2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	12X314
School Name	Fairmont Neighborhood School
Principal	Monique Hibbert

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

STEP 1: IDENTIFY AREAS OF CONCENTRATION
STEP 2: ENGAGE IN A NEEDS ASSESSMENT
STEP 3: DEVELOP SMART GOALS
STEP 4: SET PROGRESS MONITORING TARGETS
STEP 5: CREATE PROGRESSIVE ACTION STEPS
STEP 6: FAMILY & COMMUNITY STRATEGIES
STEP 7: ALIGN BUDGET TO THE GOAL

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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

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

subgroup information.

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

  - *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
  - *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?*
  - *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What areas may need to be strengthened?*
  - *Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)*
  - *How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?*

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Fairmont Neighborhood School

District Borough Number (DBN):	12x314

Grades Served:	Pre-K - 5

School Address:	1550 Vyse Ave Bronx, NY 10460

Phone Number:	718-860-3210

Fax:	718-860-5215

School Contact Person:	Monique Hibbert

School Contact Person Email Address:	MHibbert4@schools.nyc.gov

Principal:	Monique Hibbert

United Federation of Teachers (UFT) Chapter Leader:	Dana Kirton

Parents' Association President:	Charlotte Jackson

SLT Chairperson:	Anna Francisco

Title I Parent Advisory Council Chairperson (PAC):	

Student Representative(s) Middle /High School:	N/A

Student Representative(s) Middle /High School:	N/A

Community Based Organization (CBO) Representative:	Gary Perez

School-Based Students in Temporary Housing (STH) Liaison:	Elsie Bota

District Information

Geographic District:	District 12

Superintendent:	Jacqueline Rosado

Superintendent's Office Address:	1230 Zerega Avenue Bronx, NY 10462/1 Fordham Plaza Bronx, NY 10458

Superintendent's Email Address:	jrosado3@schools.nyc.gov

Phone Number:	718-328-3210

Fax:	N/A

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

School Leadership Team (SLT) Signature Page

All School Leadership Team (SLT) members are expected to sign this page to confirm their participation in the development of this Comprehensive Education Plan (CEP) and that they have been consulted regarding the alignment of the school-based budget to support this school's educational program, which includes annual goals and action plans, Multi-Tiered Systems of Support (MTSS), Supportive Environment Framework, Parent and Family Engagement Policy, and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with **Chancellor's Regulation A-655**. The SLT also serves as the Core Community Engagement Team (CET) for Receivership Schools. Go to the **School Leadership Team Resources** page to learn more information. Under the Federal Every Student Succeeds Act (ESSA), NYS Education Law and Commissioner's Regulations, stakeholder participation in the development of the CEP must include multiple constituencies who represent the school community. Note: Stakeholders participating in the development of the CEP who are not listed on the SLT page sign the section below entitled *Additional Stakeholder Participation on CEP Development*.

Directions: List the names of each SLT member in the first column on the chart below.

- Specify the constituent group represented, e.g., parent, staff, student. Note: Two student minimum required for high schools; SED requires CSI/TSI Middle Schools to have student representation.
- Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*. Note: The Core SLT members also serve as the CET for Receivership schools.
- SLT members should review this document and sign in the Signature column. If an SLT member does not wish to sign this plan, the member must check the box under the column "Opt Out of Signing, if applicable" and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
- Schools may modify their SLT bylaws as needed to address additional school and/or ESSA requirements for stakeholder engagement.

SLT Member Name	Position and Constituent Group Represented	Signature
Monique Hibbert	*Principal or Designee	
Dana Kirton	*United Federation of Teachers (UFT) Chapter Leader or Designee	
Charlotte Jackson	*Parents' Association (PA)/ Parent-Teacher Association (PTA) President or Designated Co-President	
Phyllis Coaxum	District Council 37 (DC 37) Representative (staff), if applicable	
	Title I Parent Advisory Council Chairperson (or alternate)	
	Student Representative (Required for high schools)	
	Student Representative (Required for high schools)	
Gary Perez	CBO Representative, if applicable	
	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
Allison Michaux	Staff	
Melinda Jones	Staff	
Anna Francisco	Staff	
Youma Kaba	Parent	
Tracy White	Parent	
	Staff or Parent	
	Staff or Parent	

Additional Stakeholder Signature Page

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

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

and be made available upon written request.

Name	Position and Constituent Group Represented	Signature

Stakeholder Participation

Background

The CEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner's Regulations and Chancellors Regulations A655. All schools are expected to engage stakeholder representatives (via the School Leadership Team/Community Engagement Team) at every step of CEP development. Follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: **http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-for-meaningful-stakeholder-participation.pdf**.

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Steps

The School Leadership Team will engage in five distinct steps to develop the CEP.

- Review multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes.
- Determine priorities and goals based on the needs identified.
- Identify an evidence-based intervention.
- Schedule actions/activities to occur during the year to reach the school's goals by addressing identified priorities and root causes
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Meeting Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an "X" in the columns to the right. Add additional rows when necessary.

Meeting Date	Step 1: Review multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes.	Step 2: Determine priorities and goals based on the needs identified	Step 3: Identify an evidence-based intervention.	Step 4: Schedule actions/activities to occur during the year to reach the school's goals by addressing identified priorities and root causes.	Step 5: Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.
3/16/2021	X	X			
4/13/2021	X	X	X		
5/4/2021	X	X	X	X	

Stakeholder Involvement Signature Page

Directions: In the table below, list the individuals involved in the development of the CEP, their relationship with the school, and the dates in which they participated. The individuals listed should include members of the School Leadership Team and, where applicable, the Community Engagement Team (for Receivership schools). The dates should match the dates identified in the Meeting Date table completed previously.

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE CEP. If the school is unable to obtain a signature from an individual, the school should write "Addendum attached" and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the CEP, that team member shall note "Addendum Attached" next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Dates Involved *(enter m/dd in the space below for each date the individual attended)*

Stakeholder Name	Role	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd
Monique Hibbert	Principal	1/29	2/12	2/26	3/5	3/19	4/16	4/23	5/14	5/21	5/28
Marie Flynn	Assistant Principal	1/29	2/12	2/26	3/5	3/19	4/16	4/23	5/14	5/21	5/28
Anna Francisco	Teacher Leader	1/29	2/12	2/26	3/5	3/19	4/16	4/23	5/14	5/21	5/28
Dana Kirton	Math Coach	1/29	2/12	2/26	3/5	3/19	4/16	4/23	5/14	5/21	5/28
Charlotte Jackson	PTA President	1/29	2/12	2/26	3/5	3/19	4/16	4/23	5/14	5/21	5/28
Sharon Brathwaite	Teacher	1/29	2/12	2/26	3/5	3/19	4/16	4/23	5/14	5/21	5/28
Diane Brown-George	MLL coordinator	1/29	2/12	2/26	3/5	3/19	4/16	4/23	5/14	5/21	5/28
Latoya Charles	U-Lit Coach	1/29	2/12	2/26	3/5	3/19	4/16	4/23	5/14	5/21	5/28

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	CSI

Provide your school's mission statement:	At Fairmont Neighborhood School, we believe that every child has the right to a high quality education, regardless of their zip code. Our mission is to push our students to their full potential by developing their critical thinking skills, encourage thought-provoking discourse, and empower them to build strong character. We will provide a safe and nurturing environment where students, parents, and staff feel safe to accomplish their very best.

Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships: Include demographic information about your school's student population.	Fairmont Neighborhood School holds 243 students from pre-kindergarten through fifth grade. At P.S. 314, staff members, administrators, parents, students, and the community work at large to collaborate ignorer to provide rigorous educational experiences that support each child's academic, social, and emotional growth. Additionally, we believe that every child comes to school with innate curiosity and a desire to be part of a community. It is our responsibility to help students make sense of our ever-changing world. Our vision at Fairmont Neighborhood School will provide students with foundation and tools necessary to help them compete and become successful in a continuously changing society. We are very proud of the variety of partnerships and services we provide that support the whole child and address the complex process of raising physically, socially, emotionally, and academically successful children. Some of the programs are: Children's Aid Society- a community based organization that offers programs to students which give exposure to: cooking, archery, and STEM. CAS also continues to support us with recording parent participation data and making them aware of the number of hours students are missing instruction according to their child's absences. Also we are provided Story Pirates for grades Pk-2 to increase engagement in writing by bringing children's stories to life through creative writing and skills. Arts Connection- We partner with Arts Connection who supports us with giving our students access to Musical theatre and the Arts. Through this partnership we are able highlight our students talents through singing, dancing, and acting. Our partnership with our Community Based Organization (CBO) Children's Aid Society allow us to provide enrichment based activities as well as after school, holidays programming, summer based programs, and adult learning workshops to our school community. Our parents participate in adult education, vocation programs, home and school connections, health and wellness opportunities, and social and emotional support through on site based Parent Engagement Coordinator. Children's Aid encourages and reaches out to families in order to increase volunteers and leadership along with community building. Children's Aid Society is driven by data collection on family oriented events, community building activities, and the collaboration between Fairmont's Instructional Staff and Children's Aid staff members. Our school currently has a STEAM program, with a specific focus on robotics and coding. For the past three years, our students have participated and ranked in the First Lego League challenge. The First Lego League is a program where students from all across NYC compete real-world challenges through the usage of robotics and coding. This program is a driving force in our school, which has led to our school becoming a Computer Science for All school and most recently will participate in the Software Engineering Program Jr. These programs increases hands on learning and allows for student-driven inquiry to occur through project-based instruction. Parent and Families At Fairmont, we value our commitment to involving parents in every step of the learning process. Families attend monthly Town Meetings, where we showcase one grade a month to highlight students' cross-curricula learning. During these performances our students incorporate visual arts, music, dance, and drama from their daily curriculum and design experiences that allow children to explore their own creativity through a variety of opportunities.

