



**2024-2025  
COMPREHENSIVE  
EDUCATIONAL PLAN (CEP)**

DBN	04M057
School Name	James Weldon Johnson
Principal	Yaira Jimenez

# COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

## TABLE OF CONTENTS

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### MAIN SECTIONS (CUSTOMIZED BASED ON SCHOOL ACCOUNTABILITY STATUS):

- COMMUNITY SCHOOLS
- SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING
- SECTION 2: SCHOOL INFORMATION
- SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE
- SECTION 4: SCHOOL SUMMARY
- SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)
- SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)
- SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT
- SUBMISSION ASSURANCES
- TITLE I PROGRAM INFORMATION

### APPENDICES (REFLECTING ADDITIONAL REQUIREMENTS FOR SPECIFIC GROUPS OF SCHOOLS):

- APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)
- APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN
- APPENDIX 3: TITLE III (ELL) APPLICATION
- APPENDIX 4: TITLE III (IMMIGRANT) APPLICATION

# 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) is developed by the School Leadership Team (SLT) in accordance with the requirements of **Chancellor’s Regulation A-655**. The CEP satisfies all regulatory requirements set forth by the New York State Education Department (NYSED) under the Every Student Succeeds Act (ESSA) and aligns with NYC Public Schools’ (NYCPS) system-wide priorities below.

Schools should focus their CEP on the five system-wide priorities below, connecting their planning to the data discussions and conversations with stakeholders held as part of the school’s needs assessment:

- Priority 1: All students learn to read well
- Priority 2: All students are physically and emotionally safe
- Priority 3: All students have a high-quality academic experience
- Priority 4: All students graduate college and career ready and have a strong plan and pathway to economic security
- Priority 5: All districts and schools are more inclusive and responsive for parents and families, including having more families choose NYC Public Schools

### The Education Planning Process

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

The CEP development process begins with the identification of system-wide priorities, followed by a comprehensive needs assessment informed by an analysis of the school’s most current data to identify priority needs and root causes. Once the SLT clearly understands school needs, priorities and root causes, the team uses this data analysis to set specific, measurable, attainable, relevant, and timely—SMART goal(s) aligned to each priority. Next, the SLT determines targets to measure progress toward meeting the annual goals.

The SLT, in collaboration with other instructional leaders, identifies key strategies, creates progressive action steps including professional learning and activities to support parent, family and community empowerment, and monitors the implementation of those strategies and activities. 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, develop key strategies, 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 CEP. Schools also address the needs of Students with Disabilities (SWD) through the Quality Individualized Education Program section of the plan. SLTs also develop a plan to address and reduce Chronic Absenteeism.

# Guidance on Conducting a Comprehensive Needs Assessment

**Directions:** Conduct a comprehensive needs assessment for each Priority. The information below provides guidance for reviewing and analyzing student and school performance trends to uncover root causes for low student achievement.

**1. 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 enrollment and class size trends
- 2023-24 ESSA Accountability Data
- Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results
- Quality Review Reports, NYSED and NYCPS CSI or A/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 **NYCPS Tools for Understanding Your Data** for student subgroup information

**2. 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 indicators?*
- *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?*

**3. 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:

- *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 the **iPlan Portal Public Resources Page**.

## SECTION 2: SCHOOL INFORMATION

### School Information

School Name:	James Weldon Johnson Leadership Academy
District Borough Number (DBN):	04M057
Grades Served:	3K -8
School Address:	176 East 115 Street New York New York 10029
Phone Number:	212 876-5522
Fax:	212 860 6072
School Contact Person:	Yaira Jimenez
School Contact Person Email Address:	Yjimene@schools.nyc.gov
Principal:	Yaira Jimenez
United Federation of Teachers (UFT) Chapter Leader:	Jeanine Romeo
Parents' Association President:	Jaqueline Rivera
SLT Chairperson:	Veronica Baburam
Title I Parent Advisory Council Chairperson (PAC):	Patricia Colon
Student Representative(s) Middle /High School:	TBA
Student Representative(s) Middle /High School:	TBA
Community Based Organization (CBO) Representative:	Roads To Success

School-Based Students in Temporary Housing (STH) Liaison:	Analgisa Mejia
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## **District Information**

Geographic District:	04
Superintendent:	Kristy De La Cruz
Superintendent's Office Address:	333 7 th Avenue, 8 th Floor 10001
Superintendent's Email Address:	kdelacr@schools.nyc.gov
Phone Number:	212 876-5522
Fax:	212 860 6072

## SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

DBN	04M057
School Name	James Weldon Johnson

### 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), the Parent and Family Engagement Policy (PFEP) and the 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. Additional information and resources are available on the **School Leadership Team Resources** page. 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 position and constituent group represented, e.g., parent-PTA, staff-UFT, student. Note: Two student minimum required for high schools; SED requires Middle Schools identified for the CSI/ATSI/TSI support model 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	
Yaira Jimenez	Principal or Designee*		
Karen Miller	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Jacqueline Rivera	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Pedro Perez	District Council 37 (DC 37) Representative (staff), if applicable		
Wendy Diaz	Title I Parent Advisory Council Chairperson (or alternate)		
Alexis Martinez	Student Representative (Required for middle and high schools)		
	Student Representative (Required for middle and high schools)		
Jairo Martinez	CBO Representative, if applicable		
	Member/Staff		
Amana Sohail	Member/Staff		
Samantha Carreno	Member/Staff		
Siedah Harrison	Member/Staff		
Patricia Bravo	Member/Parent		
Maria Huerta	Member/Parent		
Wendy Diaz	Member/Parent		
n/a	n/a		
n/a	n/a		

## 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 **Assembling Your Team** to learn more.

- List the names of additional stakeholders in the first column on the chart below.
- Specify the individual’s position and 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
	Staff	
N/A	N/A	
N/A	N/A	

## SECTION 4: SCHOOL SUMMARY

### School Summary

**Directions:** Complete this CEP Summary to serve as the “at-a-glance” narrative that provides contextual information about your school’s unique characteristics. This summary and the entire Comprehensive Education Plan (CEP) should be shared with your school community. Please note that this summary and the CEP will be made available to the public through the iPlan Portal, an online space where school stakeholders can go to collaborate in the development of the school’s education plans.

Your School's Accountability Status:	LSI
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Provide your school’s mission statement:	Our Mission The education of our children begins in the home and is continued through a partnership between parents, educators, and the community. We believe that all children will achieve when provided with active learning experiences that challenge and build real-life connections. Children must be empowered to become full participants in their education.
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>James Weldon Johnson Leadership Academy is located in East Harlem and enjoys the strong presence of Latino cultural heritage and background. The ethnic distribution of our school is as follows: 490 students Hispanic; 5 students American Indian or Alaskan; 10 students Asian; 0 students Native Hawaiian or Other Pacific Islander; 111 students Black; 10 students White; 2 students multi-racial and two students blank. We serve 630 students in 3-K and Pre-K to Grade 8. The gender distribution is 329 girls and 301 boys. The number of students eligible for free meals (HRA) is 630. 100% of the students in the school are classified as Economically Disadvantaged. Our annual attendance rate for 2022-2023 was 88%. The special student populations that the school serves are students with disabilities, English language learners, and students in temporary housing. There are 127 students with IEP, of which 0 are served through SETSS, 72 are served in ICT settings, 0 receive both ICT and SETSS services, and 11 students receive only related services, including speech services, occupational therapy, and counseling. There are 174 English language learners (%) students. There are 114 students at the Entering level, 7 at the Emerging level, 12 at the Transitioning level, and 41 at the Expanding level. There are 11 Dual Language classes in the following grades: 3K-8 (1 day "on and 1 day off" Model). ELL students receive ENL instruction from 2 ENL teachers who provide services through an integrated and stand-alone model as per the students' mandated services for English Language Learners. Partnerships and collaborations that the school implements include the following: YMCA Program – A recreational program for kindergarten - 5th-grade students, providing time for after-school activities and homework help. The afterschool program improves students' educational readiness, engagement, and outcomes while helping them grow emotionally and physically. Saturday Academy – Focused 3 – 4-hour sessions designed for English Language Arts and Math remediation, enrichment skill building, and enhancement in preparation for the citywide tests. Extended-day Programs – After-school academic tutorials and enrichment opportunities for targeted students' support in reading, math, and science English Language Learners Extended-Day Program – An after-school language development initiative for targeted English Language Learners designed to support language development, reading fluency, and comprehension. Academic Improvement Services (AIS) – One-on-one and small group instruction provided to 1st – 8th-grade students during the day via a push-out/pull-out model Tiger Athletics: Move to improve: Elementary school teachers use Move-to-Improve to add physical activity into their classroom lessons and must receive training to use Move-to-Improve with their students. The Move-to-Improve activities build on what students learn in physical education and in their other subjects. Cheer-leading: Cheerleaders set a great example of motivation, school spirit, and positive energy both in the classroom and on the field. Cheerleaders often encourage other students to show up and participate in school events. Physical activity always feels good, especially for our cheerleaders with loads of energy. As our cheerleaders work on workout routines, stunts, passes, and dancing, it helps them to build up the stamina to do and improve cardiovascular stamina. Soccer: students who participate in our soccer program get to benefit from strengthening their cardiovascular system in a way that most other sports can't. This program requires our students to change directions frequently, which boosts their overall agility and balance. It facilitates strong relationships and teamwork while living healthier lives. Drumline - PSMS 57 drumline is where students begin their musical journey. It is a time when the three basic elements of music, rhythm, melody, and harmony, begin to take shape and make sense to students. Our drumline teaches our students dedication, teamwork, hard work, respect for others, and the pursuit of common goals: These attributes will stay with the students throughout their lives, enhancing educational goals, career choice, family environment, interpersonal relationships, and life in general. Moreover, members of our drumline are active participants in opening events in District 4, representing our Tiger community. Concrete Safaris – This community-based organization prepares youth in East Harlem to lead healthy lives and shape their environment through outdoor education, play, exploration, and community engagement. Girls on The Run – This program reaches girls at a critical stage, strengthening their confidence. Underscoring the important connection between physical and emotional health, our program addresses the whole child. This group empowers students to be physically active while developing and strengthening important skills. Roads to Success – NYC mayoral initiative for middle school students accentuating recreation &amp; arts, homework help, social development activities, and college &amp; career readiness activities Community Service – A positive behavior and social development program for middle school students. Horticultural Society – Students in grades 3-6 investigate science concepts via hands-on botanical activities that emphasize gardening activities and observations. Winter Festival of Lights – Celebration of the December holidays accentuating cultural diversity and celebrating the joys of the season. Spirit Day &amp; Pajama Day – Whole-school social events that are designed as test-prep, stress-reduction activities for students and staff, including music, competitions, prizes, and 'hat' project displays. Ballroom Basix – Professional dance instruction for students in grade 5 to develop their dance expression, social skills, and cultural awareness. Studio In a School -Professional visual artists foster students' passion, creativity, knowledge, and skill to the classroom, guiding students to discover and develop their own creative expressions. Studio in a School serves young people by integrating the visual arts into teaching and learning and provides professional development for artists and teachers. Cool Culture – An organization that ensures families can seize the limitless learning opportunities in New York City's arts and cultural institutions through fun, enriching experiences for young children and their families.</p>
<p>Briefly summarize the key initiatives your school will implement this school year.</p>	<p>The key initiatives that the school will implement this year are, as follows: The school will deepen the co-generative conversations between teachers and students to elevate students' voices on a routine basis. The school will expand opportunities for students to further develop their college and career readiness through emphasis on habits of learning and executive functioning skills, across all grades, at developmentally-appropriate levels. The school will strengthen its comprehensive approach towards inclusion and responsiveness to families.</p>

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.

<b>Content Area (Indicate ELA and Math Only)</b>	<b>Grade Band</b>	<b>Digital and/or Print Curricula/Program</b>	<b>Adaptations</b>
ELA	K-2	HMH Into Reading	N/A
ELA	3 - 5	HMH Into Reading	N/A
ELA	6-8	HMH Into Reading	N/A
Math	K-2	Envisions Remote and print	N/A
Math	3-5	Envisions Remote and print	N/A
Math	6-8	Envisions Remote and print	N/A
Math	8	Algebra 1 Envisions Remote and print	N/A
ELA	3K-PreK	Creative Curriculum Print and Digital	N/A
Math	3K-PreK	Creative Curriculum Print and Digital	N/A

# SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

## SECTION 5: PRIORITY 1 – ALL STUDENTS LEARN TO READ WELL

### Priority 1 Needs and Root Causes

**Directions:** In completing this section, your SLT will engage in the steps listed below to inform the development of school goals and action plans for each of the system-wide priorities.

- Review multiple sources of feedback regarding data, practices, and resources to assess the school’s current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- 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 at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality Individualized Education Program. In the **iPlan Portal**, your school can identify up to three (3) goals for each Priority, if desired.

