post-its, reading and writing notebooks, laptops, etc. The data analysis is conducted using the NYSESLAT exam, NYSITELL, DRP, Running Records, CommonLit standards-based data reports, and daily student-teacher interactions. We provide students with iPads and bilingual dictionaries. Letters for parents are translated into parents' preferred home language by the DOE Translation Services. Some of the activities that students will participate in our real life speaking scenarios, role-playing, as well as using speaking as a platform for writing. Students will engage in the All About my Culture project that will assist them in learning more about themselves and the world around them; they'll come to understand what makes people the same—we are all human beings with the exact basic needs and feelings—as well as what makes us different and contributes to diversity—such as traditions, race, foods, and special cultural practices.</p>
<p>Rationale</p>	<p>See above</p>
<p>Subgroups and grade levels of students to be served</p>	<p>See above</p>
<p>Schedule and duration</p>	<p>See above</p>
<p>Language of instruction</p>	<p>See above</p>
<p>Number and types of certified teachers</p>	<p>See above</p>
<p>Types of materials</p>	<p>See above</p>
<p>Include any additional details here:</p>	<p>See above</p>
<p>The direct instruction component of the program will consist of (check all that apply):</p>	<p>,After School</p>

<p>Grades to be served in this program. Select all that apply.</p>	<p>,6,7,8</p>
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PART C: PROFESSIONAL DEVELOPMENT

<p>Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include:</p> <ul style="list-style-type: none"> ■ rationale ■ teachers to receive training ■ schedule and duration ■ topics to be covered ■ name of provider 	<p>Pugsley Preparatory Academy teachers will engage in a series of professional development, "Supporting Grammar and Academic Language across your teaching: Grades 2-8" workshop. (Virtual) at TC Reading and Writing Project. ENL teachers will learn how to weave grammar instruction into the existing units of study—such as supporting work with verb tenses within an essay unit, so kids understand when and why they'll want to shift verb tenses. They will also learn about across-the-year grammar goals that apply to any unit—such as helping kids spot unintended run-ons and sentence fragments or explore more varied sentence structures. They will see ways to support this work across the writing process and not just during the editing phase. A significant portion of this Institute will center on creative ways to boost students' academic language. Most significantly, teachers will practice pedagogical methods that focus on usage. Teachers will also see the logic of teaching some words and concepts over others, including ways to prioritize the words to teach during a specific unit of study. Teachers will also learn the latest research around teaching morphology: they'll see why drawing attention to root words and affixes has a massive pay-off in equipping students to tackle unfamiliar words. The following topics will be covered: 1. Grammar instruction (verb tenses, sentence structures) 2. Academic language 3. Teaching Morphology This Institute will be offered virtually through Zoom. This three-day Institute will take place from Monday, January 23, to Wednesday, January 25, 2023. From 11 am-5 pm Eastern Time.</p>
<p>Rationale</p>	<p>See above</p>
<p>Teachers to receive training</p>	<p>See above</p>
<p>Schedule and duration</p>	<p>See above</p>
<p>Topics to be covered</p>	<p>See above</p>
<p>Name of provider</p>	<p>See above</p>
<p>Include any additional details here:</p>	<p>See above</p>

PART D: PARENT ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ schedule and duration ▪ topics to be covered ▪ name of provider ▪ how parents will be notified of these activities 	<p>Families of ELLs at Pugsley Preparatory Academy will receive opportunities to develop their role as their child's most important teacher and advocate. We want families to learn more about their children's educational needs so they can effectively support them. There are a variety of topics that families can learn more about in order to support their children. We will offer ELL families workshops on topics including but not limited to: * Fall Festival October 21 - we will bring families together to learn from each other and allow them to share their culture and traditions. *The high school admission process and programs tailored to ELL students, namely virtual tours of Bridges High Schools and all High Schools targeting immigrant families. This workshop will take place on January 10, 2023 * Learning about the Next Generation ELA Standards and strategies to support ELLs. This workshop will take place on March 20, 2023 * Learning about the Next Generation math Standards and strategies to support ELLs. This workshop will take place on April 11, 2023. * the NYSESLAT exam benchmarks and how to support students for success on this exam across four modalities. This workshop will take place on October 12, 2023. * Continuing a Culture of Reading, using reading strategies to support ELLs during the summer break. This workshop will take place on June 6, 2023. These virtual and/or in-person workshops are supported by school personnel, including the school leaders, counselors, teachers, paraprofessionals, and the parent coordinator. The workshop's facilitators have been decided based on strengths in a specific topic, including certification and professional experience. Written communication is always translated into Arabic, Bangla, and Spanish; oral translations are available in Bengali and Spanish by school staff to ensure the most impact of the resources. Paraprofessionals who speak Spanish and Bengali are invited to the virtual and/or in-person workshops for translating purposes. Families are invited through translated flyers, calendars backpacked home, and followed up by phone calls. All records, including attendance sheets, agendas, and invitations to parents, are kept on file in the main office.</p>
Rationale	See above
Schedule and duration	See above
Topics to be covered	See above
Name of provider	See above
How parents will be notified of these activities	See above
Include any additional details here:	See above

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		
Purchased services -High quality staff and curriculum development contracts.		
Supplies and materials -Must be supplemental. -Additional curricula, instructional materials. -Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Parental Involvement		
TOTAL		

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

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

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

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.

Part 5: “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

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

Explanation/Background

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not

required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

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

Important Note: The following funds may not be consolidated:

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

APPENDIX 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.
-