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

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	K-5	Into Reading	Lively Letters, Haggerty, CHRSE, IReady
Math	K-5	Eureka	CHRSE, IReady

Summarize key strengths that contributed to the achievement of the previous year's annual goals.	Key strengths that have contributed to the achievement of the previous year's annual goals are: Instructional Leadership Team- This team is able to establish norms and routines in which build a strong academic culture, with a specific focus on rigorous instructions, analyzing data, and creating school wide norms to effectively. Model Teachers- Model teachers play a key role in ensuring that school wide expectations are understood by collaborating with teachers and staff to provide support in all areas. Grade Teams- In each grade, we hold weekly grade team meetings and have structures that continue to allow teachers to conduct inquiry, plan lessons, revise and edit unit plans, and reflect on best practices. Rigorous Instruction- Fairmont continues to implement the Into Reading Curriculum and Eureka Math Curriculum to guide instruction and maximize student learning. The Bronx Borough Office and District team members have a been a regular collaborative partner for us by supporting our work with all learners, specifically our SWDs by creating and implementing SDI inside our classrooms.

Identify significant challenges or obstacles that may have negatively impacted the achievement of the previous year's annual goals.	Limited Technology due to Covid Chronic absenteeism Loss of instruction due to Covid Parental Engagement

The **Equity Self-Reflection** is designed to support schools as they consider how their school currently supports Culturally Responsive-Sustaining (CR-S) Education principles and allows for the creation of an equitable learning environment where all experience dignity, a sense of belonging, and inclusion: Describe how the *Equity Self-Reflection* informed the development of the plan.	The Equity Self-Reflection informed the development of our plan because we were able to begin a process of engaging in data-driven protocols to identify areas of need and areas in celebration using our NYS historical assessment data and I-Ready data. With this data, we are then able to action plan and identify next steps for improvement. Some of this involves, expanding classroom libraries, as well as using more culturally responsive mentor texts during instruction to fully engage students. Teachers all examined unit plans in grade teams and deepened the planning to encompass more culturally responsive learning. To ensure our curriculum and resources were moving towards being culturally responsive we used the resources from the text Cultivating Genius by Gholdy Muhammad to assess where we were as a school. As a school, we ensured that the Historical Responsive Literacy Framework was embedded into our curriculum maps, unit plans, and lesson plans to include Identity, Skills, Intellect, Criticality, and Joy.
Student Interviews are essential to fully understand what this past year has meant for students by providing opportunities for students to share their experiences and their hopes for school moving forward. To make sure that the student experience is at the center of the Comprehensive Education Plan: Describe how *Student Interviews* informed the development of the plan	Student interviews informed the development of our CEP by giving us an opportunity to hear directly from our students on their experiences from the past school year and their hopes for the next school years and the future of our school community. We shared the following questions with students: What have you learned about yourself in the past school year? What are your worries for next school year? What questions would you like to ask your teachers? Why? What are thing we could do to help students feel better about being at our school? I am going to tell you a statement, and I want you to think of what comes to mind: "Kids like me are allowed to be ourselves at this school." What do you think about when you hear those words? We were able to engage deeper with our students to get a better understanding of their behaviors, desires, and emotions. As a school team, we wanted to ensure that student voice continues to be embedded throughout our plan. With the information shared, this allowed our team to plan more effectively for school year 2022-2023.

Evidence-Based Intervention

All Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools must implement at least one evidence-based intervention as part of its CEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: **http://www.nysed.gov/accountability/evidence-based-interventions**. Schools may choose **one of three options** for identifying their evidence-based intervention:

- **Option 1:** Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:

    http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

- **Option 2:** Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

- **Option 3:** Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: **http://www.nysed.gov/accountability/evidence-based-interventions**

Only enter responses for the questions below which correspond to the option selected by your school.

Select an Option:	,State-Supported Evidence Based Strategy

State-Supported Evidence Based Strategy

Provide responses to the prompts below to identify the strategy and the goal(s) it will support:

Strategy	Response
Strategy Identified	Professional Learning Community
CEP Goal(s) this strategy will support	To improve teacher pedagogy in ELA, Math, Chronic Absenteeism, Supportive Environment, Family Empowerment

Clearinghouse-Identified

Provide responses to the prompts below to identify the strategy, the goal(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Strategy	Response
Strategy Identified	Restorative Practices
CEP Goal(s) this strategy will support	Supportive Environment, Chronic Absenteeism

Clearinghouse used and corresponding rating **For the three dropdowns below, select a response from one dropdown menu only for the clearinghouse used, select N/A for the others.** What Works Clearinghouse	Rating: Meets WWC Standards Without Reservations

Social Programs That Work	Rating: Top Tier

Blueprints for Healthy Youth Development	Rating: Model Plus

School-Identified

Complete the prompts below to identify the strategy, the goal(s) it will support, and the research that supports this as an evidence-based intervention.

Strategy	Response
Strategy Identified	Instructional Coaching
CEP Goal(s) this strategy will support	Math, ELA
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	Evidence Based Intervention

School Accountability Data

Subgroup	SCHOOL ACCOUNTABILITY STATUS	Accountability Status for Subgroup in 19-20 school year	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
All	CSI	Comprehensive Support and Improvement	1	2	1	2	2	3

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

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

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

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

AREA OF CONCENTRATION – ELEMENTARY/MIDDLE SCHOOL ELA

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Improve students phonological awareness and phonics instruction	IReady 3rd diagnostic from June 2022 indicates that 11% (phonological awareness) and 31% (Phonics) of our students are scoring 2 or more years below grade level.	Curriculum in grades K-2 did not adequately address key components for students to be successful in testing grades and specifically in the area of Phonological awareness in K-2. it was determined that students needed more targeted support in decoding and end coding and reading for fluency and comprehension in non fiction texts
Improve students access to culturally responsive non fiction texts to improve their ability to annotate, comprehend and develop written responses to non fiction texts using the RACE Protocol in Grades K - 5	Iready 3rd diagnostic as of June 2022 indicated that 31% of our students in grades K-5 are scoring 2 or more levels below grade level in Comprehension of Informational texts	Students continue to perform below grade level and leave their grade reading below grade level because students need more intensive instruction in annotating and developing written responses to non fiction texts in all subjects. Texts need to be more culturally responsive to support student engagement in the material.
Improve teacher development and practices in component 3b for literacy in grades K-5.	Growth Explorer Data using the Charlotte Danielson Framework observational data as of June 2022 indicates that all teachers require additional support in component 3b: Using Questioning & Discussion Techniques to move from Effective to highly effective	Teachers are not consistently engaging students in multiple opportunities for peer to peer engagement and rich discussion using culturally relevant non fiction text to develop higher order thinking and comprehension or understanding of informational texts. i.e. reading for information
Add more content that is relatable to students based on their own identities, interests, and values.	Based on the student equity self-reflection in June, students stated that they wanted to learn more about topics that they can relate to based on their own likes and dislikes.	Teachers have not been fully trained on how to adapt the curriculum to ensure it meets the needs of all students based on identity, interests, and values.

Elementary/Middle School ELA SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED'sPotential 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	22%	By June, 2023, in grades 3-5, the percentage of students scoring at Tier 1 on the iReady end of year assessment will increase from 22% to 28%, and as a result our MIP will increase by 5.

Progress Measures and Targets

Directions: Receivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school's progress on the due dates indicated

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	Period 1: Beginning of Year (BOY) Progress Target	Period 2: Middle of Year (MOY) Progress Target	Period 3: End of Year (EOY) Progress Target
		September 2022			
I-Ready	% on (mid/above or early on) grade level	34%	38%	40%	45%

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to

current initiatives, which address root causes. <u>Note:</u> Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
06/01/2022	09/30/2022	Teachers will create student academic snapshot plans that will contain specific academic information to support teachers knowing more about each student in their new class for school year 2022-2023.
09/13/2022	09/30/2022	The instructional leadership team will meet to identify the skills that were most in need of improvement from the NYS ELA/ Iready Data item analysis for 2021-2022.
09/16/2022	09/30/2022	As a professional learning community, teachers led by the ILT will work on identifying patterns and trends from the NYS ELA / Iready Data item analysis for 2021-2022. Additionally, they identified and grouped students according to their results on each item as it aligns to the common core standard. The resulted in tiered groups of support based on identified student needs and trends.
09/01/2022	09/30/2022	The ILT in collaboration with District, school Grade leaders and model teachers will use and implement Acadiance Data System a research based program to identify and target specific skills and areas of need for all students in Grades K - 2 to support targeted instruction
09/01/2022	09/30/2022	The ILT will in conjunction with grade team leaders to develop grade level vertical and horizontal teams. The team collaborated on curriculum planning and specifically on developing common assessments across the grades as a part of the curriculum during the summer and fall including developing CHRSE curriculum with adaptations for SWD and ENLS students in all grades.
09/01/2022	09/15/2022	Peer Collaborative teacher will conduct a school wide professional development to introduce teachers and staff to the CHRE strategies and framework using Dr. Gholdy Muhammad's Framework for CHRSE in 'Cultivating Genuis'.
09/12/2022	01/31/2023	Peer Collaborative Teacher will continue to support Grade Teams in revising and modifying curriculum to ensure grade levels are utilizing culturally relevant non fiction texts in all grades with the same balance as fiction texts in Grades K - 5 and ensuring that the content is relatable to students interests, identity, and values.
09/12/2022	01/31/2023	Grade teams will meet weekly to identify patterns and trends and make adaptations to both the pacing and content of the curriculum in alignment with the needs identified by data points Acadiance (formerly Dibels), Heggerty and Lively Letters data in K-2 and snapshot assessments and Iready in Grades K-5
09/12/2022	01/31/2023	Grade teams within professional learning communities will meet with our ELA consultant to identify patterns and trends and make adaptations to both the pacing and content of the curriculum to support Phonemic awareness and phonics instruction in Grades K-2. (Monthly) using Heggerty and Lively Letters as researched based programs.
09/12/2022	01/31/2023	Grade teams within professional learning communities will meet with our literacy coach to identify patterns and trends and make adaptations to both the pacing and content of the curriculum in alignment with need to support Phonemic awareness and phonics instruction using Lively Letters researched based program in Grades K-2. (Weekly)
09/12/2022	01/31/2023	Using the Into Reading curriculum, teachers will have students read and annotate various passages to support with students distinguishing between specific genres. Students will use a genre specific protocol to annotate culturally relevant fiction and nonfiction texts for understanding. In every fiction text, students will annotate for the character, problem, solution, and lesson learned. In every nonfiction text, students annotate for the true information that relates to the main idea and the author's point of view. Students will use their annotations to develop a main idea jot. Students will set goals with the support of their teacher by highlighting strengths and areas for improvement as it relates to annotating specific genres of texts.(Weekly)
10/01/2022	10/30/2022	The literacy coach will provide teachers with a professional development on how to "invest in the question" to support with teaching students how to unpack a comprehension questions in order to internalize the question after reading it.
10/01/2022	10/30/2022	The literacy coach will provide teachers within their professional learning communities with professional development on how to "invest in the question" to support with teaching students how to unpack a comprehension questions in order to internalize the question after reading it.
10/01/2022	10/30/2022	Teachers will set the expectations and establish as a routine for students to invest in the questions prior to working on responding to comprehension questions using the RACE protocol in Grades K - 5.