#### Priority Needs and Root Causes

**Directions:** After conducting your comprehensive needs assessment for this Priority 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)
<p>There is a need to provide sustained cycles of professional development for teachers to unpack and effectively implement the new ELA curriculum, HMH, and NYC Reads guidelines, shifting away from the Teachers College Reading and Writing Program.</p>	<p>Based on Items Skills Analysis spring 2024, spring 2024 NYS ELA exam results reflect the following overall school-wide data: 145 students scored level 1 90 students scored level 2 82 students scored level 3 18 students scored level 4 100 students scored Level 3 and 4 combined spring 2024 NYS ELA exam results reflect the following data, by grade: 27 3rd grade students scored level 1 14 3rd grade students scored level 2 6 3rd grade students scored level 3 2 3rd grade students scored level 4 17 4th grade students scored level 1 9 4th grade students scored level 2 9 4th grade students scored level 3 5 4th grade students scored level 4 21 5th grade students scored level 1 19 5th grade students scored level 2 15 5th grade students scored level 3 1 5th grade student scored level 4 32 6th grade students scored level 1 11 6th grade students scored level 2 15 6th grade students scored level 3 1 6th grade student scored level 4 20 7th grade students scored level 1 13 7th grade students scored level 2 18 7th grade students scored level 3 7 7th grade students scored level 4 28 8th grade students scored level 1 24 8th grade students scored level 2 19 8th grade students scored level 3 2 8th grade students scored level 4 The spring 2023 New York State ELA exam results reflect the following: All students- 27% proficiency ELLs-0% proficiency SWIs-11% proficiency STH-21% proficiency The 2023-2024 Advance Dashboard Teacher Level MOTP Detail Report reflects the following: 41 teachers received at least 1 Effective/Highly Effective MOTP rating in component 1a. 36 teachers received at least 1 Effective/Highly Effective MOTP rating in component 1e. 41 teachers received at least 1 Effective/Highly Effective MOTP rating in component 2a. 42 teachers received at least 1 Effective/Highly Effective MOTP rating in component 2d. 32 teachers received at least 1 Effective/Highly Effective MOTP rating in component 3b. 35 teachers received at least 1 Effective/Highly Effective MOTP rating in component 3c. 33 teachers received at least 1 Effective/Highly Effective MOTP rating in component 3d.</p>	<p>Teachers have not had adequate exposure or experience with the new ELA curriculum.</p>

<p>There is a need to build students' academic vocabulary and domain-specific terminology in non-fiction and fiction text, especially for ELLs and SWIs across all content areas,</p>	<p>i-Ready EOY Reading spring 2024 results: Overall-All students Level 1 289 students Level 2 86 students Level 3 75 students Level 4 10 students Level 3 and 4 85 students February 2024 MOY i-Ready Reading Diagnostic Assessment results reflect the following: All Students Level 4: 9 students 2% Level 3: 69 students 14% Level 2: 94 students 20% Level 1: 309 students 64% General Education Students Level 4: 8 students 3% Level 3: 60 students 24% Level 2: 75 students 30% Level 1: 108 students 43% IEP Students Level 4: 1 student 1% Level 3: 9 students 9% Level 2: 10 students 10% Level 1: 78 students 80% ELL students Level 4: 0 students 0% Level 3: 0 students 0% Level 2: 1 student 11% Level 1: 8 students 89% The 2022-2023 NYC School Quality Guide Teacher Panorama Survey reflect the following teachers' responses related to Strong Core Instruction Q.1: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for... reading and writing experiences grounded in evidence from text, both literary and informational. [Social Studies] Favorable: 88% Q.2: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for... students to interact with complex grade-level text and tasks. [Social Studies] Favorable: 88% Q.3: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for... students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. [Social Studies] Favorable: 100% Q.4: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for... students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students. [Social Studies] Favorable: 100% Q.5: In planning my last instructional unit, I had the resources and tools I needed to include multiple resources and tools I needed for...teaching and practicing high-utility vocabulary words. [Social Studies] Favorable: 88% Q.6: In planning my last instructional unit, I had the resources and tools I needed to include multiple resources and tools I needed to include multiple opportunities for... focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning. [Social Studies] Favorable: 100% Q.7: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...reading and writing experiences grounded in evidence from text, both literary and informational. [Science] Favorable: 73% Q.8: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for... students to interact with complex grade-level text and tasks. [Science] Favorable 82% Q.9: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. [Science] Favorable: 73% Q.10: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students. [Science] Favorable:73 % Q.11: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...teaching and practicing high-utility vocabulary words. [Science] Favorable 91% Q.12: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...creating coherent progressions within the standards from previous grades to current grade to build onto previous learning. [Science] Favorable:64% Q.13: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...reading and writing experiences grounded in evidence from text, both literary and informational. [ELA] Favorable: 81% Q.14: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for students to interact with complex grade-level text and tasks. [ELA] Favorable 88% Q.15: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. [ELA] Favorable: 100% Q.16: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students. [ELA] Favorable: 94% Q.17: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...teaching and practicing high-utility vocabulary words. [ELA] Favorable: 88% Q.18: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning. [ELA] Favorable: 100%</p>	<p>Teachers did not consistently use domain specific terminology and adequately focused on the intentional, direct instruction of vocabulary to improve overall reading levels in the areas of fluency and comprehension because our school has not adequately focused on vocabulary development.</p>
<p>There is a need to provide sustained professional development for teachers in the early grades (K-2) on how to interpret Acadience ELA data and make appropriate adjustments in classroom literacy instruction.</p>	<p>February 2024 MOY Acadience Reading Assessment results reflect the following: All Students in Grades K, 1,2 Level 4: 13 students 11% Level 3: 17 students 14% Level 2: 15 students 13% Level 1: 69 students 61% Temporary Housing Students Level 4: 1 student 3% Level 3: 2 students 6% Level 2: 4 students 12% Level 1: 27 students 79% Non-Temporary Housing Students Level 4: 12 students 15% Level 3: 15 students 19% Level 2: 11 students 14% Level 1: 42 students 53%</p>	<p>Teachers' capacity to interpret Acadience reading data and make appropriate instructional decisions and implement multi-tiered interventions in literacy was uneven.</p>

<p>There is a need to engage students in rigorous discourse that allows them to explore and understand literary concepts, processes and relationships while fostering joy in learning.</p>	<p>The 2022-2023 NYC School Quality Guide Teacher Panorama Survey reflect the following teachers' responses related to Academic Press: Q.2: How many students in your classes...respond to challenging questions in class? Favorable 55% The 2022-2023 NYC School Quality Guide Teacher Panorama Survey reflect the following teachers' responses related to Quality of Student Discussion: Q.1: How many students in your classes... ..build on each other's ideas during class discussions? Favorable 47% Q.2: How many students in your classes... ..use data or text references to support their ideas? Favorable 50% Q.3: How many students in your classes... ..show that they respect each other's ideas? Favorable 68% Q.4: How many students in your classes... ..provide constructive feedback to their peers/teachers? Favorable 52% Q.5: How many students in your classes...participate in class discussions at some point? Favorable 65%</p>	<p>Teachers did not consistently use a variety of discussion protocols to elicit and promote rigorous discourse.</p>
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## **Priority 1**

**Directions:** After conducting a comprehensive needs assessment by analyzing school data trends, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs and the relevant systemwide focus areas for literacy outlined below. Use the SMART Goal builder in iPlan for support in developing your goal.

### **Systemwide Focus Areas for Literacy**

- Launch dyslexia screening, professional learning, and program pilots (as applicable)
- Implement foundational phonics curriculum for grades K-2
- Implement the strategies outlined in **NYC Reads**

## Priority 1 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	78	By June 2025, the number of all students who score at proficiency level 3 and 4 will increase by 50 students, from 85 students to 135 students, a measured by i-Ready Reading Diagnostic Assessment.
All Students	309	By June 2025, the number of all students who score at proficiency level 1 (3 or more years below grade level) will decrease by 50 students, from 289 students to 239 students, as measured by i-Ready Reading Diagnostic Assessment
All Students	30	By June 2025, the number of All Students in Grades K, 1, 2 who score Levels 3 and 4 Reading Proficiency will increase by 20 students, from 30 students to 50 students, as measured by the Acadience Reading Assessment.

## Priority 1 Progress Measures and Targets

**Directions:** It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets				
		Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
i-Ready Reading Diagnostic Assessment	the number of all students in grades K-8 who score at proficiency level 3 and 4	June 2024	85 students	95 students	115 students	135 students
i-Ready Reading Diagnostic Assessment	the number of all students in grades K-8 who score at 3 or more years below grade level (level 1)	June 2024	289 students	279 students	259 students	239 students
Acadience Reading Assessment	the number of all students in Grades K, 1, 2 who score at proficiency level 3 and 4	February 2024	30 students	35 students	40 students	50 students

## Priority 1 Action Plan

**Directions:** Identify the key strategy and progressive action steps your school will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the school.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g., expanded to reach a wider audience or refined for greater impact on students).

Note: Routine activities your school does every year should not be included.

Key Strategy:

Key Strategies
Professional Learning Communities/Teacher Teams
Instructional Coaching/Mentoring

Root Cause Addressed:

Root Cause Addressed
Teachers' capacity to interpret Acadience data and make appropriate instructional decisions and implement multi-tiered interventions in literacy was uneven.
Teachers have not had adequate exposure or experience with the new ELA curriculum.

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff.

**Action Steps**

Grade level teachers will analyze ELA standards to prioritize skills that students require in order to progress within the new shared curriculum, HMH. Grade level teacher teams will review the new ELA curricula, HMH, and standards to determine necessary modifications for development of learning/ performance assessment tasks that ensure alignment to high leverage Next Generation Learning Standards across grade levels and embed daily opportunities for students to engage in metacognitive practices to recognize and articulate how their learning is applicable in real-life. Grade level teacher teams will review the new ELA curricula, HMH, and standards to determine appropriate modifications, adaptations, and scaffolds to be implemented to support subgroup students' access and success within the Tier 1 instruction. Based on i-Ready benchmark assessments, Tier 2 and Tier 3 ELA interventions will be re-considered for students who would benefit from multi-tiered intervention support. Teacher teams will collaborate to develop and continually revise Historically Responsive Literacy Framework lessons to enhance students' enthusiasm and participation in classroom lessons, encouraging joy in learning. Principal, Assistant Principals, and Instructional Coach will meet weekly to establish protocols for student discourse. Teachers will be provided with professional development, and teachers will engage in inter visitations to observe protocols during ELA instruction. Professional development cycles will be developed and provided throughout the year to support teachers' capacity to interpret Acadience data and make appropriate adjustments in classroom instruction. Such support will occur on a bi-weekly basis, throughout the year, using the plan, do, study, act (PDSA) model. School leaders and teacher teams in grades K, 1, and 2 will engage in Acadience data discussions to deepen understanding about the data and how to apply it in daily lessons, through data-driven differentiated classroom practices. School leaders will leverage the Advance system of observations and provide rating, feedback, and next steps, focusing on components 3d, 1a, 1e, and 3c.

The SLT will meet monthly to progress monitor the Priority 1 action plans and relevant reading data and consider implications for planning activities and strategies that are responsive to students' perspectives, opinions, and ideas. Student interviews will be conducted throughout the year (at least 3 times) to elevate students' voices and develop/refine plans that meet the needs of students, as they have shared their ideas about their literacy learning. School leaders will provide students with leadership opportunities, inclusive of Student Council/Government that provide structures with ongoing opportunities for students to actively participate in decision-making and co-plan authentic civic/social issue projects, through CRSE/ELA units of study. The school will continue teacher teams' collaboration to plan for and implement culturally-relevant real-world topics, materials, and engaging activities and tasks, across the school, across all classes, on a daily basis. The school will develop a master overview of grade-related topics and materials, which intentionally represent the diverse student populations and celebrate the students' identities. Three teacher leaders and the instructional coach will support teachers in grade bands with cycles of professional development and planning in collaboration. (Professional Development: Unit modifications, and planning for explicit teaching of domain-specific terminology.)

Principal, Assistant Principals, and Instructional Coach will attend teacher planning meetings to provide actionable feedback and professional resources to enhance the ELA curriculum and instruction throughout the school.

Based on Danielson's Framework for Teaching, administrators will engage in bi-weekly norming sessions to provide actionable feedback to teachers, focusing on evidence of teachers' lesson plans and classroom practices that incorporate Historically Responsive Literacy Framework lessons to enhance students' enthusiasm and participation in classroom lessons, encouraging joy in learning.

Administrators and the Instructional Leadership Team will engage in norming sessions on conducting observations, in order to provide targeted, actionable feedback to improve academic vocabulary instruction in all content areas during class visits.

Grade level teachers and special education teachers will engage in professional learning on how to leverage individual students' IEP annual goals in order to plan for adaptations to the delivery or methodology of ELA instruction. Teachers will plan and implement discussion strategies to scaffold and support students' comprehension of rigorous texts within the core curriculum (Tier 1). Teacher teams will re-visit the ELA i-Ready data to modify tiered interventions, based on students' performance levels. (Tier 2 and Tier 3). Collaborative decisions will be made to determine adding/reducing/removing tiered interventions for students, based on progress monitoring results in i-Ready reading assessment at least 3 times during the year.

The administrative team will engage teachers in six week inter-visitations cycles, where teachers share their reflections of class visits, using the Danielson Teacher Reflection Tool, and meet to determine areas for growth and professional development topics, based on analysis of data. The administrative team will provide teachers with 1-2 inter-visitations, that focus on student engagement, student to student discussions, within the ELA/Literacy curriculum. The administrative team will engage in at least 2 six to eight weeks observation cycles to provide feedback and next steps, explicitly for Advance components 1a, 1e, 3b, 3c, 3d.

School leaders will provide professional development opportunities for teachers on a weekly basis, inclusive of analyzing complex texts, how to make close reading a habit of practice in fiction and non-fiction and embedding questioning and discussion techniques to engage students (3b,3c).

**Implementation Monitoring:**

Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.

Primary Structures for Implementation Monitoring Priority 1 include: Team Meetings-Rolling agendas, minutes, and attendance are reviewed and feedback to teacher teams is provided by school leaders. Teacher PD reflection forms are collected and results used to influence next PD steps. Data-driven discussion protocols memorialize progress monitoring results. Weekly Supervisory Cabinet meetings include updates on Advance observations, with discussion of normed ratings, feedback, and supports provided to teachers. Stakeholder surveys/questionnaires/interviews are conducted to elicit multiple perspectives related to Priority 1 literacy curriculum and instruction. Priority 1 data to be collected and analyzed include the following (as applicable): i-Ready Reading Diagnostic Assessments; Acadience Reading Screeners; NYS ELA exam results; Advance observation reports; teacher and staff PD surveys/questionnaires/reflections; core curriculum unit writing assessments

<p><b>Implementation Progress Checks:</b> Use the most current data to assess whether your implementation of key strategies is on track, almost on track, or off track. Identify, using data points, what specific actions positively impacted the school's results and/or what challenges or barriers impacted the school's ability to achieve progress, and what necessary adjustments, if any, need to be made to the action plans based on the results for this period's progress. <b>Note: This section is for internal school/district use and will not be publicly posted.</b></p> <p><b>Progress Check 1: November</b></p>	<p>Almost on track</p>
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<p><b>Date:</b></p>	<p>November 2024</p>
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<p><b>As evidenced by (be data-specific):</b></p>	<p>i-Ready Reading Boy results reflect that the school is on track to meet Progress Period 1 targets, as follows: 47 students scored proficient (mid or above grade level and early on grade level) (did not meet target for progress period 1) 192 students scored 3 or more years below grade level (exceeded target for progress period 1) Acadience Reading Screener Assessment reflects 36 students in grades K-2 scored level 3 and 4 (exceeded target for progress period 1) Between September-November 2024, key strategies that positively impacted the school's ability to partially achieve the desired results include: Grade level teachers analyzed ELA standards to prioritize skills that students require in order to progress within the new shared curriculum, HMH. Grade level teacher teams reviewed the new ELA curricula, HMH, and standards to determine necessary modifications for development of learning/ performance assessment tasks that ensure alignment to high leverage Next Generation Learning Standards across grade levels and embed daily opportunities for students to engage in metacognitive practices to recognize and articulate how their learning is applicable in real-life. Grade level teacher teams reviewed the new ELA curricula, HMH, and standards to determine appropriate modifications, adaptations, and scaffolds to be implemented to support subgroup students' access and success within the Tier 1 instruction. Based on i-Ready benchmark assessments, Tier 2 and Tier 3 ELA interventions were re-considered for students who would benefit from multi-tiered intervention support. Teacher teams collaborated to develop and continually revise Historically Responsive Literacy Framework lessons to enhance students' enthusiasm and participation in classroom lessons, encouraging joy in learning. Principal, Assistant Principals, and Instructional Coach will meet weekly to establish protocols for student discourse. Teachers were provided with professional development, and teachers engaged in inter visitations to observe protocols during ELA instruction. Professional development cycles were developed and provided to support teachers' capacity to interpret Acadience data to make appropriate adjustments in classroom instruction. Such support occurred on a bi-weekly basis, using the plan, do, study, act (PDSA) model. School leaders and teacher teams in grades K, 1, and 2 engaged in Acadience data discussions to deepen their understanding about the data and how to apply it in daily lessons, through data-driven differentiated classroom practices. School leaders leveraged the Advance system of observations and provided rating, feedback, and next steps, focusing on components 1a, 1e, 3b, 3c, 3d. The SLT met monthly to progress monitor the Priority 1 action plans and relevant reading data and consider implications for planning activities and strategies that are responsive to students' perspectives, opinions, and ideas. Student interviews were conducted to elevate students' voices and develop/refine plans that meet the needs of students, as they have shared their ideas about their literacy learning. School leaders provided students with leadership opportunities, inclusive of Student Council/Government that provide structures with ongoing opportunities for students to actively participate in decision-making and co-plan authentic civic/social issue projects, through CRSE/ELA units of study. The school continued teacher teams' collaboration to plan for and implement culturally-relevant real-world topics, materials, and engaging activities and tasks, across the school, across all classes, on a daily basis. The school developed a master overview of grade-related topics and materials, which intentionally represent the diverse student populations and celebrate the students' identities. Three teacher leaders and the instructional coach supported teachers in grade bands with cycles of professional development and planning in collaboration. (Professional Development: Unit modifications, and planning for explicit teaching of domain-specific terminology) Principal, Assistant Principals, and Instructional Coach attended teacher planning meetings to provide actionable feedback and professional resources to enhance the ELA curriculum and instruction throughout the school. Based on Danielson's Framework for Teaching, administrators engaged in bi-weekly norming sessions to provide actionable feedback to teachers, focusing on evidence of teachers' lesson plans and classroom practices that incorporate Historically Responsive Literacy Framework lessons to enhance students' enthusiasm and participation in classroom lessons, encouraging joy in learning. Administrators and the Instructional Leadership Team engaged in norming sessions on conducting observations, in order to provide targeted, actionable feedback to improve academic vocabulary instruction in all content areas during class visits. Grade level teachers and special education teachers engaged in professional learning on how to leverage individual students' IEP annual goals in order to plan for adaptations to the delivery or methodology of ELA instruction. Teachers planned and implemented discussion strategies to scaffold and support students' comprehension of rigorous texts within the core curriculum (Tier 1). Teacher teams re-visited the ELA i-Ready data to modify tiered interventions, based on students' performance levels. (Tier 2 and Tier 3). Collaborative decisions were made to determine adding/reducing/removing tiered interventions for students, based on progress monitoring results in i-Ready reading assessment.</p>
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<p><b>Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 1:</b></p>	<p>We will continue to monitor the CEP action steps for this priority with greater frequency. We will provide further professional development opportunities, based on differentiated teacher strengths and areas of need. The school will continue to progress monitor evidence of effort and evidence of impact throughout the year. No adjustments to the CEP action plan are needed at this time.</p>
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<b>Progress Check 2: February</b>	
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<b>Date:</b>	
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<b>As evidenced by (be data-specific):</b>	
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Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 2:	
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<b>Progress Check 3: June</b> Period: March - May Progress Check Date: June	
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<b>Date:</b>	
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<b>As evidenced by (be data-specific):</b>	
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## **Implementation Progress Check Reflection**

Use what was learned during Progress Check 3 to inform the following year's plan.



## Priority 1 Family and Community Engagement

### Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/17/2024	06/17/2025	Monthly parent workshops related to literacy instruction and Next Generation Standards in ELA	N/A
09/17/2024	06/17/2025	Monthly parent newsletters with tips to help parents support their children's support	N/A
09/17/2024	06/17/2025	Tri-annual student created newsletters to families, celebrating their culturally relevant learning experiences and their Cultivating Genius of identity, intellect, skills, critically, and joy	N/A

## Priority 1 Budget and Resources

<p><b>Budget and Resources</b></p> <p><b>Directions:</b> Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p><b>Human Resources</b></p>	Parent Coordinator, Instructional Coach, Consultants
<b>Instructional Resources</b>	Instructional materials, consumable supplies, technology, as needed
<b>Schedule Adjustments</b>	N/A
<b>Other Resources Needed</b>	N/A

# SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

## SECTION 5: PRIORITY 2 – ALL STUDENTS ARE PHYSICALLY AND EMOTIONALLY SAFE

### Priority 2 Needs and Root Causes

**Directions:** In completing this section, your SLT will engage in the steps listed below to inform the development of school goals and action plans for each of the system-wide priorities.

- Review multiple sources of feedback regarding data, practices, and resources to assess the school’s current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- 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 at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality Individualized Education Program. In the **iPlan Portal**, your school can identify up to three (3) goals for each Priority, if desired.

### Priority Needs and Root Causes

**Directions:** After conducting your comprehensive needs assessment for this Priority 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)
<p>The school needs to provide effective strategies for students to utilize to mitigate bullying and intimidation.</p>	<p>The 2022-2023 New York City School Quality Guide Student Panorama Survey reflects the following responses related to Preventing Bullying: Q.1: At this school students harass, bully, or intimidate other students. Favorable: 25% (down 12 % from last survey) Q.2: At this school students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, or citizenship/immigration status. Favorable: 40% Q.3: At this school students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation. Favorable: 51% down 14% from last survey As of May 2024, Insight Portal reflect that: there were 10 suspensions during 2023-2024. There were no students who were suspended more than once during 2023-2024. Q.4: At this school students harass, bully, or intimidate each other because of other differences, like disability or weight. Favorable: 46% Q.5: At this school students harass, bully, or intimidate each other online (through mobile phones, social media, email, or other forms of electronic communication). Favorable: 46% down 14% from last survey The 2022-2023 New York City School Quality Guide Student Panorama Survey reflects the following responses related to Safety: Q.5: I feel safe...in my classes at this school. Favorable77% down 11% from last survey The 2022-2023 New York City School Quality Guide Teacher Panorama Survey reflects the following responses related to Preventing Bullying: Q.1: At this school students harass, bully, or intimidate other students. Favorable: 31% down 14% from last survey The 2022-2023 New York City School Quality Guide Teacher Panorama Survey reflects the following responses related to Safety: Q.1 My students feel safe in my classes. Favorable 100%</p>	<p>Changing students' mindsets related to interpersonal relationships requires continued time and sustained reinforcement, especially within an ever-changing societal climate.</p>

<p>Sustained continuing professional learning opportunities need to be provided to teachers in how to embed social-emotional and academic support within classroom instruction, with emphasis on individual and small group conferences</p>	<p>The 2022-2023 New York City School Quality Guide Student Panorama Survey reflects the following responses related to Personal Attention and Support: Q.1: In how many of your classes, this school year, do YOU feel the following statement is true? My teachers...ask if I have everything that I need to succeed in their class. Favorable 59% Q.2: In how many of your classes, this school year, do YOU feel the following statement is true? My teachers...help me catch up if I am behind. Favorable 62% Q.3: In how many of your classes, this school year, do YOU feel the following statement is true? My teachers...notice if I have trouble learning something. Favorable 58% Q.4: In how many of your classes, this school year, do YOU feel the following statement is true? My teachers...give me specific suggestions about how I can improve my work in class. Favorable 62% down 17% from last survey Q.5: In how many of your classes, this school year, do YOU feel the following statement is true? My teachers...explain things a different way if I don't understand something in class. Favorable 63% Q.6: In how many of your classes, this school year, do YOU feel the following statement is true? My teachers...support me when I am upset. Favorable 49%</p>	<p>Health-related disruptions have impacted the school's ability to provide sustained professional learning opportunities for teachers and other support staff, while also delivering professional development related to other mandates and expectations.</p>
<p>There is a need to provide teachers sustained evidence-based professional learning opportunities from experts in how to authentically strengthen students' sense of confidence and well-being.</p>	<p>The 2022-2023 New York City School Quality Guide Student Panorama Survey reflects the following responses related to Social Emotional: Q.1: I know where to go at my school if I need additional support with my mental-health. Favorable 78% Q.2: During this school year, I have felt happy when learning. Favorable 68% Q.3: During this school year, I have felt safe when learning. Favorable 63% down 16% from last survey Q.4: During this school year, I have felt optimistic when learning. Favorable 57% down 15% from last survey Q.5: During this school year, I have felt bored when learning. Favorable 25% Q.6: During this school year, I have felt stressed out when learning. Favorable 37% Q.7: During this school year, I have felt worried when learning. Favorable 58% Q.8: There is time at school to talk about feelings and emotions. Favorable 57% The 2022-2023 New York City School Quality Guide Teacher Panorama Survey reflects the following responses related to Social-Emotional: Q.1: How many adults at this school...help students develop the skills they need to complete challenging coursework despite obstacles? Favorable: 79% down 12% from last survey Q.2: How many adults at this school...tell their students they believe they can achieve high academic standards? Favorable: 82% down 6% from last survey Q.3: How many adults at this school...teach students how to advocate for themselves? Favorable: 76% down 2% from last survey Q.4: How many adults at this school...recognize disruptive behavior as social-emotional learning opportunities? Favorable 73% down 5% from last survey</p>	<p>Students' social-emotional trauma that they experienced requires more time to heal through the services of professional experts.</p>
<p>There is a need to strengthen students' ability to self-regulate their emotions and demonstrate self-control.</p>	<p>The 2022-2023 New York City School Quality Guide Teacher Panorama Survey reflects the following responses related to Classroom Behavior: Q.3: How many students do their work when they're supposed to? Favorable 65% The 2022-2023 New York City School Quality Guide Teacher Panorama Survey reflects the following responses related to Social-Emotional: Q.1: How many adults at this school...help students develop the skills they need to complete challenging coursework despite obstacles? Favorable: 79% down 12% from last survey Q.2: How many adults at this school...tell their students they believe they can achieve high academic standards? Favorable: 82% down 6% from last survey Q.3: How many adults at this school...teach students how to advocate for themselves? Favorable: 76% down 2% from last survey Q.4: How many adults at this school...recognize disruptive behavior as social-emotional learning opportunities? Favorable 73% down 5% from last survey</p>	<p>Students had experienced long periods of unstructured time during previous years and are now facing established school rules and guidelines.</p>

<p>Students need extensive opportunities to engage in meaningful and respectful student to student academic discourse.</p>	<p>The 2022-2023 NYC School Quality Guide Teacher Panorama Survey reflect the following teachers' responses related to Quality of Student Discussion: Q.1: How many students in your classes... ..build on each other's ideas during class discussions? Favorable 47% Q.2: How many students in your classes... ..use data or text references to support their ideas? Favorable 50% Q.3: How many students in your classes... ..show that they respect each other's ideas? Favorable 68% Q.4: How many students in your classes... ..provide constructive feedback to their peers/teachers? Favorable 52% Q.5: How many students in your classes...participate in class discussions at some point? Favorable 65% The 2022-2023 NYC School Quality Guide Teacher Panorama Survey reflect the following teachers' responses related to Strong Core Instruction Q.1: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for... reading and writing experiences grounded in evidence from text, both literary and informational. [Social Studies] Favorable: 88% Q.2: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for... students to interact with complex grade-level text and tasks. [Social Studies] Favorable: 88% Q.3: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for... students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. [Social Studies] Favorable: 100% Q.4: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for... students to engage in meaningful discussion that critically examines topics that connect discussion that critically examines topics that connect to the daily lives of students. [Social Studies] Favorable: 100% Q.5: In planning my last instructional unit, I had the resources and tools I needed to include multiple resources and tools I needed for...teaching and practicing high-utility vocabulary words. [Social Studies] Favorable: 88% Q.6: In planning my last instructional unit, I had the resources and tools I needed to include multiple resources and tools for... focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning. [Social Studies] Favorable: 100% Q.7: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...reading and writing experiences grounded in evidence from text, both literary and informational. [Science] Favorable: 73% Q.8: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for... ..students to interact with complex grade-level text and tasks. [Science] Favorable: 82% Q.9: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. [Science] Favorable: 73% Q.10: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students. [Science] Favorable:73 % Q.11: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...teaching and practicing high-utility vocabulary words. [Science] Favorable 91% Q.12: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...creating coherent progressions within the standards from previous grades to current grade to build onto previous learning. [Science] Favorable:64% Q.13: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...reading and writing experiences grounded in evidence from text, both literary and informational. [ELA] Favorable: 81% Q.14: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for students to interact with complex grade-level text and tasks. [ELA] Favorable 88% Q.15: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. [ELA] Favorable: 100% Q.16: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for... students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students. [ELA] Favorable: 94% Q.17: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...teaching and practicing high-utility vocabulary words. [ELA] Favorable: 88% Q.18: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning. [ELA] Favorable: 100% The 2023-2024 Advance Dashboard Teacher Level MOTP Detail Report reflects the following: 41 teachers received at least 1 Effective/Highly Effective MOTP rating in component 1a. 36 teachers received at least 1 Effective/Highly Effective MOTP rating in component 1e. 41 teachers received at least 1 Effective/Highly Effective MOTP rating in component 2a. 42 teachers received at least 1 Effective/Highly Effective MOTP rating in component 2d. 32 teachers received at least 1 Effective/Highly Effective MOTP rating in component 3b. 35 teachers received at least 1 Effective/Highly Effective MOTP rating in component 3c. 33 teachers received at least 1 Effective/Highly Effective MOTP rating in component 3d.</p>	<p>Teachers have not had adequate resources to include ample opportunities for students to engage with texts and topics that are reflective of diverse, racial, cultural, and linguistic perspective.</p>
<p>The school needs to deepen its systems and structures to analyze data points related to safety to determine appropriate next steps in improve students' positive behaviors.</p>	<p>As of May 2024, the OORS Dashboard reflects the following: The top 5 incident locations are: 15 incidents in cafeteria; 17 incidents in school playground; 23 incidents in classrooms; 9 incidents in staircases; and 17 incidents with location blank/unknown. The top 5 incident codes are: 10 B24; 7 A24; 8 B36; 3 A22; and 3 B28. The top 3 hours that incidents occur are: 11 AM (16); 12 Noon (27); 1 PM (22)</p>	<p>The school has not fully utilized available data points related to safety.</p>

## **Priority 2**

**Directions:** After conducting a comprehensive needs assessment by analyzing school data trends, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs and the relevant systemwide focus areas **for physical and emotional safety** outlined below. Use the SMART Goal builder in iPlan for support in developing your goal.

### **Systemwide Focus Areas for Physical and Emotional Safety**

- Develop safety infrastructure and systems, including staff training, collaboration with external partners, and implementation of safety and security best practices
- Expand social emotional and mental health supports via restorative justice, Project Pivot, screeners, and other district or school-based initiatives (as applicable)
- Improve supports and outcomes for socially vulnerable student populations (Students in Temporary Housing, Students in Foster Care)
- Expand implementation of physical and mental wellness supports, including Physical and Health Education and related initiatives

## Priority 2 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	25%	By June 2025, the percent of students in grades 6-8 who respond favorably to the survey question/prompt #1, “: At this school students harass, bully, or intimidate other students” will increase by 35% students, from 25% to 60% students, as measured by the New York City School Quality Guide Student Panorama Survey.