10/01/2022	01/31/2023	During teacher observations in ELA, administrators will ensure that all teachers are holding students accountable for "investing in the question" to support with students unpacking comprehension questions to better internalize the question.
11/02/2022	12/23/2022	The ELA cohort, which consists of ELA teachers in grades 3-5 within professional learning communities will develop a target skills analysis cycle based on the standards that students struggle with the most. They will target these specific standards during small group instruction, ELA centers, independent reading, and homework. Each skill will consist of a two-week cycle. Students will be taught the skill and then be assessed on the skill. The assessment will consist of a reading passage and 3-4 comprehension questions. Students will have to demonstrate understanding of the skill. Students who score proficient on the specific skills will be able to move on to the next focus skill within their group. Students who still need support will be supported through ELA centers and I-Ready (online program). The targeted skills will be as follows: • identify word meaning in non-fiction text. • improve their ability to identify the key details that lead the reader to the central message of a literary text. • distinguish between examples of fiction and non-fiction text, improve their ability to identify the main idea and provide at least three details related to the main idea. improve their ability to identify inferences with at least three pieces of text-based evidence. (2 week cycle)
11/02/2022	12/23/2022	Teachers will collect assessments from their small groups to analyze the data in their professional learning communities ELA cohort meetings. The ELA cohort will identify areas of strength and areas for growth. As a team, they will action plan to implement new strategies to support with students mastering each skill identified.(Bi-Weekly)
11/02/2022	12/23/2022	The ELA cohort will meet to identify students who are in need of more targeted intervention and support and will address their needs in after-school ELA intervention.(Bi-weekly)
10/01/2022	01/31/2023	Model teachers will continue to support all ICT classroom teachers in conjunction with the coaches to establish expectations for ICT classrooms in grades K-5 with a focus on parallel teaching and small group instruction.
10/01/2022	01/31/2023	4th grade ICT classroom, which includes one of our model teachers will continue with an inter-visitation between professional learning communities and feedback cycle to highlight best practices. This includes teachers visiting the model teacher classroom and the model teacher visiting their classrooms and providing feedback.
09/01/2022	01/31/2023	MLL coordinator will lead a learning cohort conduct to discuss key strategies and techniques for teaching MLL students to support with connecting new content to previously learned strategies and techniques. 1.Implement monthly cohort meetings with general education teachers who service our MLL population. 2. Cohort examines MLL data to identify trends and areas of need to inform best instructional practices for MLL students.
10/01/2022	11/30/2022	Teachers will use the data from Lively Letters in K-2 and Acadience to support instructional shifts and adjustments
01/06/2023	01/31/2023	Professional Learning Communities (grade-level)will utilize data from Acadiance, Snapshot assessments, I-ready and Lively Letters in K-5 to 1.Discuss issues around student learning 2.Collect and analyze data 3. Develop and try out instructional solutions 4. Assess the impact of these solutions *As per NYSED, EBI suggested strategies This evidence based intervention will support our ELA SMART goal of moving all students from 64.59 to 70.4 (waiting on MIP to edit)
10/04/2022	01/31/2023	The School Leadership Team will conduct cycle of observations and data check-in meetings to analyze and revise any actions steps taken based on student progress.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	01/29/2023	Teachers will update student academic snapshot plans that contain specific academic information to support teachers knowing more about each student in their new class for school year 2022-2023.
02/01/2023	06/30/2023	Continue the work of grade teams within professional learning communities will meet with our ELA consultant to identify patterns and trends and make adaptations to both the pacing and content of the curriculum in alignment with the needs identified during the data protocol and use of D12 Snapshot assessments,
02/01/2023	06/30/2023	Cycles of professional learning for grade teams within and between professional learning communities will meet with our ELA coach to identify patterns and trends and make adaptations to both the pacing and content of the curriculum in alignment with the needs identified during the data protocol and enhance the use of IReady, Acadiance, Into Reading and Lively Letters assessments..

02/01/2023	06/30/2023	Cycle teacher observations to share feedback from professional learning cycles,During teacher observations in ELA, administrators will ensure that all teachers are holding students accountable for "investing in the question" to support with students unpacking comprehension questions to better internalize the question and to engage students in peer to peer discussions (Danielson Domain 3b).
02/01/2023	03/31/2023	Professional Learning Community: The ELA cohort, which consists of ELA teachers in grades 3-5 within professional learning communities will develop a target skills analysis cycle based on the standards that students struggle with the most. They will target these specific standards during small group instruction, ELA centers, independent reading, and homework. Each skill will consist of a two-week cycle with a focus on non fiction text. Students will be taught the skill and then be assessed on the skill. The assessment will consist of a reading passage and 3-4 comprehension questions. Students will have to demonstrate understanding of the skill. Students who score proficient on the specific skills will be able to move on to the next focus skill within their group. Students who still need support will be supported through ELA centers and I-Ready (online program). The targeted skills will be as follows: • identify word meaning in non-fiction text. • improve their ability to identify the key details that lead the reader to the central message of a literary text. • distinguish between examples of fiction and non-fiction text, improve their ability to identify the main idea and provide at least three details related to the main idea. improve their ability to identify inferences with at least three pieces of text-based evidence. (2 Week Cycle)
02/01/2023	03/28/2023	Teachers will collect assessments from their small groups to analyze the data in their professional learning communities ELA cohort meetings. The ELA cohort will identify areas of strength and areas for growth. As a team, they will action plan to implement new strategies to support with students mastering each skill identified and specifically phonics and phonemic awareness in K-2.(bi-weekly) using data from Heggerty, Into Reading and Lively Letters researched based programs
02/01/2023	03/28/2023	The ELA cohort will meet to identify students who are in need of more targeted intervention and support and will address their needs in after-school ELA intervention including ongoing data tracking and growth monitoring.(Bi-weekly)
02/01/2023	06/30/2023	Model teachers will meet with all ICT classroom teachers in conjunction with the coaches to establish expectations and conduct professional development cycles for all Gen Ed and ICT classrooms in grades K-5 with a focus on component 3b Discussion and questioning and small group instruction and intervention(s).
02/01/2023	06/30/2023	Our model teachers have developed and will continue an inter-visitation and feedback cycle to highlight best practices in component 3b Discussion and Questioning. This includes teachers visiting the model teacher classroom and the model teacher visiting their classrooms and providing feedback.
02/01/2023	02/05/2023	Professional Learning Communities (grade-level) 1. Discuss issues around student learning 2. Collect and analyze data 3. Develop and try out instructional solutions 4. Assess the impact of these solutions *As per NYSED, EBI suggested strategies This evidence based intervention will support our ELA smart goal of moving all students from 64.59 to 70.4. (waiting on MIP to edit) Grade team leaders will meet with model teachers to engage in professional development using the Datawise protocol around collecting and analyzing student data/data conversations. This process will incorporate an opportunity for grade teams to review grade-wide student work to identify problems of practice. They will work to develop and try out instructional solutions to address trends observed when analyzing student data. Grade teams will engage in cycles of data analysis using the beginning of meetings to assess the impact of the solutions implemented previously. Model teachers attended professional development on district-wide student data protocol with the teacher leadership coach from Central. Model teachers then turnkey this information to our grade team leaders who then rolled out this practice within their grade teams, introducing it as a weekly expectation of the team. Model teachers are observing and providing feedback in grade team meetings to ensure grade team leaders are executing the practice with fidelity. Discuss issues around student learning during grade team meetings within professional learning communities with the support of a district-wide protocol to ensure that there is a system for actionable data-driven conversations during weekly grade team meetings. Administration will attend meetings and review ongoing rolling agendas for each meeting during weekly cabinet and ILT meeting. (4 week cycle)
02/01/2023	01/30/2023	Mid-point benchmark By February 2023, the number of students scoring at level 1 will decrease by at least 14 students in ELA, as measured by the district wide ELA Snapshot assessment data.

Start Date	End Date	Strategies/Activities
02/08/2023	03/26/2023	Instructional Coaching- using the following cycle of protocol Instructional- Helps teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching. Administration will engage in a review of the 2022-2023 teacher observational data with our instructional coaches and ILT to identify cycles of support for teachers in the current school year. Coaching cycles will be differentiated based on years of experience, areas of expertise, and clear patterns observed during instructional walkthroughs. Instructional coaching cycles will be designed to support teachers with ongoing development with strengthening areas where improvement is needed based on trends. Cohorts of support were developed to ensure instructional coaching target specific teacher needs of practice. Curriculum: Supporting teachers at understanding content standards and how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment to ensure consistent curriculum implementation throughout the school. Coaching cycles will be designed with consultants from the respective curriculum provider in collaboration with our in house coaches to ensure best practices in the execution and implementation of each program at the classroom level. This was designed to ensure maximum student achievement. In addition, administration meets with the consultants, coaches, and grade teams to assess the impact during instruction using teacher observational feedback data to highlight areas of strength and growth. Data Leads conversations that assist teachers in analyzing specific data including the use of IReady, Acadiance, Heggerty and Lively Letters assessments. and then applying the data to strengthen core T1 instruction in ELA School wide. Grade team leaders will meet with model teachers to engage in professional development using the DataWise (Harvard University-researched based protocol) protocol around collecting and analyzing student data/data conversations. This process will incorporate an opportunity for grade teams to review grade-wide student work to identify problems of practice. They will work to develop and try out instructional solutions to address trends observed when analyzing student data. Grade teams will engage in cycles of data analysis using the beginning of meetings to assess the impact of the solutions implemented previously and use of D12 snapshot assessments, IReady, Acadiance, Heggerty and Lively Letters assessments.. (6 week cycle)
02/01/2023	05/31/2023	Teachers and the parent coordinator will facilitate parent workshops. The workshops are centered around exploring our new literacy curriculum supports with parents, providing best practices on how to support their children at home, how to prepare children to become strong readers starting in the primary grades including an introduction to our new curriculum Lively Letters for phonics in K-2. We understand the importance of the home school connection in maximizing student outcomes. In supporting parents, with the skills needed to develop their children's literacy skills, we are working to close the achievement gap. We will continue to use data to track student progress in correlation to parent participation.
02/01/2023	06/25/2023	The School Leadership Team will conduct cycle of observations and data check-in meetings to analyze and revise any actions steps taken based on student progress.

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)
09/15/2022	06/15/2023	Parent Workshops with a focus on five pillars of literacy	Children's Aid Society and Parent Coordinator
12/01/2022	06/01/2023	Parent workshop in preparation for standards and assessment expectations	N/A

Human Resources	Administration, ELA / Literacy Coach, Speech and Language Provider, Classroom teachers, Parent Coordinator and our CBO Children's Aid Society
Instructional Resources	Lively Letters, Acadiance program, Into Reading (consumables) ,CHRSE libraries
Schedule Adjustments	N/A
Other Resources Needed	N/A

AREA OF CONCENTRATION – ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students will improve their ability to add, subtract, multiply, and divide fluently and with automaticity.	I-Ready 3rd diagnostic from June 2022 indicates that 56% of our students are scoring one level below grade level and 32% of our students are scoring 2 or more years below grade level in Number Operations.	Students were not consistently given consistent access to building their fluency. Fluency and automaticity was not built into the classroom schedule.
Students will improve their ability to comprehend and answer word problems.	I-Ready 3rd diagnostic from June 2022 indicates that 48% of students are scoring one grade level below and 24% of our students are scoring 2 or more grades below grade level.	Students have difficulty with internalizing word problems for understandings. Students have not been held accountable for using specific protocols in Math to support with gaining a deeper understanding of how to attack word problems. Teachers have not been adequately trained on how to develop students understanding of word problems.
Teachers will develop effective teaching practices using the Danielson Framework component 3B during Math instruction for grades K-5.	Growth Explorer Data using the Charlotte Danielson Framework observational data as of June 2022 indicates that all teachers require additional support in component 3b: Using Questioning & Discussion Techniques to move from Effective to highly effective	Teachers have not consistently participated in inter visitations and professional learning communities to support with developing specific instructional practices.
Add more content that is relatable to students based on their own identities, interests, and values.	Based on the student equity self-reflection in June, students stated that they wanted to learn more about topics that they can relate to based on their own likes and dislikes.	Teachers have not been fully trained on how to adapt the curriculum to ensure it meets the needs of all students based on identity, interests, and values.

Elementary/Middle School Math SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED'sPotential 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	12%	By June, 2023, students in grades K-5, the percentage of students scoring at Tier 1 on the iReady end of year assessment will Increase from 12% to 18%, and as a result, our MIP will increase by 6..

Progress Measures and Targets

Directions: Receivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school's progress on the due dates indicated

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

Measurement Tool	Key Performance Indicator	Baseline Data	Quarterly Progress Monitoring Targets		
			Period 1: Beginning of Year (BOY) Progress Target	Period 2: Middle of Year (MOY) Progress Target	Period 3: End of Year (EOY) Progress Target
		10/29/22			
I-Ready	25% on grade level	20%	20%	22%	25%

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?)
08/01/2022	09/30/2022	Teachers will create student academic snapshot plans that will contain specific academic information to support teachers knowing more about each student in their new class for school year 2022-2023.
08/01/2022	09/30/2022	The instructional leadership team will meet to identify the skills that were most in need of improvement from the NYS Math item analysis for 2021-2022 and I-Ready Diagnostic. The team developed a professional learning opportunity to support teachers in all grades to review the data, specifically data addressing number sense and word problems using a data protocol.
08/01/2022	09/30/2022	As a professional learning community, teachers led by the ILT, will work on identifying patterns and trends from the NYS Math item analysis for 2018-2019 and the I-Ready diagnostic. Additionally, they will identify and group students according to their results on each item as it aligns to the common core standard. This will result in tiered groups of support based on identified student needs and trends with a specific focus on number sense and word problems.
09/01/2022	01/31/2023	Peer Collaborative teacher will have a professional learning community to support teachers with developing their instructional practices with the Danielson Framework- component 3B.
09/01/2022	01/31/2023	Within their professional learning communities, grade teams will meet weekly to identify patterns and trends and make adaptations to both the pacing and content of the curriculum in alignment with the needs identified during the data protocol with a specific focus towards number sense and word problems.(Weekly).
10/01/2022	01/31/2023	Grade teams will meet with our Math consultant to identify patterns and trends and make adaptations to both the pacing and content of the curriculum in alignment with the needs identified during the data protocol with a specific focus on number sense and word problems.(Monthly)
09/01/2022	01/31/2023	Grade teams will meet with our Math coach to identify patterns and trends and make adaptations to both the pacing and content of the curriculum in alignment with the needs identified during the data protocol.(weekly)with a specific focus on number sense and word problems.
09/01/2022	01/31/2023	Using the Eureka math curriculum, teachers will have students complete math sprints to build fluency and automaticity in addition, subtraction, multiplication, and division. Students will develop fluency goals with the support of their teacher by highlighting strengths and areas for improvement as it relates to building math fluency.(at least 3 times a week)
10/01/2022	01/31/2023	Within their professional learning communities, the math coach will provide teachers with a professional development on how to "invest in the question" to support with teaching students how to unpack a word problem in order to internalize the word problem after reading it.
10/01/2022	01/31/2023	Teachers will set the expectations and establish as a routine for students to invest in the questions prior to working on solving a math word problem during the application problem using the Eureka math curriculum in all math lessons.
10/01/2022	01/31/2023	During teacher observations in math, administrators will ensure that all teachers are holding students accountable for "investing in the question" to support with students unpacking word problems to better comprehend each word problem given.

11/02/2022	01/31/2023	Within the math professional learning community, which consists of math teachers in grades 3-5, will develop a target skills analysis cycle based on the standards that students struggle with the most. They will target these specific standards during small group instruction, math centers, and homework. Each skill will consist of a two-week cycle. Students will be taught the skill and then be assessed on the skill. The assessment will consist of 3-4 problems. Students will have to demonstrate understanding of the skill. Students who score proficient on the specific skills will be able to move on to the next focus skill within their group. Students who still need support will be supported through math centers, Zearn (math online program). The targeted skills will be as follows: improve their ability to comprehend and answer word problems. improve their ability to comprehend and answer multi-step word problems. improve their ability to problem solve one and/or two-step word problems. improve their ability to solve addition, subtraction, multiplication, and division problems with a specific focus on number sense, fluency, and automaticity (2 week cycle)
11/02/2022	12/31/2022	Teachers will collect assessments from their small groups to analyze the data in their math cohort professional learning community meetings. The math cohort will identify areas of strength and areas for growth. As a team, they will action plan to implement new strategies to support with students mastering each skill identified.(bi-weekly)
11/02/2022	12/23/2022	The math cohort will meet to identify students who are in need of more targeted intervention and support and will address their needs in after-school math intervention.
10/01/2022	10/29/2022	Model teachers will meet with all ICT classroom teachers in conjunction with the coaches to establish expectations for ICT classrooms in grades K-5 with a focus on parallel teaching and small group instruction.
11/01/2022	12/23/2022	Peer collaborative coach will develop an inter-visitation and feedback cycle to highlight best practices. This includes teachers visiting the model teacher classroom and the model teacher visiting their classrooms and providing feedback.
10/01/2022	01/31/2023	Professional learning communities will attend meetings on the Five Mathematical Practices to provide additional training and support to effectively implement during Math instruction. For example- Five Practices Approach, Unpacking curriculum, unpacking standards, The Three Reads. The PLC steps are as follows: 1. Discuss issues around student learning 2. Collect and analyze data 3. Develop and try out instructional solutions 4. Assess the impact of these solutions *As per NYSED EBI This evidence based intervention will support our Math smart goal of moving all students from 67.0 to 73.1. (waiting on MIP to edit)
10/01/2022	12/31/2022	Teachers and staff will provide parents with resources to support their children at home such as monthly workshops geared toward the specific math content students are studying and ongoing communication via Class Dojo and Kinvolved.
10/01/2022	01/29/2023	Professional learning communities will conduct vertical planning to discuss key strategies and techniques such the Five Practices and Three Reads for teaching mathematics to support with connecting new content to previously learned strategies and techniques.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	01/29/2023	Teachers will progress monitor the impact of student academic snapshot plans that contain specific academic information to support teachers knowing more about each student in their new class for school year 2022-2023.
02/01/2023	06/30/2023	Based on progress monitoring grade teams will continue to meet weekly to identify patterns and trends and make adaptations to both the pacing and content of the curriculum in alignment with the needs identified during the data protocol.(weekly)
02/01/2023	06/30/2023	Grade teams within professional learning communities will continue to meet with our Math consultant to identify additional patterns and trends and make further adaptations to both the pacing and content of the curriculum in alignment with the needs identified during the data protocol.(monthly)
02/01/2023	06/30/2023	Grade teams within their professional learning communities will continue to meet with our Math coach to identify additional patterns and trends and make further adaptations to both the pacing and content of the curriculum in alignment with the needs identified during the data protocol.(weekly)