## Priority 2 Progress Measures and Targets

**Directions:** It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
school-created student survey	percent of students in grades 6-8 who respond favorably to the survey question/prompt #1, "At this school students harass, bully, or intimidate other students"	spring 2023	25%	35%	45%	60%
n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a



## Priority 2 Action Plan

**Directions:** Identify the key strategy and progressive action steps your school will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the school.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g., expanded to reach a wider audience or refined for greater impact on students).

Note: Routine activities your school does every year should not be included.

Key Strategy:

Key Strategies
Restorative Justice
Cogenerative Dialogues

Root Cause Addressed:

Root Cause Addressed
Students had experienced long periods of unstructured time during previous years and are now facing established school rules and guidelines.
Changing students' mindsets related to interpersonal relationships requires continued time and sustained reinforcement, especially within an ever-changing societal climate.

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff.

**Action Steps**

<p>The school will leverage the expertise of CBOs to provide a visible supportive presence, during times that OORS data reflects incidents occur and at specific locations that OORS data reflects incidents occur. The ILT, school leaders, and other school personnel will develop and implement systems and structures, re-deploying appropriate personnel with specific assignments to ensure a full-school presence, with attention to time and location, using OORS data to drive safety decisions.</p>
<p>The ILT and school leaders will re-visit and revise relevant student handbook expectations and communicate them through student advisory classes and/or student/family town halls. Advisory classes will focus on safety and restorative justice practices to address harassment, bullying, and intimidation. Student surveys and interviews will be conducted to elicit students' perceptions about safety in the school, including bullying, intimidation, and harassment. Results will be shared with teachers and teacher teams. School leaders will review OORS data and share results with all school constituents to determine next appropriate steps, based on the OORS data.</p>
<p>Assistant Principal will schedule time in the middle school schedule for student advisory or leadership groups to help create dialogue opportunities for students to be able to communicate their needs, ideas, thoughts, and feelings with other students in order to build their capacity for respectful student to student discussion. Professional development cycles will be implemented, throughout the year, to strengthen the continued implementation of Cogenerative Dialogues, based on the professional work of Christopher Emdin's "For White Folks Who Teach in the hood...and the Rest of Y'all Too," building teachers' capacity, scaling up from the first teachers implementing them last year to all middle school teachers in this school year.</p>
<p>Teachers will receive professional development on how to provide dialogue opportunities and promote meaningful academic discourse that is culturally relevant, using a culturally responsive curriculum and culturally-responsive instructional practices that empower, recognize, and celebrate student voice, ownership and agency. The professional work of Zaretta Hammond's Culturally Responsive Teaching and the Brain and Gholdy Muhammad's Cultivating Genius will be used as resources. Administrators will leverage the Advance system for supervision and support to frequently monitor teachers' performance in planning, preparation, instructional delivery, and professional development and provide actionable feedback, next steps, and support with a lens on components 2a, 2d, 3b, and 3c. School leaders and teachers, including content area teachers, will engage in cyclical classroom visits to gauge the level of student engagement (peer to peer; peer to teacher) and rigorous, respectful discourse.</p>
<p>The ILT and school leaders will develop cycles of professional learning to support teachers and support staff to highlight respect for all and restorative justice practices to mitigate against bullying, harassment, or intimidation. Teacher teams and support personnel highlight and clarify relevant terminology, such as "reflective," towards a schoolwide normed understanding of terms, across all school constituents, to ensure effective communication among school constituents. Instructional Leadership Team will administer a teacher survey in grade teams, ascertaining the level of expertise, comfortability, and strength and weaknesses to determine which and how many teachers feel they "help students respectfully build on each other's ideas during class discussions" and embed social-emotional supports for students within academic instructional delivery.</p>
<p>The Safety Committee will have met at least 3 times to analyze school data related to safety (incidents and suspensions), including assessments of students' mental and physical well-being. Leveraging expertise of CBOs, the school partnership will provide ongoing professional training to support staff to develop and implement effective strategies related to student safety and well-being in school locations, other than classrooms.</p>

<p><b>Implementation Monitoring:</b></p> <p>Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.</p>	<p>Primary Structures for Implementation Monitoring Priority 2 include: Team meetings-Rolling agendas, minutes, and attendance are reviewed and feedback to SLT is provided by school leaders. Data-driven discussion protocols memorialize progress monitoring results. Stakeholder surveys/questionnaires/interviews are conducted to elicit multiple perspectives related to parent/family engagement. Stakeholder surveys/questionnaires/interviews are conducted to elicit multiple perspectives related to Equity and SEL initiatives. Weekly Supervisory Cabinet meetings include updates on Advance observations, with discussion of normed ratings, feedback, and supports provided to teachers. Priority 2 data to be collected and analyzed include the following (as applicable): OORS reports; student/parent/teacher surveys, questionnaires, interviews; Advance observation reports</p>
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<p><b>Implementation Progress Checks:</b> Use the most current data to assess whether your implementation of key strategies is on track, almost on track, or off track. Identify, using data points, what specific actions positively impacted the school's results and/or what challenges or barriers impacted the school's ability to achieve progress, and what necessary adjustments, if any, need to be made to the action plans based on the results for this period's progress. <b>Note: This section is for internal school/district use and will not be publicly posted.</b></p> <p><b>Progress Check 1: November</b></p>	<p>On track</p>
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<p><b>Date:</b></p>	<p>November 2024</p>
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<p><b>As evidenced by (be data-specific):</b></p>	<p>The school-created student survey reflects 37% of students in grades 6-8 who respond favorably to the survey question/prompt #1, "At this school students harass, bully, or intimidate other students." Between September-November 2024, key strategies that positively impacted the school's ability to achieve the desired results include: The school leveraged the expertise of CBOs to provide a visible supportive presence, during times that OORS data reflects incidents occur and at specific locations that OORS data reflects incidents occur. The ILT, school leaders, and other school personnel developed and implemented systems and structures, re-deploying appropriate personnel with specific assignments to ensure a full-school presence, with attention to time and location, using OORS data to drive safety decisions. The ILT and school leaders re-visited and revised relevant student handbook expectations and communicate them through student advisory classes and/or student/family town halls. Advisory classes focused on safety and restorative justice practices to address harassment, bullying, and intimidation. Student surveys and interviews were conducted to elicit students' perceptions about safety in the school, including bullying, intimidation, and harassment. Results will be shared with teachers and teacher teams. School leaders reviewed OORS data and share results with all school constituents to determine next appropriate steps, based on the OORS data. Assistant Principal scheduled time in the middle school schedule for student advisory or leadership groups to help create dialogue opportunities for students to be able to communicate their needs, ideas, thoughts, and feelings with other students in order to build their capacity for respectful student to student discussion. Professional development cycles were implemented, throughout the year, to strengthen the continued implementation of Cogenerative Dialogues, based on the professional work of Christopher Emdin's "For White Folks Who Teach in the hood...and the Rest of Y'all Too," building teachers' capacity, scaling up from the first teachers implementing them last year to all middle school teachers in this school year. Teachers received professional development on how to provide dialogue opportunities and promote meaningful academic discourse that is culturally relevant, using a culturally responsive curriculum and culturally-responsive instructional practices that empower, recognize, and celebrate student voice, ownership and agency. The professional works of Zaretta Hammond's Culturally Responsive Teaching and the Brain and Gholdy Muhammad's Cultivating Genius were used as resources. Administrators leveraged the Advance system for supervision and support to frequently monitor teachers' performance in planning, preparation, instructional delivery, and professional development and provide actionable feedback, next steps, and support with a lens on components 2a, 2d, 3b, and 3c. School leaders and teachers, including content area teachers, engaged in cyclical classroom visits to gauge the level of student engagement (peer to peer; peer to teacher) and rigorous, respectful discourse. The ILT and school leaders developed cycles of professional learning to support teachers and support staff to highlight respect for all and restorative justice practices to mitigate against bullying, harassment, or intimidation. Teacher teams and support personnel highlighted and clarified relevant terminology, such as "reflective," towards a schoolwide normed understanding of terms, across all school constituents, to ensure effective communication among school constituents. Instructional Leadership Team administered a 5-question teacher survey in grade teams, ascertaining the level of expertise, comfortability, and strength and weaknesses to determine which and how many teachers feel they "help students respectfully build on each other's ideas during class discussions" and embed social-emotional supports for students within academic instructional delivery. The Safety Committee met at least 3 times to analyze school data related to safety (incidents and suspensions), including assessments of students' mental and physical well-being. Leveraging expertise of CBOs, the school partnership provided ongoing professional training to support staff to develop and implement effective strategies related to student safety and well-being in school locations, other than classrooms.</p>
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<p>Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 1:</p>	<p>We will continue to monitor the CEP action steps for this priority with greater frequency. We will provide further professional development opportunities, based on differentiated teacher strengths and areas of need. The school will continue to progress monitor evidence of effort and evidence of impact throughout the year. No adjustments to the CEP action plan are needed at this time.</p>
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<p><b>Progress Check 2: February</b></p>	
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<p><b>Date:</b></p>	
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<p><b>As evidenced by (be data-specific):</b></p>	
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<p>Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 2:</p>	
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<p><b>Progress Check 3: June</b></p> <p>Period: March - May</p> <p>Progress Check Date: June</p>	
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<b>Date:</b>	
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<b>As evidenced by (be data-specific):</b>	
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## **Implementation Progress Check Reflection**

Use what was learned during Progress Check 3 to inform the following year's plan.

## Priority 2 Family and Community Engagement

### Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/10/2024	06/20/2025	Monthly Parent Workshops focused on strategies to support children's social-emotional development and well-being Monthly parent workshops, focusing on culturally relevant topics and skills related to respectful student to student discussion, respect for all, anti-bullying/harassment/intimidation, safety issues Monthly parent workshops will highlight correlating activities that parents and families can do at home, aligned to the practice of Cogenerative Dialogues	Roads to Success
09/10/2024	06/20/2025	Monthly Parent Newsletters focused on strategies to support children's social-emotional development and well-being Monthly parent newsletters to help families support their children's confidence and ability to engage with their classmates in collaborative activities and student to student discussion about real world culturally relevant topics.	Roads to Success

## Priority 2 Budget and Resources

<p><b>Budget and Resources</b></p> <p><b>Directions:</b> Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p><b>Human Resources</b></p>	parent coordinator, guidance personnel, STH Coordinator
<b>Instructional Resources</b>	instructional materials, consumable supplies, technology, as needed
<b>Schedule Adjustments</b>	n/a
<b>Other Resources Needed</b>	per session, per diem, training rate

# SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

## SECTION 5: PRIORITY 3 – ALL STUDENTS HAVE A HIGH-QUALITY ACADEMIC EXPERIENCE

### Priority 3 Needs and Root Causes

**Directions:** In completing this section, your SLT will engage in the steps listed below to inform the development of school goals and action plans for each of the system-wide priorities.

- Review multiple sources of feedback regarding data, practices, and resources to assess the school’s current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- 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 at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality Individualized Education Program. In the **iPlan Portal**, your school can identify up to three (3) goals for each Priority, if desired.

#### Priority Needs and Root Causes

**Directions:** After conducting your comprehensive needs assessment for this Priority 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)
<p>ELL students need to improve their writing to include expanded sentence structures, such as complex, compound, and compound-complex, beyond their writing of simple sentences.</p>	<p>As of September 20, 2024, the RLAT report reflects the following spring 2024 NYSESLAT results: There are 127 ELIGIBLE ELL students with scores spring 2024 The number of ELL students at the Commanding overall proficiency level is 0 students The number of ELL students at the Expanding overall proficiency level is 21 students The number of ELL students at the Transitioning overall proficiency level is 19 students The number of ELL students at the Emerging overall proficiency level is 42 students The number of ELL students at the Entering overall proficiency level is 45 students The highest raw score achieved in the writing modality was 012 out of maximum 012. “Commanding in Writing” BASELINE 5 eligible ELL students achieved 012 raw score in writing modality 5 eligible ELL students achieved 011 raw score in writing modality “Expanding in Writing” ZONE OF PROXIMAL DEVELOPMENT 3 eligible ELL students achieved 010 raw score in writing modality 2 eligible ELL students achieved 009 raw score in writing modality 6 eligible ELL students achieved 008 raw score in writing modality “Transitioning in Writing” 3 eligible ELL students achieved 007 raw score in writing modality 4 eligible ELL students achieved 006 raw score in writing modality “Emerging in Writing” 7 eligible ELL students achieved 005 raw score in writing modality 7 eligible ELL students achieved 004 raw score in writing modality 9 eligible ELL students achieved 003 raw score in writing modality “Entering in Writing” 12 eligible ELL students achieved 002 raw score in writing modality 13 eligible ELL students achieved 001 raw score in writing modality 51 eligible ELL students achieved 000 raw score in writing modality The spring 2023 NYSESLAT exam reflects that: For eligible ELLs with scores: 28 scored at Overall Proficiency level Expanding 5 scored at Overall Proficiency level Transitioning 27 scored at Overall Proficiency level Emerging 14 scored at Overall Proficiency level Entering 13 eligible ELL students scored between 011-012 raw score in the writing modality 7 eligible ELL students scored between 009-010 raw score in the writing modality 4 eligible ELL students scored 008 raw score in the writing modality The winter Mock NYSESLAT Writing Assessment reflects that: 76 ELL students scored Entering level in writing. 29 ELL students scored Emerging level in writing. 19 ELL students scored Transitioning level in writing. 18 ELL students scored Expanding level in writing. 1 ELL student scored Commanding level in writing.</p>	<p>Classroom teachers have not consistently and strategically been exposed to the elements of the NYSESLAT Writing Rubric in order to incorporate the elements in their lesson planning and classroom instruction.</p>