02/01/2023	06/30/2023	Using the Eureka math curriculum, teachers will have students continue to complete math sprints to build fluency and automaticity in addition, subtraction, multiplication, and division. Students will continue to develop fluency goals with the support of their teacher by highlighting strengths and areas for improvement as it relates to building math fluency.
02/01/2023	06/30/2023	During teacher observations in math, administrators will continue to ensure that all teachers are holding students accountable for "investing in the question" to support with students unpacking word problems to better comprehend each word problem given.
02/01/2023	06/30/2023	The math professional learning community cohort, which consists of math teachers in grades 3-5 will progress monitor the targeted skills analysis cycle based on the standards that students struggle with the most. They will continue to target these specific standards during small group instruction, math centers, and homework. Each skill will consist of a two-week cycle. Students will continue to be taught the skill and then continue to be assessed on the skill. The assessment will still consist of 3-4 problems. Students will still have to demonstrate understanding of the skill. Students who score proficient on the specific skills will be able to move on to the next focus skill within their group. Students who still need support will be supported through math centers, Zearn (math online program). The targeted skills will be as follows: • improve their ability to comprehend and answer word problems. • improve their ability to comprehend and answer multi-step word problems. improve their ability to problem solve one and/or two-step word problems.
02/01/2023	04/30/2023	Teachers will continue to collect assessments from their small groups to analyze the data in their math cohort meetings within professional learning communities. The math cohort will continue to identify areas of strength and areas for growth. As a team, they will progress monitor the action plan to implement new strategies to support with students mastering each skill identified.
02/01/2023	04/30/2023	The math cohort will continue to meet to identify students who are in need of more targeted intervention and support and will address their needs in after-school math intervention.
02/01/2023	06/30/2023	Peer Collaborative Coach will meet with all ICT classroom teachers in conjunction with the coaches to establish expectations for ICT classrooms in grades K-5 with a focus on parallel teaching and small group instruction. They will reconvene to make any additional changes based on progress monitoring data.
02/01/2023	06/30/2023	The Peer Collaborative Coach will continue with inter-visitation and feedback cycles to highlight best practices. This includes teachers visiting the model teacher classroom and the model teacher visiting their classrooms and providing ongoing feedback for improvement. Model teachers will work in conjunction with administration to provide professional development based on identified trends and areas of need during the inter-visitation cycles.
02/01/2023	04/30/2023	Professional learning communities will continue to attend meetings on the Five Mathematical Practices to provide additional training and support to effectively implement during Math instruction. For example- Five Practices Approach, Unpacking curriculum, unpacking standards, The Three Reads. Professional Learning Communities (grade-level) 1. Discuss issues around student learning 2. Collect and analyze data 3. Develop and try out instructional solutions 4. Assess the impact of these solutions *As per NYSED, EBI suggested strategies This evidence based intervention will support our Math smart goal of moving all students from 67.0 to 73.1. (waiting on MIP to edit) Model teachers in conjunction with grade team leaders will continue to support teachers in ongoing professional development using the Datawise protocols around collecting and analyzing student data/data conversations. This process incorporates continued opportunities for grade teams to review grade-wide student work and identify problems of practice. They will continue to work on developing and implementing instructional solutions that address trends observed when analyzing student data. Grade teams will continue to engage in cycles of data analysis using the beginning of meetings to assess the impact of the solutions implemented previously. Teacher teams will continue to discuss issues around student learning during grade team meetings with the support of a district-wide protocol to ensure that there is a system for actionable data-driven conversations during weekly grade team meetings. Administration will continue to attend meetings and review ongoing rolling agendas for each meeting during weekly cabinet and ILT meetings.

02/01/2023	03/31/2023	Instructional Coaching- using the following cycle of protocol Instructional- Helps teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching. Administration will continue to monitor the 2020-2021 teacher observational data with our instructional coaches and ILT to identify ongoing cycles of support for teachers in the current school year. Coaching cycles are differentiated based on years of experience, areas of expertise, and clear patterns observed during instructional walkthroughs. Instructional coaching cycles are designed to support teachers with ongoing development with strengthening areas where improvement is needed based on trends. Cohorts of support are continuing to ensure instructional coaching targets specific teacher needs of practice. Curriculum: Excels at understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. These individuals can ensure a consistent curriculum implementation throughout a school. Coaching cycles are designed with consultants from the respective curriculum provider in collaboration with our in-house coaches to ensure best practices in the execution and implementation of each program at the classroom level. This was designed to ensure maximum student achievement. In addition, administration will continue to meet with the consultants, coaches, and grade teams to assess the impact during instruction using teacher observational feedback data to highlight areas of strength and growth. Data: Continue to lead conversations that assists teachers in analyzing data and then applying the data to strengthen instruction Grade team leaders are meeting regularly in professional development cycles with model teachers to engage in professional development using the DataWise (Harvard University-researched based protocol) around collecting and analyzing student data/data conversations. (6 week cycle)
02/01/2023	02/26/2023	Mid-point benchmark By February 2023, the number of students scoring at level 1 will decrease by at least 10 students in Math, as measured by the district wide Math state exam simulation.
02/01/2023	06/30/2023	Professional learning communities will continue to conduct vertical planning to discuss key strategies and techniques for teaching mathematics to support with connecting new content to previously learned strategies and techniques.
02/01/2023	02/26/2023	The parent coordinator will continue to facilitate parent workshops on how to support their children at home. The workshops are centered around exploring our new literacy curriculum with parents, providing best practices on how to support their children at home, how to prepare children to become strong readers starting in the primary grades. We understand the importance of the home school connection in maximizing student outcomes. In supporting parents, with the skills needed to develop their children's literacy skills, we are working to close the achievement gap. We will continue to use data to track student progress in correlation to parent participation.

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)
11/15/2022	11/15/2022	Family Math Workshop	Children's Aid Society
04/15/2023	04/15/2023	Family Math Night	Children's Aid Society

Human Resources	Administration, ELA / Literacy Coach, Speech and Language Provider, Classroom teachers, Parent Coordinator and our CBO Children's Aid Society
Instructional Resources	Eureka- Great Minds
Schedule Adjustments	N/A
Other Resources Needed	N/A

AREA OF CONCENTRATION – SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Increase the number of staff members trained in Restorative Practices	1. 23% of staff (13 out of 57) full staff members are now fully trained in restorative practices. In conducting a school-wide needs assessment, The Restorative Practices Team in conjunction with the SLT and administration conducted a review of the number of teachers and staff who are fully trained in restorative practices. As evidenced by a 2022 staff survey, the results indicated that in June of 2022 only 13 out of 57 staff members are fully trained at present. In order to address the issue of only 23% of staff being trained, the school will need to increase the staff who are fully trained in restorative practices by June of 2023 by supporting teachers in getting trained.	1. accessibility to various training schedules
Improve access for students to culturally responsive texts	Iready 3rd diagnostic as of June 2022 indicated that 31% of our students in grades K-5 are scoring 2 or more levels below grade level in Comprehension of Informational texts. Incorporating culturally responsive texts in our curriculum will flourish student engagement increasing their comprehension of informational texts.	1. Incorporate CHRSE component to our curriculum Maps

Supportive Environment Framework (SEF) - Required SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data,surfacing priority needs andidentifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED'sPotential 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	47%	By June, 2023, practices related to Social-Emotional Support will improve 10%, from 47% to 57%, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.

Progress Measures and Targets

Directions: Receivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school's progress on the due dates indicated

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	Period 1: Beginning of Year (BOY) Progress Target	Period 2: Middle of Year (MOY) Progress Target	Period 3: End of Year (EOY) Progress Target
		6/11/22			
Staff Survey	# of staff schoolwide	11	12	13	15

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/01/2022	01/31/2023	As a professional learning community, the ILT in collaboration with District, school grade leaders and model teachers will work out training schedules to increase training of staff members by 3%. This will result in tiered groups of support based on identified student social emotional needs through restorative circles.
08/01/2022	01/31/2023	The ILT in collaboration with District, school grade leaders and model teachers will use and implement CHRSE to improve access for students to culturally responsive texts. Incorporate CHRSE component to our curriculum maps and conduct a book study of Cultivating Genius during ELA/Math Cohort.
08/20/2022	12/23/2022	The ILT in collaboration with District, school Grade leaders and model teachers will use and implement CHRSE to improve access for students to culturally responsive texts. The school will conduct inter-visitation between teachers offering next steps based off of CHRSE Score card.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/30/2023	As a professional learning community, the ILT in collaboration with District, school grade leaders and model teachers will analyze the impact of having more staff members trained in Restorative Circles. As evidenced by a 2020.2021 staff survey, the results indicated that in June of 2021 only 11 out of 57 staff members are fully trained at present. In order to address the issue of only .19% of staff being trained, the school will need to increase the staff who are fully trained in restorative practices by June of 2022 by supporting teachers in getting trained.
02/01/2023	06/30/2023	The ILT in collaboration with District, school grade leaders and model teachers will use and implement CHRSE to improve access for students with culturally responsive texts. We will improve student access to culturally responsive texts by being more purposeful when planning to teach Modules in ELA and Math. They will review their current modules and ensure the placement of texts that are culturally responsive. As a school, we will also include CHRSE component to our curriculum maps. Teachers will study the impact of our incorporation of CHRSE by conducting a curriculum audit to identify revisions needed to further develop our implementation of CHRSE with aligning our instructional practices to the book study of Cultivating Genius from the fall.
02/01/2023	06/30/2023	The ILT in collaboration with District, school grade leaders and model teachers will reflect on the implementation of CHRSE to improve access for students to culturally responsive texts. The team will conduct another round inter-visitations between teachers to ensure next steps have been implementing. The team will also identify if changes need based on the feedback and next steps based off of CHRSE Score card.

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)
09/15/2022	06/15/2023	Monthly CHRSE workshop for parents with texts and resources to highlight and connect parents to what their children are focusing on as it relates to CHRSE.	Childrens Aid
09/15/2022	06/15/2023	Monthly Parent Restorative Circle to support parents with their social emotional well-being which will have a positive impact on parents and students.	Childrens Aid

Human Resources	Administration, ELA / Literacy Coach, Speech and Language Provider, Classroom teachers, Parent Coordinator and our CBO Children's Aid Society
Instructional Resources	CHRSE libraries, Cultivating Genius, SEL curriculum
Schedule Adjustments	N/A
Other Resources Needed	N/A

AREA OF CONCENTRATION – QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Quality of IEPs	13%(8) out of 100% (61) of student IEPs were reviewed at time of CEP	Teachers need more support with incorporating student voice into the IEP more consistently.
Implementation of IEPs	55% of SWDs made academic growth from Fall to Spring 2021-22 per Iready ELA diagnostic - Comprehension of Informational Texts is the largest area of difficulty	Teachers need more support in Specially Designed instruction that will meet students needs in reading comprehension of Informational Texts.

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)	63%	By June 2023, to strengthen the quality and implementation of IEPs for all students with disabilities (SWD), we will improve quality of IEP development by an Increase of 32%, going from 63% to 95% of quality Ieps that reflect student voice , as measured by The Goal and IEP Review data.

Progress Measures and Targets

Directions: Receivership, CSI and TSI schools are required to engage in quarterly progress monitoring. On the chart below, indicate the measurement tool, key performance indicator, and baseline data for each SMART goal identified for this AOC. Indicate the target the school would expect to achieve by the end of each quarter to know if it is on track to reach its goal. The quarterly targets can be a percentage or a number that reflects expected improvement on the specified measure. Use the quarterly reporting tool in iPlan to report your school's progress on the due dates indicated

Note: Receivership, CSI and TSI schools must have at least one goal that relates to its ESSA accountability metrics. If your school has selected an additional SMART goal that aligns to its Instructional Leadership Framework (ILF) priority area, work closely with the Instructional Leadership Team (ILT) to identify measurement tools and formulate key performance indicators. Add additional rows as applicable.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	Period 1: Beginning of Year (BOY) Progress Target	Period 2: Middle of Year (MOY) Progress Target	Period 3: End of Year (EOY) Progress Target
		June 2022			
IEP Review	Question 22	56%	65%	75%	95%

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/01/2022	11/02/2022	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Administrative Oversight: SIT team meets to ensure recommendations
10/13/2022	12/02/2022	Develop appropriately rigorous standards-aligned annual goals	Professional Learning: IEP liaison supports teachers with standard based goals.
09/16/2022	06/29/2023	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Grade teams use IEP sessions to norm impact statements
09/16/2022	06/25/2023	Ensure that programs and services mandated on each student's IEP are delivered	Grade teams work with grade level special education teacher to review IEPs of SWDs on grade in all content areas, use data to conduct learning walks on areas incuding implementation, impact of disability, and student need.
09/16/2022	06/25/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	N/A
09/16/2022	06/25/2023	Conduct IEP meetings within specified compliance dates	Administrative Oversight: Special education liaison and special education supervisor review IEP compliance and share with all staff weekly and schedule meetings on shared staff calendar
09/16/2022	06/25/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Cycles of Data Review: Child Study Team (PPT) meets to review individual student needs to design appropriate next steps based on data analysis- i.e.- (RTI)
09/29/2022	06/29/2023	Ensure that programs and services mandated on each student's IEP are delivered	Professional learning throughout the year on supporting teachers to use specially designed instruction to better meed students' needs.

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)
09/13/2022	11/13/2022	Activity for Parents to learn more about IEP Process wth focus on LRE	BCO Counterparts
02/13/2023	04/23/2023	Learning Activity to help parents better understand their child's IEP	BCO Counterparts

Human Resources	Subs/Coverage periods for IEP meetings, coverage for professional learning time, per session
Instructional Resources	Learning materials to support SWDs
Schedule Adjustments	Coverages for IEP Meetings
Other Resources Needed	N?A

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

Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Reading Intervention RTI - T2	Iready diagnostics and classroom / standardized assessments	Program	Small group & one to one	During & after school	No
Math Intervention RTI - T2	Iready diagnostics. standardized assessments and teacher data	I-Ready and Zearn	Small Group and one to one	During & after school	Yes
Reading Rescue	Iready diagnostics. standardized assessments and teacher data	Program	One to One	During	No
Tier 3		Orton-Gillingham,	One to One	During	No

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Teacher Observations and Guidance	At Risk- Restorative Circles	Small group, one to one	During	No
Tier 3	Teacher observation, parent input, OORS data	Individual Check in/ Check out with an adult	one to one	During	No

Students in Temporary Housing (STH) Support

As included in your school's Office of School and Youth Development Consolidated Plan-STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). All

Title I and non-Title I schools receive a Title I allocation for STH students. The **Students in Temporary Housing (STH)** website provides guidance on STH pupils and how these funds can be used to meet their needs, as well as restrictions. For more information on acceptable uses of the mandated Title I, Part A set-aside to support your STH population, please refer to **TITLE I, Part A: Homeless Set-aside Guidance on Allowable and Unallowable Expenditures**.

Identify the number of Students in Temporary Housing who are currently attending your school. Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.	31

Describe the services you are planning to provide to the STH population.	Students in temporary housing will continue to receive: access to additional resources such as uniforms, clothing, technology, food resources

SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

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

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

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

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

Support for Parents and Family Members of Title I Students

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

Parental Involvement and School Quality

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

Encouraging School-Level Parental Involvement

The school will further encourage school-level parent and family engagement by:
• hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
• encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
• supporting or hosting Family Day events;
• establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
• encouraging more parents to become trained school volunteers;
• providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
• developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
• providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

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

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

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

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

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

II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

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

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

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

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

PART I: SCHOOL ML/ELL PROFILE

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

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

A. School Information

District:	12
Borough:	Bronx
School Number:	314

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	Monique Hibbert
Assistant Principal	Marie Flynn
Coach	Ana Francisco
Coach	Dana Kirton
English as a New Language (ENL)/Bilingual Teacher	Diane Brown-George (ENL)
School Counselor	Dayanna Carrion
Teacher/Subject Area	Valery Gabriel
Teacher/Subject Area	Diane Brown -George
Parent	Charlotte Jackson
Parent Coordinator	Elsie Bota
Related-Service Provider	

C. Teacher Qualifications

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

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

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

D. Student Demographics

Total number of students at your school (excluding pre-K):	221
Total number of current ELLs at your school:	32
Total percentage (%) of current ELLs at your school:	14%
Total number of former ELLs at your school:	2
Total percentage (%) of former ELLs at your school:	0

PART II: BILINGUAL PROGRAMS

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

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

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

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

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

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

PART III: ML/ELL PROGRAMMING

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

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

1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]). Stand-alone English as New Language (ENL)	In our free standing ENL program we address the following as per CR part 154 stand -alone ENL: For our Standalone the ENL service provider pulls out Entering and Emerging ELLs from grades k-5 for 180 minutes per week. ELLs of all levels are placed heterogeneously into one Gen. Ed. class per grade and mixed with native speakers. Ells with IEPs are placed into the appropriate class setting i.e. self contained or ICT.
Integrated English as New Language (ENL)	ENL service provider pushes into grades K, 1, 3, 4,5 during ELA for 180 minutes per week. A dually licensed TESOL /GEN. ED. teacher provides in-class ENL service in grade 2 during ELA for 180 minutes per week.
Bilingual Education (If applicable) ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program	N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?	The school ensures that the mandated number of instructional minutes are provided according to proficiency level , with explicit instructional minutes delivered in ENL and ELA. By using NYSITELL and NYSESLAT data to inform instructional grouping based on proficiency level. We also use data from the EDAT report to support our instructional groupings and gain an understanding of which modalities our students demonstrated growth or showed a need for further support. Based on the data we created an After-School RTI program for ELLs with a focus on academic vocabulary development. We schedule Entering and Emerging ELLs for 360 total minutes. (180 minutes Integrated in ELA , 180 minutes Standalone ENL.) Transitioning and Expanding ELLs are scheduled for 180 minutes of Integrated ELA. Commanding ELLs are scheduled for 90 minutes Integrated ELA/content clubs and or groups.