<p>There is a need to build ELL students' academic vocabulary and domain-specific terminology in non-fiction and fiction texts, across all content areas.</p>	<p>The 2022-2023 NYC School Quality Guide Teacher Panorama Survey reflect the following teachers' responses related to Strong Core Instruction: Q.29: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to interact with complex grade-level text and tasks. [English as a New Language (ENL)] Favorable 100% Q.30: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective. [English as a New Language (ENL)] Favorable 100%</p>	<p>Teachers, across grades, have not focused on the intentional, explicit, and direct instruction of Tier 2, Tier 3, and academic vocabulary within students' written work products.</p>
<p>Teachers need to broaden all students' academic and domain-specific vocabulary and mathematical terminology, especially for ELLs and SWIs,</p>	<p>Q.31: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students. [English as a New Language (ENL)] Favorable 100% Q.32: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...teaching and practicing high-utility vocabulary words. [English as a New Language (ENL)] Favorable 100% The 2022-2023 NYC School Quality Guide Teacher Panorama Survey reflect the following teachers' responses related to Cultural Awareness and Inclusive Classroom Instruction: Q.5: I am able to...design appropriate instruction that is matched to students' need (e.g. English language learners (ELLs) or Emergent Multilingual Learners (EMLLs) proficiency and students with disabilities). Favorable 90% down 4% from last survey</p>	<p>There has not been a consistent school-wide focus on intentional, direct instruction of math vocabulary, using evidence-based language and vocabulary acquisition methodologies.</p>
<p>The school needs to refine and strengthen the implementation of Tier 2 and Tier 3 Math Interventions, based on progress monitoring screener data.</p>	<p>Based on Items Skills Analysis spring 2024, spring 2024 NYS Math exam results reflect the following overall school-wide data: 164 students scored level 1 115 students scored level 2 73 students scored level 3 6 students scored level 4 79 students scored Level 3 and 4 combined spring 2024 NYS Math exam results reflect the following data, by grade: 20 3rd grade students scored level 1 21 3rd grade students scored level 2 12 3rd grade students scored level 3 0 3rd grade students scored level 4 21 4th grade students scored level 1 18 4th grade students scored level 2 14 4th grade students scored level 3 0 4th grade students scored level 4 33 5th grade students scored level 1 18 5th grade students scored level 2 14 5th grade students scored level 3 0 5th grade students scored level 4 31 6th grade students scored level 1 21 6th grade students scored level 2 17 6th grade students scored level 3 1 6th grade student scored level 4 25 7th grade students scored level 1 26 7th grade students scored level 2 12 7th grade students scored level 3 4 7th grade students scored level 4 62 8th grade students scored level 1 11 8th grade students scored level 2 4 8th grade students scored level 3 1 8th grade student scored level 4 The spring 2023 New York State Math exam reflects the following: All students- 23% proficiency ELLs-7% proficiency SWDs-4% proficiency STH-19% proficiency i-Ready EOY Math spring 2024 results: Overall-All students Level 1 257 students Level 2 125 students Level 3 67 students Level 4 4 students Level 3 and 4 71 students February 2024 MOY i-Ready Math Diagnostic Assessment results reflect the following: All Students Level 4: 1 student 0% Level 3: 65 students 14% Level 2: 113 students 24% Level 1: 301 students 63% General Education Students Level 4: 1 student 0% Level 3 58 students 23% Level 2 76 students 30% Level 1 117 students 46% IEP Students Level 4: 0 students 0% Level 3: 7 students 7% Level 2 18 students 19% Level 1: 72 students 74% ELL students Level 4: 0 students 0% Level 3: 1 student 1% Level 2: 21 students 15% Level 1: 117 students 84% ELL Students with IEPs Level 4: 0 students 0% Level 3: 1 student 13% Level 2: 2 students 25% Level 1: 5 students 63%</p>	<p>Tier 2 and Tier 3 Math Interventions have not been implemented consistently with fidelity.</p>
<p>Develop students' ability to unpack multistep procedures and solve math problems that are grounded in multi-culturally relevant real world contexts, within NYC Solves math curriculum and shifts</p>	<p>The 2022-2023 NYC School Quality Guide Teacher Panorama Survey reflect the following teachers' responses related to Strong Core Instruction: Q.19: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to interact with complex grade-level text and tasks. [Math] Favorable: 100% Q.20: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage with texts and tasks reflective of their diverse racial, cultural perspective. [Math] Favorable 78% Q.21: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students. [Math] Favorable: 100% Q.22: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...teaching and practicing high-utility vocabulary words. [Math] Favorable: 8100% Q.23: In planning my last instructional unit, I had the resources and tools I needed to include to include multiple opportunities for...focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning. [Math] Favorable 89%</p>	<p>Some classroom teachers demonstrated inconsistency in expertise in curriculum and needed additional professional development in math curriculum and Next Generation Standards in Mathematics</p>

## **Priority 3**

**Directions:** After conducting a comprehensive needs assessment by analyzing school data trends, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs and the relevant systemwide focus areas **for high-quality academics** outlined below. Use the SMART Goal builder in iPlan for support in developing your goal.

### **Systemwide Focus Areas for High Quality Academics**

- Strengthen mathematics instruction, including via screener administration and Multi-Tiered Systems of Support (MTSS)
- Increase school staff diversity and retention
- Ensure multilingual language learners (MLLs) are served and progressing in appropriate settings; expand bilingual programming and professional learning for educators who support MLLs
- Ensure students with disabilities are served and progressing in the least restrictive and most appropriate settings; improve delivery of mandated services and expand specialized programs
- Strengthen Early Childhood Education program utilization, quality, and ability to serve all students
- Create new programs/schools in response to community need; expand high quality seats
- Elevate arts and civics for a reimagined and more engaged student academic experience
- Ensure that Students in Temporary Housing (STH) access opportunities to receive tutoring and are purposefully engaged in new programs developed in the school.
- Elevate health and physical education and activities for a reimagined and engaged student academic experience promoting social, emotional, and physical wellness and wellbeing.

### Priority 3 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
English Language Learners (ELL)	13 students	By June 2025, the number of eligible ELLs who achieve between 011-012 raw score in the writing modality will increase by 11 eligible ELL students, from 10 eligible ELL student to 21 eligible ELL students, as measured by the NYSESLAT exam..
All Students	50	By June 2025, the number of all students who score at proficiency Levels 3 and 4 will increase by 50 students, from 71 students to 121 students, as measured by i-Ready Math Diagnostic Assessment.
All Students	301 students	By June 2025, the number of all students who score at 3 or more years below grade level (Level 1) Math Proficiency will decrease by 50 students, from 257 students to 207 students, as measured by i-Ready Math Diagnostic Assessment

## Priority 3 Progress Measures and Targets

**Directions:** It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
Mock NYSESLAT Writing Assessment	number of eligible ELLs in grades K-8 who score between 011-012 raw score (Commanding) in the writing modality	spring 2024	10 eligible ELL students	11 eligible ELL students	15 eligible ELL students	21 eligible ELL students
i-Ready Math Diagnostic Assessment	number of students in grades K-8 scoring at Proficiency levels 3 and 4 in math	spring 2024	71 students	81 students	101 students	121 students
i-Ready Math Diagnostic Assessment.	number of students in grades K-8 who score Level 1 Math Proficiency (3 or more years below grade level)	spring 2024	257 students	247 students	227 students	207 students

## Priority 3 Action Plan

**Directions:** Identify the key strategy and progressive action steps your school will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the school.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g., expanded to reach a wider audience or refined for greater impact on students).

Note: Routine activities your school does every year should not be included.

Key Strategy:

Key Strategies
Professional Learning Communities/Teacher Teams
Instructional Coaching/Mentoring

Root Cause Addressed:

Root Cause Addressed
Classroom teachers have not consistently and strategically been exposed to the elements of the NYSESLAT Writing Rubric in order to incorporate the elements in their lesson planning and classroom instruction.
Some classroom teachers demonstrated inconsistency in expertise in curriculum and needed additional professional development in math curriculum and Next Generation Standards in Mathematics.

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff.

Action Steps
Teachers will develop instructional resources for interventions and cycles of targeted instruction to ensure that missed content is covered in fall. Teacher teams review student work and math units of study to ensure all students have access to high quality rigorous instruction. Teacher teams will meet to identify and select culturally-relevant materials with real-world context to be used during math instruction. Professional development is delivered to teacher teams to strengthen lesson plans with math strategies that include multiple entry points for students. Teacher teams and school leaders will analyze progress monitoring i-Ready math data and plan for the implementation of appropriate tiered interventions, based on the i-Ready results three times, periodically, throughout the year. Professional development cycles will be delivered to teacher teams to strengthen lesson plans with math strategies that include multiple entry points for students.
Through professional development cycles, teacher teams will be trained to identify examples that reflect the culture, traditions and language(s) of ELLs when selecting differentiated supplemental and enrichment materials for math instruction. Through professional development cycles, teacher teams will be trained to identify examples that reflect the learning needs, IEP modifications, accommodations, and IEP goals of SWDs when selecting differentiated, supplemental and enrichment materials for math instruction.
School teams comprised of all math and ENL teachers meet and create a process to facilitate productive math discussions, with embedded evidence-based ELL strategies. School teams comprised of all math and special education teachers meet and create a process to facilitate productive math discussions, with embedded strategies, aligned to SWD students' IEPs. Student interviews will be conducted at least 3 times during the year to elicit students' perceptions and feedback related to math instruction, considering academic aspects, social-emotional support provided, and CRSE practices and materials, aligned to the 5 Pursuits from Gholdy Muhammad's work, Cultivating Genius. Principal and assistant principals will engage in i-Ready data reviews with the math team to assess student progress and support revision of instructional plans.
Provide professional development on the effective, strategic use of explicit and systematic instruction as a complement to strong core math instruction. Provide cycles of professional development to teachers on the planning and implementation of embedding social-emotional supports within math instruction, on a daily basis. Teachers will provide students with sufficient practice with feedback in order to promote automaticity of a problem-solving strategy. Math teacher team, principal, and assistant principals will review lesson plans to ensure that teachers are allotting time during independent work time for students to review work for errors after solving a math problem. Administrators will engage in i-Ready data reviews with the math team to assess student progress and support revision of instructional plans to support math educational planning.
At least 3 times during the year, school leaders and ENL teachers will administer and review ELL students' progress monitoring progress and performance through the lens of i-Ready assessment results, Acadience results, and Mock NYSESLAT Writing Assessment results (BOY, MOY, EOY). Based on these triangulated results, adjustments to instruction will be determined and implemented, including precise, targeted Tier 2 and Tier 3 MTSS interventions.

<p>School leaders will utilize the NYC DOE School Support Rubrics (Tier 2 and Tier 3) to share with staff and monitor the effectiveness of ELL policy and instructional delivery at the school. ENL teachers analyze results from fall progress monitoring writing assessments for ELLs to determine the next instructional focus and share findings with classroom teachers and school leaders. Based on deep dives into ELL students' progress, using the NYSESLAT writing rubric, professional development will be provided to teachers on how to incorporate the WITsi Sentence Tracker to support students' capacity to write complex sentences. Professional development cycles will be provided to all teachers to support the explicit focus on language acquisition and vocabulary development, using the Next Generation "Standard 6 Vocabulary/Language Acquisition Student Self-Reflection Form," giving students ownership related to their vocabulary development.</p>
<p>Classroom teachers will plan and incorporate language objectives, as well as content objectives, in daily lessons. Professional development cycles will be provided to all teachers, focusing on "ELLS GO TO STRATEGIES," to plan and implement differentiated classroom instruction for ELLs, based on their NYSESLAT scores in the 4 language modalities (listening, speaking reading, and writing), with particular attention to the writing modality. School leaders will leverage the Advance system of observation and support to provide ratings, actionable feedback, and differentiated professional support, through the lens of components 1a, 1e, and 3c. Monolingual teachers and ENL teachers will collaborate to compare and contrast the criteria of the NYSESLAT Writing Rubric and the HMH Writing Rubric and develop a school-created version that incorporates all criteria within one comprehensive writing rubric that will be used by all teachers, across classrooms, school-wide.</p>
<p>Professional development cycles will be provided to classroom teachers, with ENL teachers, and special education teachers, focusing on deepening understandings of NYSESLAT Writing Rubric criteria and determining specific, high leverage criteria as the priority focus for the year, such as complexity of language and quality of language. ENL teachers will utilize the Targets of Measurement (TOMs) to monitor and track ELL students' progress and performance and provide targeted Tier 2 and Tier 3 interventions. ENL teachers will collaborate and share ELL students' progress and performance with classroom teachers to ensure coherence and consistency between Tier 1 core instruction and Tier 2 and Tier 3 supportive interventions, on a weekly basis, throughout the year, making ongoing revisions and adjustments to units of study and daily lesson plans. To address the progress and performance gaps, based on current data for the cohort of students who are both ELLs and SWDs, professional development will be provided for all teachers, to explore the crosswalk between language and learning disabilities so that effective strategies may be planned and implemented to address the dual learning needs of this particular subgroup, within the broader ELL or SWD subgroups.</p>
<p>ENL teachers will collaborate with teacher teams to incorporate meaningful, real-world culturally-relevant materials, practices, and tasks on a daily basis, to promote equity, inclusion, and diversity, making necessary revisions, based on students' interest surveys and input from ongoing student interviews. Teacher teams will collaborate to develop grade band NYSESLAT writing assessment exemplars to use in classroom instruction and analyze them, using the NYSESLAT Writing Rubrics criteria. Grade-level Teacher Teams will unpack the progress monitoring writing assessments to understand the increasing cognitive demand of the assessments, across the grades. Grade-level Teacher Teams will conduct study groups, unpacking previous NYSED NYSESLAT writing assessments to determine consistent teaching points to address the NYSESLAT Writing Rubrics criteria.</p>
<p>Grade level teachers and special education teachers will engage in weekly professional learning on how to leverage individual SWD students' IEP annual goals in order to plan for appropriate adaptations to the delivery or methodology of Math instruction. Grade level teachers and ENL teachers will engage in weekly professional learning on how to leverage individual ELL students' NYSESLAT language proficiency in order to plan for appropriate adaptations to the delivery or methodology of Math instruction. Grade Level Teacher Teams will plan and implement explicit instruction of Tier 2 and domain-specific academic vocabulary on a daily basis. Teachers across content areas who "teach/share" ELL students will meet weekly to discuss common strategies to implement and reinforce and share students' progress and performance, using varied assessment, with NYSESLAT Writing Rubrics as the common lens.</p>