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

4. For schools with Transitional Bilingual Education programs: Which core content areas are taught bilingually?	N/A
How is the students' home language integrated into instruction?	The students home language is integrated into instruction in the following ways: We use level descriptors to design tasks appropriate to the Entering and Emerging levels, such as pre taught words and graphic organizers Continued use of modeling, visuals ,collaborative learning activities, continued use of linguistic frames, explicit tier 2 and 3 vocabulary instruction and continued use of vocabulary cards and word banks .Intense focus on academic language across subject areas

PART IV: ASSESSMENT ANALYSIS

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

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

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	The composition of our ELL subgroups are as follows: The percentage of Newcomers is 73.9% We have 0% SIFE students The services we provide for our Newcomers differs from the services provided for our Developing and Long Term ELLs . For our Newcomers we have the buddy system where we buddy them up with a student who speaks their language or who is from their country. We have increased use of modeling, visual supports, and collaborative learning activities. We also use online website applications for supplementary support in ELD, as well as scaffolds, such as linguistic frames and cognates. The services we provide for our Developing ELLs differs from the Newcomers service /support by our use of explicit tier 2 and tier 3 vocabulary instruction , the use of vocabulary cards and word banks.
What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	The percentage of our Long Term ELLs is 0% The percentage of Developing ELLs is 26.1% The services we provide for our Developing ELLs differs from other ELL service /support by our use of explicit tier 2 and tier 3 vocabulary instruction , the use of vocabulary cards and word banks.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	The percentage of Former ELLs is 1.1%. These students are apart of small group clubs for example the STEM (STEAM) and My Brother's Keeper. The ENL provider does check -ins throughout the year.
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?	According to our EDAT report our school (12X314) made progress in meeting the annual ELP progress target (Annual Growth) and the safe harbor goal. (62% progress met). The NYSESLAT scores reveal that students across all grade bands made the most gains in the Speaking modality. It also reveals that they made the least amount of gains within the reading and writing modalities.
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?	Students did not take any State Tests
4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?	The trends we notice for our at-risk ELLs who will require support are our long term ELLs (5-6 years of service) and our ELLs in Temporary Housing.
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?	The home language of ELLs in our school with the largest representation is Spanish. We use Bi-lingual Language paras to assist with the completion of Home Language Surveys, Parent Orientation, translation of parent communication, paras that are assigned to students with IEPs monitor IEP goals, and language acquisition , and translate to parents during IEP meetings. We support the value of the home language by offering workshops and newsletters . The newsletters are created and distributed by our bi-lingual Parent Coordinator. Our bi-lingual Pupil Personnel Secretary meets and greets parents for registration , acts as a liaison between parent and ENL Coordinator and notifies ENL Coordinator when Home Language Survey is required.
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)?	The racial and ethnic classifications of Ells in our school is Hispanic and African. We include our ELLs in the planning and delivery of CRSE through our multicultural libraries, equity training for staff, incorporating CRSE into our curriculum maps, multicultural week where students and families come together to celebrate their culture through food, music, and art.

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?	Due to COVID students did not take the NYSESLAT in 2020

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?	The structures the ILT and other teaching teams use to consider adjustments in the ML/ELL instructional programs are : Weekly ILT Meetings with administration where data can be presented and analyzed, ELL coordinator uses weekly administrative periods to compile data from the EDAT and Google Drive in order to update Instructional Design, monthly ELL cohort meetings with ENL service providers and general education teachers to discuss data findings. We also use professional development periods to present data findings school -wide.
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.	Within our Freestanding ENL program we address the following as per CR part 154.2: For our Integrated ENL an ENL service provider pushes into grades K,1,3,4,5 during ELA for 180 minutes per week. A dually licensed TESOL/Gen. Ed. teacher provides in - class ENL service to 2nd grade during ELA for 180 minutes per week. For our Standalone ENL program one ENL service provider pulls out Entering and Emerging ELLS from grades K-5 for 180 minutes per week. For Integrated ENL instruction: Instruction is delivered in English using various co-teaching models such as ; small strategy groups, explicit vocabulary instruction, modeling , linguistic frames, oral rehearsal, cognates, and mixed level language partners. For Standalone Instruction: Instruction is delivered in English using explicit language instruction through a thematic lens (social studies and Science), focusing on linguistic frames, pre-teaching vocabulary, visual supports, TPR, cognates, oral rehearsal, cooperative learning structures, use of videos/songs and realia.
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.	The instructional strategies and grade-level materials that teachers of MLs/ELLs-IEPs use that provide access to academic content areas and accelerate English language development are with the use of activating prior knowledge, extended wait time, pre-teaching and front loading vocabulary, breaking down task into smaller chunks. Also, providing explicit instruction with visuals, re-teaching and paraphrasing when appropriate . Finally, the use of manipulative(s).
4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?	Our school uses curricular ,instructional and scheduling flexibility that enables ELLs/SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment by having an ICT class on each grade and placing ELLs/SWDs into those classes if their IEP mandates . The special education teachers monitor IEP goals and shares progress with the ENL provider. Using grade level materials teachers provide scaffolds and differentiation to meet the needs of ELLs/SWDs . The use of the Performance Level Descriptors guides teachers instruction. ENL service providers review IEPs for ENL students with disabilities and attend IEP meetings to collaborate on the writing of the new IEP.

Know Every Student Well

SCREENERS 1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?	Our school uses data to guide instruction for ELLs within the RTI framework, by using the I-Ready universal screening tool , Acadience screening (K-2), Amira, Fountas and Pinnell Reading Assessment and Into Reading Primary Spelling Inventory . Progress monitoring for student growth for ELLs targets tier 2 intervention in the following areas; phonemic awareness, phonics and comprehension . As per the new district initiative we will be adding Dibbles to our screening tools. Data for ELLs is triangulated and an appropriate intervention provider is assigned.
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.	Our targeted intervention programs for ELLs in ELA , math and other core content are as follows: For ELA : Leveled Literacy Intervention for comprehension and fluency , Fundations and Lively Letters for phonemic awareness, I-Ready, Open Court Reading for phonics, Vocabulary Links, Making Connections and Recipe for Reading For Math: I-Ready Envision/Eureka (math RTI resources) Embark Coach Intervention Teacher made materials Generation Genius The range of Interventions services in our school are as follows: Tier 2 interventions are provided by the classroom teacher in the classroom Tier 3 interventions provided by RTI provider out of the classroom and can be provided by classroom teacher with progress monitoring The RTI services are offered in English and use specific, streamlined progress monitoring.
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.	Based on in school data and trends we decided to continue with the use of current programs for the upcoming school year. We will use the data to determine which ELL students are in need of supplemental services(afterschool RTI and in-school RTI) in reading and vocabulary development, teachers use the data to determine strategic placement of students for small group instruction and Tier 2 services.
FORMATIVE 1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?	Our formative assessments include: Fountas and Pinnell, I-Ready Universal Screening Tool, Into Reading Baseline, end of unit assessments, NYSESLAT Getting Reading for the NYSESLAT, teacher created assessments (vocabulary assessments, spelling inventory, exit tickets), snapshot assessments for reading and math
2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?	We ensure that ELLs are appropriately evaluated in their home language throughout the year by administering the Spanish LAB when the student registers if the home language is Spanish. Also, by translated state exams (Math) with the use of bilingual glossaries and Language paras .
SUMMATIVE 1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).	We use NYSESLAT, State test, Fountas and Pinnell Benchmarks and I-Ready to evaluate the effectiveness of the ML/ELL program. When we examine NYSESLAT data it informs us as to which modalities the students need additional support in, looking at Fountas and Pinnell we can determine what supports students need to make more growth in reading levels, I-ready data gives specific recommendations for next steps in all areas of ELA and Math.

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.	Our NYSESLAT administration plan includes, the ENL coordinator identifies entitled students by checking RLAT report to see the entitled students. Notification goes out to the parents and staff , then a schedule is created. The following staff members will administer and score the test: ENL coordinator/ teacher ENL self contained teacher 5 classroom teachers that are trained in administration and scoring Students continue to receive mandated services during testing through asynchronous work on the computer.

Shared and Inclusive Curriculum

Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum How do you ensure all ML/ELL subgroups have access to and engage with grade level content? a. ELLs with IEPs	The school ensures all required services/resources /support corresponds to ELLs ages and grade levels. The strategies and grade The instructional strategies and grade-level materials that teachers of ELLs/SWDs use to provide access to academic content areas and accelerate English language development are the use of manipulatives, tactile and kinesthetic activities, activating prior knowledge, extended wait time, pre teaching and front loading vocabulary. Teachers also use direct , explicit instruction with visual supports, breaking down tasks into smaller chunks, reteaching and paraphrasing when appropriate. National Geographic is used for content based language instruction , Reading A-Z is used for ELD support as well as content based language instruction, I-Ready program is used for all students with built in support for ELLs/SWDs
b. SIFE	N/A
c. Newcomer	The instructional strategies and grade-level materials that teachers of ELLs/SWDs use to provide access to academic content areas and accelerate English language development are the use of manipulatives, tactile and kinesthetic activities, activating prior knowledge, extended wait time, pre teaching and front loading vocabulary. Teachers also use direct , explicit instruction with visual supports, breaking down tasks into smaller chunks, reteaching and paraphrasing when appropriate. National Geographic is used for content based language instruction , Reading A-Z is used for ELD support as well as content based language instruction, I-Ready program is used for all students with built in support for ELLs/SWDs
d. Developing	We use level descriptors to design tasks appropriate to the Entering and Emerging levels, such as pre taught words and graphic organizers Continued use of modeling, visuals ,collaborative learning activities, continued use of linguistic frames, explicit tier 2 and 3 vocabulary instruction and continued use of vocabulary cards and word banks.
e. Long Term	We use level descriptors to design tasks appropriate to the Entering and Emerging levels, such as pre taught words and graphic organizers Continued use of modeling, visuals ,collaborative learning activities, continued use of linguistic frames, explicit tier 2 and 3 vocabulary instruction and continued use of vocabulary cards and word banks. Intense focus on academic language across subject areas , continued use of the RTI model.
f. Former ELLs up to two years after exiting ELL status	The former ELLs have up 2 years after exiting ELL status, continued use of linguistic frames, and explicit use of tier 2 and 3 vocabulary instruction, intense focus of academic language across content areas. They receive 90 minutes of ENL service for 2 years and participate in content area clubs.