<p><b>Implementation Monitoring:</b></p> <p>Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.</p>	<p>Primary Structures for Implementation Monitoring for Priority 3 include the following: Monthly ILT (Instructional Leadership Team) meetings focus on updating status of CEP action plan activities for Priority 3, with successes, challenges, and next steps. Supervisory meetings focus on updating status of Advance Teacher MOTP ratings, feedback, support, and next steps. Weekly Teacher Team meetings focus on cycles of looking at student work, data inquiry, and collaborative pedagogical practices, with self-reflections and revisions to lesson planning and classroom instruction. Monthly School Leadership Team (SLT) meetings follow the NYC DOE recommended calendar of SLT activities and participate in shared analysis of the school's CEP progress monitoring for this priority. SLT agendas, sign sheets, minutes, and shared documents will be uploaded to the CEP. Rolling agendas, minutes, and attendance are reviewed and feedback to teacher teams is provided by school leaders. Teacher PD reflection forms are collected and results used to influence next PD steps. Data-driven discussion protocols memorialize progress monitoring results. Stakeholder surveys/questionnaires/interviews are conducted to elicit multiple perspectives related to math curriculum and instruction and English language proficiency. Priority 3 data to be collected and analyzed include the following (as applicable): i-Ready Math Diagnostic Assessments; Acadience Math Screeners; NYS Math exam results; Advance observation reports; teacher and staff PD surveys/questionnaires/reflections; core curriculum unit math assessments; NYSESLAT exam results; MOCK NYSESLAT writing assessments;</p>
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<p><b>Implementation Progress Checks:</b> Use the most current data to assess whether your implementation of key strategies is on track, almost on track, or off track. Identify, using data points, what specific actions positively impacted the school's results and/or what challenges or barriers impacted the school's ability to achieve progress, and what necessary adjustments, if any, need to be made to the action plans based on the results for this period's progress. <b>Note: This section is for internal school/district use and will not be publicly posted.</b></p> <p><b>Progress Check 1: November</b></p>	<p>Off track</p>
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<p><b>Date:</b></p>	<p>November 2024</p>
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As evidenced by (be data-specific):

i-Ready Math Boy results reflect that the school is on track to meet Progress Period 1 targets, as follows: 25 students scored proficient (mid or above grade level and early on grade level) (did not meet target) 188 students scored 3 or more years below grade level (exceeded target for Progress Period 1) The Mock NYSESLAT Writing Assessment results reflect 5 eligible ELLs in grades K-8 who scored between 011-012 raw score (Commanding) in the writing modality (did not meet target for Progress Period 1). Between September-November 2024, key strategies that impacted the school's ability to achieve some partial results include: Teachers developed instructional resources for interventions and cycles of targeted instruction to ensure that missed content is covered in fall. Teacher teams reviewed student work and math units of study to ensure all students have access to high quality rigorous instruction. Teacher teams met to identify and select culturally-relevant materials with real-world context to be used during math instruction. Professional development was delivered to teacher teams to strengthen lesson plans with math strategies that include multiple entry points for students. Teacher teams and school leaders analyzed progress monitoring i-Ready math data and planned for the implementation of appropriate tiered interventions, based on the i-Ready results. Professional development cycles were delivered to teacher teams to strengthen lesson plans with math strategies that include multiple entry points for students. Through professional development cycles, teacher teams were trained to identify examples that reflect the culture, traditions and language(s) of ELLs when selecting differentiated supplemental and enrichment materials for math instruction. Through professional development cycles, teacher teams were trained to identify examples that reflect the learning needs, IEP modifications, accommodations, and IEP goals of SWIs when selecting differentiated, supplemental and enrichment materials for math instruction. School teams comprised of all math and ENL teachers met and created a process to facilitate productive math discussions, with embedded evidence-based ELL strategies. School teams comprised of all math and special education teachers met and created a process to facilitate productive math discussions, with embedded strategies, aligned to SWI students' IEPs. Student interviews were conducted to elicit students' perceptions and feedback related to math instruction, considering academic aspects, social-emotional support provided, and CRSE practices and materials, aligned to the 5 Pursuits from Gholdy Muhammad's work, Cultivating Genius. Principal and assistant principals engaged in i-Ready data reviews with the math team to assess student progress and support revision of instructional plans. Professional development on the effective, strategic use of explicit and systematic instruction as a complement to strong core math instruction was provided. Cycles of professional development to teachers on the planning and implementation of embedding social-emotional supports within math instruction, on a daily basis were provided. Teachers provided students with sufficient practice with feedback in order to promote automaticity of a problem-solving strategy. Math teacher team, principal, and assistant principals reviewed lesson plans to ensure that teachers are allotting time during independent work time for students to review work for errors after solving a math problem. Administrators engaged in i-Ready data reviews with the math team to assess student progress and support revision of instructional plans to support math educational planning. School leaders and ENL teachers administered and reviewed ELL students' progress monitoring progress and performance through the lens of i-Ready assessment results, Acadience results, and Mock NYSESLAT Writing Assessment results. .Based on these triangulated results, adjustments to instruction were determined and implemented, including precise, targeted Tier 2 and Tier 3 MTSS interventions. School leaders utilized the NYC DOE School Support Rubrics (Tier 2 and Tier 3) to share with staff and monitored the effectiveness of ELL policy and instructional delivery at the school. ENL teachers analyzed results from fall progress monitoring writing assessments for ELLs to determine the next instructional focus and shared findings with classroom teachers and school leaders. Based on deep dives into ELL students' progress, using the NYSESLAT writing rubric, professional development was provided to teachers on how to incorporate the WITSi Sentence Tracker to support students' capacity to write complex sentences. Classroom teachers planned and incorporated language objectives, as well as content objectives, in daily lessons. Professional development cycles were provided to all teachers, focusing on "ELLS GO TO STRATEGIES," to plan and implement differentiated classroom instruction for ELLs, based on their NYSESLAT scores in the 4 language modalities (listening, speaking reading, and writing), with particular attention to the writing modality. School leaders leveraged the Advance system of observation and support to provide ratings, actionable feedback, and differentiated professional support, through the lens of components 1a, 1e, and 3c. Monolingual teachers and ENL teachers collaborated to compare and contrast the criteria of the NYSESLAT Writing Rubric and the HMH Writing Rubric and develop a school-created version that incorporates all criteria within one comprehensive writing rubric that will be used by all teachers, across classrooms, school-wide. Professional development cycles were provided to classroom teachers, with ENL teachers, and special education teachers, focusing on deepening understandings of NYSESLAT Writing Rubric criteria and determining specific, high leverage criteria as the priority focus for the year, such as complexity of language and quality of language. ENL teachers utilized the Targets of Measurement (TOMs) to monitor and track ELL students' progress and performance and provide targeted Tier 2 and Tier 3 interventions. ENL teachers collaborated and shared ELL students' progress and performance with classroom teachers to ensure coherence and consistency between Tier 1 core instruction and Tier 2 and Tier 3 supportive interventions, on a weekly basis, throughout the year, making ongoing revisions and adjustments to units of study and daily lesson plans. To address the progress and performance gaps, based on current data for the cohort of students who are both ELLs and SWIs, professional development was provided for all teachers, to explore the crosswalk between language and learning disabilities so that effective strategies may be planned and implemented to address the dual learning needs of this particular subgroup, within the broader ELL or SWI subgroups. ENL teachers collaborated with teacher teams to incorporate meaningful, real-world culturally-relevant materials, practices, and tasks on a daily basis, to promote equity, inclusion, and diversity, making necessary revisions, based on students' interest surveys and input from ongoing student interviews. Teacher teams collaborated to develop grade band NYSESLAT writing assessment exemplars to use in classroom instruction and analyze them, using the NYSESLAT Writing Rubrics criteria. Grade-level Teacher Teams unpacked the progress monitoring writing assessments to understand the increasing cognitive demand of the assessments, across the grades. Grade-level Teacher Teams conducted study groups, unpacking previous NYSED NYSESLAT writing assessments to determine consistent teaching points to address the NYSESLAT Writing Rubrics criteria. Grade level teachers and special education teachers engaged in weekly professional learning on how to leverage individual SWI students' IEP annual goals in order to plan for appropriate adaptations to the delivery or methodology of Math instruction. Grade level teachers and ENL teachers engaged in weekly professional learning on how to leverage individual ELL students' NYSESLAT language proficiency in order to plan for appropriate adaptations to the delivery or methodology of Math instruction. Grade Level Teacher Teams planned and implemented explicit instruction of Tier 2 and domain-specific academic vocabulary on a daily basis. Teachers across content areas who "teach/share" ELL students met weekly to discuss common strategies to implement and reinforce and share students' progress and performance, using varied assessment, with NYSESLAT Writing Rubrics as the common lens.

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<p>Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 1:</p>	<p>We will continue to monitor the CEP action steps for this priority with greater frequency. We will provide further professional development opportunities, based on differentiated teacher strengths and areas of need. The school will continue to progress monitor evidence of effort and evidence of impact throughout the year. No adjustments to the CEP action plan are needed at this time. Some classroom teachers demonstrated inconsistency in expertise in curriculum and needed additional professional development in curriculum and Next Generation Standards. New teachers require more individualized professional learning in the math curriculum and math practices.</p>
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<p><b>Progress Check 2: February</b></p>	
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<p><b>Date:</b></p>	
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<p><b>As evidenced by (be data-specific):</b></p>	
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<p>Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 2:</p>	
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<p><b>Progress Check 3: June</b>          Period: March - May          Progress Check Date: June</p>	
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<p><b>Date:</b></p>	
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<p><b>As evidenced by (be data-specific):</b></p>	
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## **Implementation Progress Check Reflection**

Use what was learned during Progress Check 3 to inform the following year's plan.

## Priority 3 Family and Community Engagement

### Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/10/2024	06/20/2025	monthly parent workshops and school wide events focusing on math instruction and Next Generation Standards in math	Roads to Success
09/10/2024	06/20/2025	monthly parent newsletters, highlighting strategies to support children's mathematical learning	Roads to Success
09/10/2024	06/20/2025	monthly parent workshops and school wide events focusing on English language proficiency	Roads to Success

### Priority 3 Budget and Resources

<p><b>Budget and Resources</b></p> <p><b>Directions:</b> Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p><b>Human Resources</b></p>	<p>Instructional Coach, Consultants, Parent Coordinator</p>
<p><b>Instructional Resources</b></p>	<p>consumable supplies, instructional materials, technology, as needed</p>
<p><b>Schedule Adjustments</b></p>	<p>n/a</p>
<p><b>Other Resources Needed</b></p>	<p>Per Session, Per Diem, Training Rate</p>

## SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

### SECTION 5: PRIORITY 4 – ALL STUDENTS GRADUATE COLLEGE AND CAREER READY AND HAVE A STRONG PLAN AND PATHWAY TO ECONOMIC SECURITY

#### **Priority 4 Needs and Root Causes**

**Directions:** In completing this section, your SLT will engage in the steps listed below to inform the development of school goals and action plans for each of the system-wide priorities.

- Review multiple sources of feedback regarding data, practices, and resources to assess the school’s current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- 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 at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality Individualized Education Program. In the **iPlan Portal**, your school can identify up to three (3) goals for each Priority, if desired.

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

**Directions:** After conducting your comprehensive needs assessment for this Priority 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)
<p>The school needs to provide a school-wide initiative that supports students at all grade levels the opportunity to develop age-appropriate career plans.</p>	<p>The 2022-2023 New York City School Quality Guide Parent Panorama Survey reflects the following responses related to Additional Survey Questions: Q22: "This school helps to prepare my child for college, career, and success in life after high school." Favorable 97% Q 23: "This school provides resources to me and my child to prepare my child for college, career, and success in life after high school." Favorable 94%</p>	<p>The school has not historically provided for a school-wide approach for students to engage in developing personalized career plans.</p>
<p>The school needs to expand the resources that are provided to students and their families to prepare the children for college, career, and success in life after high school.</p>	<p>The 2022-2023 New York City School Quality Guide Teacher Panorama Survey reflects the following responses related to Additional Survey Questions: Q1: "I am able to teach students skills about financial literacy, including earning, saving, and spending." Favorable 69% The 2022-2023 NYC DOE School Quality Guide Teachers Panorama Survey, related to Guidance reflects the following responses: Q.1: It's a priority at this school that adults... ..provide students with guidance on the high school application process. Favorable 79% Q.2: It's a priority at this school that adults... ..provide families with guidance on the high school application process. Favorable 78% Q.3: It's a priority at this school that adults... provide students with opportunities to learn about different career paths. Favorable 76%</p>	<p>Historically, College and Career Readiness has not been prioritized as an immediate priority for elementary school children.</p>
<p>The school needs to expand opportunities for training teachers to plan and incorporate the implementation of instruction that focuses on grade-appropriate financial literacy skills to support students' financial literacy skills.</p>	<p>The 2022-2023 New York City School Quality Guide Student Panorama Survey reflects the following responses related to Additional Survey Questions: Q6: "Adults at this school teach me important skills about money, like earning it, saving it, and spending it wisely." Favorable 57% Q 12: "At this school, I have the opportunity to learn about different careers to help me think about my future." Favorable 70% The 2022-2023 New York City School Quality Guide Student Panorama Survey reflects the following responses related to Guidance: Q1: "This school provides me with guidance on the high school application process." Favorable 77% Q2: "This school provides my family with guidance on the high school application process." Favorable 74%</p>	<p>The competing demands for instructional priorities of literacy and math have limited the opportunity to incorporate financial literacy skills within existing mandated curricula.</p>

## **Priority 4**

**Directions:** After conducting a comprehensive needs assessment by analyzing school data trends, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs and the relevant systemwide focus areas for **college and career readiness** outlined below. Use the SMART Goal builder in iPlan for support in developing your goal.

### **Systemwide Focus Areas for College and Career Readiness**

- Expand career pathways and work-based learning, opportunities for early college credit and industry credentials, and college/career advising and awareness, including via the Career Readiness Modern Youth Apprenticeship and FutureReadyNYC (as applicable)
- Schools serving students in early childhood, elementary, and middle school settings should consider how they expose students to and prepare them for advanced (Regents-level) coursework, Specialized High School Admission Test (SHSAT) preparation, college awareness, career studies, etc.
- Ensure the implementation of specialized support programs tailored for students in foster care, addressing their unique educational needs and challenges.

### **Priority 4 SMART Goal(s)**

Target Population	Baseline Data	SMART Goal
All Students	0%	By June 2025, at least 75% of all students, with the support of teachers, guidance personnel, and families, will initiate, develop, revise, and progress monitor individualized NYSED Career Plans, including translated versions for MLL/ELL students/families, as measured by school-created NYSED Career Plan Tracker.

## Priority 4 Progress Measures and Targets

**Directions:** It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets				
		Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
school-created NYSED Career Plan Tracker	% of students who initiate, develop, revise, and progress monitor individualized NYSED Career Plans	Spring 2024	0% of students who have initiated, developed, revised, and progress monitored individualized NYSED Career Plans	25%	50%	75%
n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a



## Priority 4 Action Plan

**Directions:** Identify the key strategy and progressive action steps your school will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the school.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g., expanded to reach a wider audience or refined for greater impact on students).

Note: Routine activities your school does every year should not be included.

Key Strategy:

Key Strategies
Student Empowerment through CRSE Practices
n/a

Root Cause Addressed:

Root Cause Addressed
The school has not historically provided for a school-wide approach for students to engage in developing personalized career plans.
n/a

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff.