2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	Home language support is assessed and delivered in our ENL program in the following ways: Spanish LAB for ELLs whose Home Language is Spanish, use of ELL 1 as needed for Entering, Emerging and Transitioning students, we also use cognates to support language acquisition and bi-lingual glossaries/dictionaries
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?	N/A

21st Century Adult Learning

1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.	Our annual professional learning plan ensures that all staff including admin., teachers, and non-pedagogical staff incorporates support for ELLs as it specifically relates to their academic and social emotional needs in the following ways: The BBO provides monthly district level professional development for District 12 ELL Liaisons. They update liaisons with new best practices in supporting ELLs academic and social/emotional growth. We also provide in-house professional development for staff on the different levels of ELL development , how to use scaffolds, differentiating strategies and lesson plan resources with writing language objectives and including the new CHRSE initiative.
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).	Our school meets the professional development requirement as per CR part 154 (15% of total hours for all teachers and 50% of total hours for ENL teachers) in providing ELL specific professional development by ensuring the following: The ELL coordinator is part of both the PD committee and ILT to make sure the percentage of ELL specific professional development is met, 15% of the in-house PDs for all staff members are on ELL specific topics and presented by either the ELL cohort or a BBO representative. ELL providers are sent out of the school building or via "zoom" to professional development to ensure percentage quota is met. Agendas and attendance are maintained for all professional development sessions and are housed in the ELL coordinators binder.

Strong Family-Community Ties

1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.	Beyond mandated meetings and orientations we foster family empowerment by offering workshops on the following topics: Parent cooking circle, parent support circle on stress management, Town Hall performances (Black History, Women's History, Hispanic Heritage, Asian Pacific Islander), multicultural week which celebrates student and family culture through music, food and art. We also offer parents the opportunity to receive food from the Pop Up Pantry.
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.	The school provides 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 in the following ways: We provide oral and written translation in the preferred language of the family, use of a rubric based progressing monitoring sheet to capture feedback regarding student growth, holding the meetings during the months of May/June in order to be able to speak to their progress/ growth and approximated performance on the NYSESLAT.

Additional Information

Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.	N/A

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).	In order to assist newly enrolled ELLs and current ELLs throughout the school year, our school will have the following activities :Parent Orientation for all newly enrolled ELLs hosted by ELL providers ,along with Back to School Night. We will also have a Community Welcome Event co-hosted by the ELL department, guidance team and the parent coordinator . Lastly, we will have an exemplary student on each grade level to serve as a mentor/buddy for newly enrolled ELLs.
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.	Our identification team includes the ELL Coordinator, Pupil Personnel secretary, 2 bi-lingual para professionals , 2 Gen. Ed. classroom teachers ,1 self-contained ENL classroom teacher and the A.P. when needed. The process for identifying ELLs year round is as follows: The ELL identification process is completed for each student within 10 days of enrollment (20 school days for entering students with IEPs). Enrollment status of each newly admitted student is determined as follows: If a student has been in NY state public schools within the past 2 years our school contact previous school to obtain ELL status relevant assessment scores and proficiency level. The Home language of the student is determined by a trained and licensed pedagogy. The parent completes the Home Language Identification Survey in the parents preferred language. Translation services are provided by a bi-lingual staff member or the DOE phone translation services. Eligibility for NYSITELL is determined if the newly enrolled student is entering with an IEP , the schools Language proficiency team (LPT) recommends eligibility to the Principal, who obtains final approval from the Superintendent. Student is administered the NYSITELL if eligible. Parent notification letters are sent to the parent in the parent's preferred language (parent will then be notified of the child's ELL status) If the student is identified as an ELL and the students home language is Spanish , the student is administered the Spanish Lab. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State's resources available on NYSED http://www.NYSED.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife If a student is determined to be an ELL, parent is invited to the parent orientation meeting Parent orientation meeting provides parents with an explanation of each ELL program model offered in NYC; the parent video describing the 3 programs is presented (in parents preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting. The student is then placed in the ELL program selected by the parent. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with the DOE's Transfer Policy. If the student remains in the school the student is placed in English as a New Language Program, and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL re-identification process). If the ELL Identification Process is implemented for any student the principal reviews the decision of any student whose ELL status was changed because of the ELL re-identification process within 6-12 months.

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
Elsie	Bota	Parent Coorinator	May 27, 2021	No	

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

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	

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
English	923363	66.34	905152	65.58
Spanish	299078	21.49	299190	21.68
French	3636	0.26	3495	0.25
Fulani	811	0.06	916	0.07
Mandinka (Mandingo)	407	0.03	443	0.03
TWI	312	0.02	357	0.03

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
English	53	53
Spanish	3	12
French	1	1

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from: ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school.	At registration, every parent fills out a Home Language Identification Survey where they can indicate their preference for both written and oral communication. After reviewing the data form Part lll of the HLIS, we found that parents prefer either English or Spanish. As per information gathered form ATS and the Student Emergency Contact Cards, we found that similarly parents prefer communication to be either in English or Spanish. The ESL Team, composed of Ms. Brown-George and Ms. Gabriel add the parent's preferred language to our Google Drive spreadsheet after a student has been registered.

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.
Calendar	Monthly	Revised and a proof by administration in English and translated to Spanish.
Newsletter	Monthly	Revised and a proof by administration in English and translated to Spanish.
Flyers	Frequency	Revised and a proof by administration in English and translated to Spanish.
Kinvolved	As needed	School wide broadcast message.

2. List the formal face-to-face meetings, whether in-person or remotely, your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide oral interpretation at those meetings.

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent Teacher Conferences	Every couple of Month	For in person we had the Parent Coordinator and Children's Aid help us with interpretation. For remote the teachers had a Paraprofessional on call or the Parent Coordinator to come into the zoom meeting to translate.
Parent Workshop	Monthly	Parent Coordinator and or a classroom teacher translate during the workshop.
Town Hall	Monthly	Parent Coordinator and or a classroom teacher translate
IEP	Whenever they are schedule	Social Worker, Teacher or Parent Coordinator

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..)	We use Kinvolved to send out immediate emergency messages for families in English and Spanish. We use written letters to families the following day in English and Spanish that get back packs.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	All school wide events flyers are sent out translated. With students that need to go to the hospital, someone from the main office translates for the nurse, to the family if there is a need to go to the hospital.
(C) If a parent has an emergency and needs to contact the school.	They call the main number and we transfer the call to a staff member that knows their home language.

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	Is included in the staff Handbook and email.
Over-the-Phone Interpretation Desk Aid	Is included in the staff Handbook and email.
Language Access Handbook	Is included in the staff Handbook and email.
T&I Unit InfoHub Link	Is included in the staff Handbook and email.

1. Describe how your school will ensure that all staff members are aware of the goals of **Chancellor's Regulation A-663** and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	We include it in our staff Handbook in the beginning of the school year along with a printed copy of the Chancellors Rights.

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any: ■ Translated signage ■ Brochures/flyers/letters shared with parents ■ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ■ Messaging phone applications ■ Parent's Guide to Language Access ■ NYC Public School Guidebook	We sent out NYC Public School Guidebooks, Flyers, letters and have PTA meetings.

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, **from Appendix A of Language Access Handbook**). This is separate from the end of year parent survey.	The feedback that we are getting back from our parents is that they like the fact that we translate for them. So they understand what's going on.
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.	We are going to continue the same communication with our parents.

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

Your school's Title I Program	Title I SWP

Part 2: All Title I Schools

High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.	

Part 4: Schoolwide Program (SWP)

Transition Plans to Assist Preschool Children (Elementary Schools Only): Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).	

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)

Explanation/Background

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

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

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

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

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

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

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

- Reduce class sizes to 15-18 students or fewer (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students);
- Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded professional development plan.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to immigrant students, in the areas of English language acquisition and content area achievement. Immigrant children and youth are defined as individuals who are aged 3 through 21, have not been attending school in any one or more states for more than three (3) full academic years, and were not born in any state. "State" means the 50 states of the United States, the District of Columbia, and the Commonwealth of Puerto Rico. Children born to U.S. citizens abroad, the U.S. Virgin Islands, or any other U.S. territory that is not D.C. or Puerto Rico are to be considered immigrants.

- **Title IV, Part A**: Title IV funds are for schools that are among those with the greatest needs, have the highest numbers of students from low-income families, are identified for CSI or TSI, or are identified as persistently dangerous public schools. Allowable uses of funds under well-rounded education, safety and health, and educational technology include direct services for students, professional development for teachers and administrators, and supplemental educational resources. School allocations have been provided for well-rounded education, social emotional learning, cultural responsiveness awareness, professional development to support implementation of technology and blended learning environments, and community coordinators in schools with high rates of students in temporary housing
- Students in Temporary Housing (STH): Schools must describe their use of Title I STH funds in their consolidated application.

Important Note: The following funds <u>may not</u> 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.