Action Steps
Teacher teams will develop student interest surveys. Teacher surveys will be administered to gauge teachers' abilities and interest in teaching enrichment clubs. The school will administer student interest surveys at least 2 times per year and results will be analyzed and shared with stakeholders to determine possible CCCR-focused enrichment clubs (for lunch time, after-school, during the day), based on the student interest surveys. (Cooking Club, Coding Club, Environmental Club, Art Club, Sewing/Knitting/Crocheting Club, Robotics Club, Makers Club, STEAM Club, Athletic Club, Gardening Club, Health Club, Equity Club, Journalism Club, Poetry Club, Book Club, etc.)
Clubs will be created that connect students to interests they already know they have AND clubs will be created that connect students to interests they don't know they have yet. School leaders, teacher teams, and coaches will collaboratively develop a CCCR-"Look Fors" checklist to be utilized during collegial walkthroughs and teacher to teacher classroom intervisitations. Teacher teams will collaboratively determine best evidence-based CCCR practices, materials, and assessments already in place. Teacher teams will review Career and Technical Education curricula to backwards plan vertically-designed CCCR skill progressions and prioritize 1-2 for implementation per year.
School leaders provide ongoing opportunities to engage all stakeholders, elevating their voice and input related to learning materials and activities needed for robust, culturally-relevant CCCR units of study (various forums, such as SLT meetings, Town Halls, ILT meetings, teacher team meetings, student interviews, family/student/teacher/paraprofessional questionnaires). School Leadership Committee members (including all constituencies) will engage in sub-committees to develop broad, comprehensive parent engagement plans. Career Fairs will be implemented throughout the year.
The school will plan and implement Career-oriented assembly series and class visits with guest speakers The school will plan and implement a monthly guest speaker series highlighting diverse careers. Work place tours will provide opportunities for career exposure. Partnerships with diverse range of community businesses will be leveraged.
Guidance personnel will initiate, support, and progress monitor individualized NYSED Career Plans with students and their families (see downloaded templates), including translated versions for MLL/ELL students/families Professional development workshops will be conducted on a monthly basis to support teachers in providing appropriate CCCR-related strategies within the classroom learning environment, on a daily basis. SLT will meet monthly to progress monitor the successes and challenges related to the CCCR action plan and collaboratively determine possible revisions to the CEP. Minutes, agendas, and sign sheets will be uploaded in the CEP

<p>Implementation Monitoring:</p> <p>Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.</p>	<p>Primary Structures for Implementation Monitoring Priority 4 include: Team meetings-Rolling agendas, minutes, and attendance are reviewed and feedback to teacher teams is provided by school leaders. Teacher PD reflection forms are collected and results used to influence next PD steps. Data-driven discussion protocols memorialize progress monitoring results. Weekly Supervisory Cabinet meetings include updates on Advance observations, with discussion of normed ratings, feedback, and supports provided to teachers. Stakeholder surveys/questionnaires/interviews are conducted to elicit multiple perspectives related to Priority 4 CCCR initiatives. Priority 4 data to be collected and analyzed include the following (as applicable): Advance observation reports; teacher and staff PD surveys/questionnaires/reflections; Individualized student NYS Career Plans; school-created NYS Career Plan Tracker reports; school-created CCCR Initiatives/Activities/Events Tracker</p>
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<p><b>Implementation Progress Checks:</b> Use the most current data to assess whether your implementation of key strategies is on track, almost on track, or off track. Identify, using data points, what specific actions positively impacted the school's results and/or what challenges or barriers impacted the school's ability to achieve progress, and what necessary adjustments, if any, need to be made to the action plans based on the results for this period's progress. <b>Note: This section is for internal school/district use and will not be publicly posted.</b></p> <p><b>Progress Check 1: November</b></p>	<p>On track</p>
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<p><b>Date:</b></p>	<p>November 2024</p>
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<p><b>As evidenced by (be data-specific):</b></p>	<p>The school-created NYSED Career Plan Tracker reflects 25% of students who initiate, develop, revise, and progress monitor individualized NYSED Career Plans. (met target for Progress Period 1) Between September-November 2024, key strategies that positively impacted the school's ability to achieve the desired results include: Teacher teams developed student interest surveys. Teacher surveys were administered to gauge teachers' abilities and interest in teaching enrichment clubs. The school administered student interest surveys at least 2 times per year and results will be analyzed and shared with stakeholders to determine possible CCCR-focused enrichment clubs (for lunch time, after-school, during the day), based on the student interest surveys. (Cooking Club, Coding Club, Environmental Club, Art Club, Sewing/Knitting/Crocheting Club, Robotics Club, Makers Club, STEAM Club, Athletic Club, Gardening Club, Health Club, Equity Club, Journalism Club, Poetry Club, Book Club, etc.) Clubs were created that connect students to interests they already know they have AND clubs were created that connect students to interests they don't know they have yet. School leaders, teacher teams, and coaches collaboratively developed a CCCR-"Look Fors" checklist to be utilized during collegial walkthroughs and teacher to teacher classroom intervisitations. Teacher teams collaboratively determined best evidence-based CCCR practices, materials, and assessments already in place. Teacher teams reviewed Career and Technical Education curricula to backwards plan vertically-designed CCCR skill progressions and prioritize 1-2 for implementation per year. School leaders provided ongoing opportunities to engage all stakeholders, elevating their voice and input related to learning materials and activities needed for robust, culturally-relevant CCCR units of study (various forums, such as SLT meetings, Town Halls, ILT meetings, teacher team meetings, student interviews, family/student/teacher/paraprofessional questionnaires). School Leadership Committee members (including all constituencies) engaged in sub-committees to develop broad, comprehensive parent engagement plans. Career Fairs were implemented. The school planned and implemented Career-oriented assembly series and class visits with guest speakers The school planned and implemented a monthly guest speaker series highlighting diverse careers. Work place tours provided opportunities for career exposure. Partnerships with diverse range of community businesses will be leveraged. Guidance personnel initiated, supported, and progress monitored individualized NYSED Career Plans with students and their families (see downloaded templates), including translated versions for MLL/ELL students/families Professional development workshops were conducted to support teachers in providing appropriate CCCR-related strategies within the classroom learning environment, on a daily basis. SLT met monthly to progress monitor the successes and challenges related to the CCCR action plan and collaboratively determine possible revisions to the CEP. Minutes, agendas, and sign sheets were uploaded in the CEP.</p>
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<p>Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 1:</p>	<p>We will continue to monitor the CEP action steps for this priority with greater frequency. We will provide further professional development opportunities, based on differentiated teacher strengths and areas of need. The school will continue to progress monitor evidence of effort and evidence of impact throughout the year. No adjustments to the CEP action plan are needed at this time.</p>
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<p><b>Progress Check 2: February</b></p>	
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<p><b>Date:</b></p>	
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<b>As evidenced by (be data-specific):</b>	
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Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 2:	
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<b>Progress Check 3: June</b> Period: March - May Progress Check Date: June	
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<b>Date:</b>	
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<b>As evidenced by (be data-specific):</b>	
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## **Implementation Progress Check Reflection**

Use what was learned during Progress Check 3 to inform the following year's plan.

## Priority 4 Family and Community Engagement

### Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/10/2024	06/20/2025	monthly parent/family workshops focused on CCCR expectations and STEAM units of study	Roads to Success
09/10/2024	06/20/2025	at least 2 CCCR Learning Fairs (one per semester) for students and their families	Roads to Success

## Priority 4 Budget and Resources

<p><b>Budget and Resources</b></p> <p><b>Directions:</b> Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p><b>Human Resources</b></p>	<p>Guidance Personnel, Parent Coordinator</p>
<p><b>Instructional Resources</b></p>	<p>instructional materials, consumable supplies, technology, as needed</p>
<p><b>Schedule Adjustments</b></p>	<p>n/a</p>
<p><b>Other Resources Needed</b></p>	<p>per session, per diem, training rate</p>

## SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

### SECTION 5: PRIORITY 5 – ALL DISTRICTS AND SCHOOLS ARE MORE INCLUSIVE AND RESPONSIVE FOR PARENTS AND FAMILIES, INCLUDING HAVING MORE FAMILIES CHOOSE NYC PUBLIC SCHOOLS

#### **Priority 5 Needs and Root Causes**

**Directions:** In completing this section, your SLT will engage in the steps listed below to inform the development of school goals and action plans for each of the system-wide priorities.

- Review multiple sources of feedback regarding data, practices, and resources to assess the school’s current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- 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 at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality Individualized Education Program. In the **iPlan Portal**, your school can identify up to three (3) goals for each Priority, if desired.

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

**Directions:** After conducting your comprehensive needs assessment for this Priority 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)
<p>The school needs to plan and implement systems and structures for monitoring effective communication between school staff and families.</p>	<p>The 2022-2023 New York City School Quality Guide Parent Panorama Survey reflects the following responses related to Parent Involvement: Q.2: Since the beginning of the school year, how often have you...seen your child’s projects, artwork, homework, tests, or quizzes? Favorable 97% Q.3: During the school year, have you...attended a general school meeting or school event (virtually or in-person)? Favorable 98% The 2022-2023 New York City School Quality Guide Parent Panorama Survey reflects the following responses related to Outreach to Parents:: Q1: School staff regularly communicate with me about how I can help my child learn.” Favorable 96% The 2022-2023 New York City School Quality Guide Teacher Panorama Survey reflects the following responses related to Outreach to Parents: Q.2: At this school... teachers work closely with families to meet students' needs. Favorable: 97% Q.3: At this school...school staff regularly communicate with parents/guardians about how parents/guardians can help students learn. Favorable: 94%</p>	<p>Accountability and progress monitoring of school-family communication had not been prioritized.</p>
<p>Teachers need to highlight students’ progress and performance during parent-teacher interactions on a consistent, ongoing basis.</p>	<p>The 2022-2023 New York City School Quality Guide Parent Panorama Survey reflects the following responses related to Outreach to Parents:: Q1: School staff regularly communicate with me about how I can help my child learn.” Favorable 96% The 2022-2023 New York City School Quality Guide Teacher Panorama Survey reflects the following responses related to Outreach to Parents: Q.2: At this school...teachers work closely with families to meet students' needs. Favorable: 97%</p>	<p>Outreach to and communication with some parents and families have been limited due to individual, personal family circumstances</p>
<p>The school needs to develop effective strategies to increase the percentage of parents who attend general school meetings or school events (virtually or in-person).</p>	<p>As of April 2024, the 2023-2024 Parent Coordinator Activity Report reflects the following: Number of Parents Attending Parent Workshops was 431 Number of Parent Workshops conducted was 32 Number of Parents Attending Parent Teacher Conferences was 505</p>	<p>Health-related disruptions and challenging family circumstances have continued as competing demands that parents face.</p>



## **Priority 5**

**Directions:** After conducting a comprehensive needs assessment by analyzing the school data, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs and the relevant systemwide focus areas **for parent, family, community and system responsiveness** outlined below. Use the SMART Goal builder in iPlan for support in developing your goal.

### **Focus Areas for System Responsiveness to Parents, Families and Communities**

- Ensure more families choose NYC Public Schools by deeply engaging with families to understand their needs and planning new and high-quality programs
- Build community trust and bolster engagement, including via improved language access and increased family engagement and participation
- Implement and lead strategies that support and increase Minority and Women Owned Business Enterprises (MWBE) utilization

## Priority 5 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
Parents of All Students	96%	By June 2025, the percent of favorable parent responses to Outreach to Parents prompt # 1, "School staff regularly communicate with me about how I can help my child learn" will increase 3%, from 96% to 99%, as measured by NYC DOE School Quality Guide Panorama Parent Survey.

## Priority 5 Progress Measures and Targets

**Directions:** It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
school-created parent survey	percent of favorable parent responses to Outreach to Parents prompt # 1, "School staff regularly communicate with me about how I can help my child learn,"	Spring 2023	96%	95%	97%	99%
n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a

## Priority 5 Action Plan

**Directions:** Identify the key strategy and progressive action steps your school will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the school.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g., expanded to reach a wider audience or refined for greater impact on students).

Note: Routine activities your school does every year should not be included.

Key Strategy:

Key Strategies
Family Engagement and Empowerment
n/a

Root Cause Addressed:

Root Cause Addressed
Outreach to and communication with some parents and families have been limited due to individual, personal family circumstances
n/a

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff.

Action Steps
SLT sub-committee will highlight the need to strengthen family empowerment and engagement by incorporating monthly updates on SLT agendas, with successes, challenges, and next steps. School leaders, parent coordinator, and PTA/PA leaders will create a Summit committee to explore and deepen understanding about parent participation in school-wide events/meetings to develop strategies to improve parents' engagement and participation in school-wide events/meetings.
Parent coordinator will leverage NYC DOE and district resources to support the school's family empowerment initiatives. Parent coordinator and key family empowerment committee members will conduct a series of family surveys and questionnaires to continually elicit and monitor parent input and feedback, related to improving family engagement, including the use of translation and interpretation services in the languages represented in the school community.
SLT members and other stakeholders will reflect and evaluate the effectiveness of the action plan activities related to redesigning the system to be more inclusive and responsive to families and incorporate feedback and input and plan revisions, as deemed necessary by consensus of constituents. Agendas for school-wide events/meetings will include at least one strongly-correlated celebration of students' achievements related to academics and culturally-relevant topics.
School-wide events/meetings will feature students and parents to serve as presenters, not just as attendees. School-wide meetings will be scheduled to coincide with student performances, celebrations, and/or showcases of students' learning.
School will offer a range of incentives to increase parent participation and attendance at school-wide meetings and events. School will leverage an assets-based approach through the school's effective messaging apps, website, newsletter, social media platforms to advertise meetings and events, with advance notification and timely reminders.
Monthly calendar of planned events will be developed and shared with the school community in multiple languages and schedules of events that are responsive to families' schedules. Meetings will be recorded for families who cannot attend to access information at their convenience.
SLT members and other stakeholders will reflect and evaluate the effectiveness of the action plan activities related to redesigning the system to be more inclusive and responsive to families and incorporate feedback and input towards the development of the CEP for 2025-2026. Documentation will be uploaded to the SLT Implementation section of the CEP on a monthly basis.
SLT members and other stakeholders will collaborate to plan family events to be included in the next school year.

<p>Implementation Monitoring:</p> <p>Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.</p>	<p>Primary Structures for Implementation Monitoring Priority 5 include: Meetings-Rolling agendas, minutes, and attendance are reviewed and feedback to SLT is provided by school leaders. Data-driven discussion protocols memorialize progress monitoring results. Stakeholder surveys/questionnaires/interviews are conducted to elicit multiple perspectives related to parent/family engagement. Parent Coordinator Activity Report (PCAR) and parent workshop attendance results are reviewed and shared with PTA and SLT to determine next steps. Priority 5 data to be collected and analyzed include the following (as applicable): Parent Coordinator Activity Report; parent workshop/meetings/events attendance; parent/family surveys, questionnaires, interviews; teachers' parent/family engagement logs</p>
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<p><b>Implementation Progress Checks:</b> Use the most current data to assess whether your implementation of key strategies is on track, almost on track, or off track. Identify, using data points, what specific actions positively impacted the school's results and/or what challenges or barriers impacted the school's ability to achieve progress, and what necessary adjustments, if any, need to be made to the action plans based on the results for this period's progress. <b>Note: This section is for internal school/district use and will not be publicly posted.</b></p> <p><b>Progress Check 1: November</b></p>	<p>On track</p>
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<p><b>Date:</b></p>	<p>November 2024</p>
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<p><b>As evidenced by (be data-specific):</b></p>	<p>The school-created parent survey reflected 95% favorable parent responses to Outreach to Parents prompt # 1, "School staff regularly communicate with me about how I can help my child learn." (met target for progress period 1) Between September-November 2024, key strategies that positively impacted the school's ability to achieve the desired results include: Rolling agendas, minutes, and attendance were reviewed and feedback to SLT was provided by school leaders. Data-driven discussion protocols memorialized progress monitoring results. Stakeholder surveys/questionnaires/interviews were conducted to elicit multiple perspectives related to parent/family engagement. Parent Coordinator Activity Report (PCAR) and parent workshop attendance results were reviewed and shared with PTA and SLT to determine next steps. SLT sub-committee highlighted the need to strengthen family empowerment and engagement by incorporating monthly updates on SLT agendas, with successes, challenges, and next steps. School leaders, parent coordinator, and PTA/PA leaders created a Summit committee to explore and deepen understanding about parent participation in school-wide events/meetings to develop strategies to improve parents' engagement and participation in school-wide events/meetings. Parent coordinator leveraged NYC DOE and district resources to support the school's family empowerment initiatives. Parent coordinator and key family empowerment committee members conducted a series of family surveys and questionnaires to continually elicit and monitor parent input and feedback, related to improving family engagement, including the use of translation and interpretation services in the languages represented in the school community. SLT members and other stakeholders reflected and evaluated the effectiveness of the action plan activities related to redesigning the system to be more inclusive and responsive to families and incorporate feedback and input and plan revisions, as deemed necessary by consensus of constituents. Agendas for school-wide events/meetings included at least one strongly-correlated celebration of students' achievements related to academics and culturally-relevant topics. School-wide events/meetings featured students and parents to serve as presenters, not just as attendees. School-wide meetings were scheduled to coincide with student performances, celebrations, and/or showcases of students' learning. School offered a range of incentives to increase parent participation and attendance at school-wide meetings and events. School leveraged an assets-based approach through the school's effective messaging apps, website, newsletter, social media platforms to advertise meetings and events, with advance notification and timely reminders. Monthly calendar of planned events were developed and shared with the school community in multiple languages and schedules of events that are responsive to families' schedules. Meetings were recorded for families who cannot attend to access information at their convenience. SLT members and other stakeholders reflected and evaluated the effectiveness of the action plan activities related to redesigning the system to be more inclusive and responsive to families and incorporate feedback and input towards possible revisions to CEP 24-25 and to the development of the CEP 2025-2026. Documentation was uploaded to the SLT Implementation section of the CEP on a monthly basis. SLT members and other stakeholders collaborated to plan family events to be included during the school year and next school year.</p>
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<p>Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 1:</p>	<p>We will continue to monitor the CEP action steps for this priority with greater frequency. We will provide further professional development opportunities, based on differentiated teacher strengths and areas of need. The school will continue to progress monitor evidence of effort and evidence of impact throughout the year. No adjustments to the CEP action plan are needed at this time.</p>
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<p><b>Progress Check 2: February</b></p>	
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<p><b>Date:</b></p>	
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<b>As evidenced by (be data-specific):</b>	
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Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 2:	
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<b>Progress Check 3: June</b> Period: March - May Progress Check Date: June	
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<b>Date:</b>	
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<b>As evidenced by (be data-specific):</b>	
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## **Implementation Progress Check Reflection**

Use what was learned during Progress Check 3 to inform the following year's plan.

## Priority 5 Family and Community Engagement

### Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/10/2024	06/20/2025	monthly family workshops will be provided, based on parent interest surveys	Roads to Success
09/10/2024	06/20/2025	monthly parent newsletters will be distributed through a variety of formats to reach maximum number of families	Roads to Success



## Priority 5 Budget and Resources

<p><b>Budget and Resources</b></p> <p><b>Directions:</b> Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p><b>Human Resources</b></p>	<p>Parent Coordinator</p>
<p><b>Instructional Resources</b></p>	<p>instructional materials, consumable supplies, technology, as needed</p>
<p><b>Schedule Adjustments</b></p>	<p>n/a</p>
<p><b>Other Resources Needed</b></p>	<p>Per Session, Per Diem, Training Rate</p>

# SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

## SECTION 5: CHRONIC ABSENTEEISM

### **Chronic Absenteeism Needs and Root Causes**

**Directions:** In completing this section, your SLT will engage in the steps listed below to inform the development of school goals and action plans for each of the system-wide priorities.

- Review multiple sources of feedback regarding data, practices, and resources to assess the school’s current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- 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 at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality Individualized Education Program. In the **iPlan Portal**, your school can identify up to three (3) goals for each Priority, if desired.

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

**Directions:** After conducting your comprehensive needs assessment for this Priority 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)
<p>Students experiencing traumatic stress, including but not limited to anxiety, cognitive, emotional and physical due to housing or family related circumstances, require expert guidance and support to help them cope and address their issues and focus on their academic learning.</p>	<p>As of May 2024, Insight Portal reflects the following: Chronic Absenteeism for All Students - 36% (212 Students out of 583) Chronic Absenteeism for English Language Learners - 37% (66 Students out of 179) Chronic Absenteeism for SWDs- 37% (47 Students out of 126) Chronic Absenteeism for STH-44% (92 students out of 207) Chronic Absenteeism for STH students - 38% (77 Students) As of May 2024, Insight Portal reflects the following: At-Risk Chronic Absenteeism for All Students - 7% At-Risk Chronic Absenteeism for English Language Learners - 7% At-Risk Chronic Absenteeism for SWDs- 3% At-Risk Chronic Absenteeism for STH-9% At-Risk Chronic Absenteeism for STH students - 9%</p>	<p>Students and their families have experienced disproportionately high levels of stress, anxiety, illness, and change in student body make-up with increased new arrival students in temporary housing and have not had access to adequate resources in the community to enable students and their families to focus on their academic learning.</p>
<p>Students will learn techniques of personal responsibility and consistent attendance, using multi-tiered systems for support and clear expectations / criteria for success.</p>	<p>As of April 2024, ATS Attendance reports reflect the following YTD Attendance by grade: YTD School - 87.50% YDT PK - 87.59% (51 Students) YTD OK - 85.27% (43 Students) YDT 01 - 85.62% (42 Students) YDT 02 - 86.33% (45 Students) YDT 03 - 87.91% (55 Students) YDT 04 - 88.98% (56 Students) YDT 05 - 88.83% (67 Students) YDT 06 - 88.59% (75 Students) YDT 07 - 87.40% (73 Students) YDT 08 - 88.05% (81 Students)</p>	<p>There have been limited opportunities for staff to communicate sustained, authentic opportunities based on the Attendance Multi-Tiered Support System and Ladder of Referral to maximize students' opportunities for students to take accountability of their own attendance.</p>
<p>Ongoing professional development needs to be offered to teachers to promote positive ways to help students cope with stress, and the ways to prevent and address it, especially for students living in temporary housing situations.</p>	<p>As of May 2024, Insight Portal reflects the following YTD Attendance by subgroup: YTD All Students -88% TYD attendance rate for English Language Learners - 88% YTD attendance rate for SWDS - 88% YTD attendance rate for STH - 85%</p>	<p>Teachers have not received sufficient training in helping students cope or provide resources to families with related stresses that continue to impact their learning from living in temporary housing situations.</p>

## **Chronic Absenteeism**

**Directions:** After conducting a comprehensive needs assessment by analyzing the school data, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal aligned to our systemwide focus on **reducing Chronic Absenteeism**.

**Systemwide Focus Area for Chronic Absenteeism:** Develop and implement improved attendance practices to combat chronic absenteeism and center equity.

## **Chronic Absenteeism SMART Goal(s)**

Target Population	Baseline Data	SMART Goal
All Students	212 students	By June 2025, the the number of all students with the number of absences that puts them on track to be chronically absent (18) will decrease by 100 students, from 212 students to 112 students, as measured by the Insight Portal.

## Chronic Absenteeism Progress Measures and Targets

**Directions:** It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets				
		Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
Insight Portal	number of all students with the number of absences that puts them on track to be chronically absent	May 2024	212 students	175 students with the number of absences that puts them on track to be chronically absent after 55th day of school	150 students with the number of absences that puts them on track to be chronically absent after 105th day of school	112 with the number of absences that puts them on track to be chronically absent after 170th day of school
n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a

## **Chronic Absenteeism Action Plan**

**Directions:** Identify the key strategy and progressive action steps your school will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the school.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g., expanded to reach a wider audience or refined for greater impact on students).

Note: Routine activities your school does every year should not be included.

Key Strategy:

<b>Key Strategies</b>
Community School Program CBO Partnership
Professional Learning Communities

Root Cause Addressed:

<b>Root Cause Addressed</b>
There have been limited opportunities for staff to communicate sustained, authentic opportunities based on the Attendance Multi-Tiered Support System and Ladder of Referral to maximize students' opportunities for students to take accountability of their own attendance.
Teachers have not received sufficient training in helping students cope or provide resources to families with related stresses that continue to impact their learning from living in temporary housing situations.

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff.

**Action Steps**

School leaders will review 2023-24 attendance data to develop three lists: 1) returning students who were chronically absent These students will be given Tier 3 supports. 2) incoming students who are siblings of those who were chronically absent These students will be given Tier 2 supports in the first half of the year. 3) returning students who missed between 14 and 17 days These students will be given Tier 2 supports in the first half of the year. Introduction of a new attendance program to assist with outreach and monitoring students' attendance needs and goals, called "EveryDay Intervention" (EveryDay Labs) as a prevention program designed to maximize school and district attendance initiatives through proactive family outreach by integrating behavioral science, data science, and evidence-based family communications strategies to deliver personalized, multichannel outreach that is proven to reduce chronic absenteeism by 10%-15%.

School leaders will work toward developing Tier 2 and 3 supports. For Tier 3, this will involve identifying staff who are willing to serve as mentors for students and developing expectations for the role of mentor. For Tier 2 supports, this will involve communicating to the assigned teacher that the child is potentially at-risk for chronic absenteeism, and that attendance should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance. School leaders will identify staff to serve as members of the attendance committee and develop protocols and expectations for this committee. School leaders will clearly communicate the expectation that teachers will call the home of students who are not in attendance each day. CBO Partners will be leveraged to support the attendance improvement plans in all components.

School leaders will send letters to parents explaining the importance of regular school attendance and the connection to school success. The attendance committee will create posters to display in the school and through remote platforms, emphasizing the importance of regular school attendance.

Staff mentors will meet daily with student mentees receiving Tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. Staff will call the home of each student who is not in attendance each day. The principal will emphasize the importance of regular school attendance in the monthly parent newsletter.

The attendance committee will conduct its monthly meeting and cover set topics: 1) Review attendance data for each month and identify students who have missed two or three days of school. Members of the attendance committee will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 2) Identify students that have missed more than three days of school. The attendance committee will develop monthly individualized plans for each student to address barriers to school attendance. 3) Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports. 4) Review the attendance of those receiving Tier 3 supports. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 2 days of school to determine if additional support is needed.

The attendance committee will work with families to engage the support of outside agencies to address barriers that are beyond the school's capacity. Teachers will call the home of each student who is not in attendance each day. Staff mentors will meet daily with student mentees to check-in and encourage regular school attendance. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance.

Should any child record a 15th day of absence, the child will be placed on "high alert." The attendance committee will identify a series of strategies to ensure that child limits absences in the future.

Office staff will generate a one page information sheet for each student that identifies in a bar graph: 1) the number of days the child has been absent 2) the average number of days children at the school have been absent This sheet will also contain a short message about the positive impacts of attendance and will be mailed home to all families.

The SLT will engage all stakeholders to progress monitor the CEP action plan activities for Chronic Absenteeism at least 3 times during the year to analyze the school's status in meeting the progress period targets and collaboratively determine possible revisions to the action plan, based on attendance/CA data. SLT documentation will be uploaded to the CEP each month.

**Implementation Monitoring:**

Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.

Primary Structures for Implementation Monitoring Priority Chronic Absenteeism include: Meetings-Rolling agendas, minutes, and attendance are reviewed and feedback to SLT is provided by school leaders. Data-driven discussion protocols memorialize progress monitoring results. Stakeholder surveys/questionnaires/interviews are conducted to elicit multiple perspectives related to attendance and chronic absenteeism. Parent workshop attendance results are reviewed and shared with PTA and SLT to determine next steps. Priority Chronic Absenteeism data to be collected and analyzed include the following (as applicable): Insight/New Visions Portal attendance and chronic absenteeism rates; guidance support personnel parent/family outreach logs; CBO attendance reports; stakeholder surveys/questionnaires/interviews

**Implementation Progress Checks:** Use the most current data to assess whether your implementation of key strategies is on track, almost on track, or off track. Identify, using data points, what specific actions positively impacted the school's results and/or what challenges or barriers impacted the school's ability to achieve progress, and what necessary adjustments, if any, need to be made to the action plans based on the results for this period's progress. **Note: This section is for internal school/district use and will not be publicly posted.**

**Progress Check 1: November**

Almost on track



<b>Date:</b>	November 2024
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<b>As evidenced by (be data-specific):</b>	<p>Insight Portal reflects 176 students with the number of absences that puts them on track to be chronically absent (almost met target for Progress Period 1). Between September-November 2024, key strategies that positively impacted the school's ability to almost achieve the desired results include: Weekly Data Tracking analysis was utilized, using attendance applications (Insight, ATS) to monitor patterns, trends, and changes in attendance rate. Attendance was monitored by subgroups (ELL, SWI, STH, All Students) and grade levels, and official classes. Weekly Attendance Meetings were held for staff to determine Tier 1, 2, 3 interventions for student and families; this includes escalating attendance concerns using the ladder of referral, Success Mentors, and other school / CBO members. Weekly Success Mentor Attendance analysis and reports were based on communication with families and students and interventions in place to increase attendance (example: placement of student in after school program) Monthly Attendance Tracking of school-wide events and Positive Behavior Incentive Systems were conducted to analyze increase in daily attendance (decrease in absenteeism rate) based on participation of the event. Community School Quarterly Progress Monitoring data based on students participating in the CS programs and attendance rates was analyzed and shared. School leaders reviewed 2023-24 attendance data to develop three lists to determine baseline data base: 1) returning students who were chronically absent These students will be given Tier 3 supports. 2) incoming students who are siblings of those who were chronically absent These students will be given Tier 2 supports in the first half of the year. 3) returning students who missed between 14 and 17 days These students will be given Tier 2 supports in the first half of the year. The school continued to implement an attendance program to assist with outreach and monitoring students' attendance needs and goals, called "EveryDay Intervention" (EveryDay Labs) as a prevention program designed to maximize school and district attendance initiatives through proactive family outreach by integrating behavioral science, data science, and evidence-based family communications strategies to deliver personalized, multichannel outreach that is proven to reduce chronic absenteeism by 10%-15%. School leaders worked toward developing Tier 2 and 3 supports. For Tier 3, which involved identifying staff who were willing to serve as mentors for students and developing expectations for the role of mentor. For Tier 2 supports, this involved communicating to the assigned teacher that the child is potentially at-risk for chronic absenteeism, and that attendance should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance. School leaders identified staff to serve as members of the attendance committee and developed protocols and expectations for this committee. School leaders communicated the expectation that teachers will call the home of students who are not in attendance each day. CBO Partners were leveraged to support the attendance improvement plans in all components. School leaders sent letters to parents explaining the importance of regular school attendance and the connection to school success. The attendance committee created posters to display in the school and through remote platforms, emphasizing the importance of regular school attendance. Staff mentors met daily with student mentees receiving Tier 3 support to check-in and encourage regular school attendance. Mentors shared information about barriers to school attendance with the attendance committee. The principal emphasized the importance of regular school attendance in the monthly parent newsletter. The attendance committee conducted its monthly meeting and covered set topics: 1) Review attendance data for each month and identify students who have missed two or three days of school. Members of the attendance committee contacted families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 2) Identify students that have missed more than three days of school. The attendance committee developed monthly individualized plans or each student to address barriers to school attendance. 3) Review the attendance of those receiving Tier 2 support and consider moving any student in Tier 2 to Tier 3 supports. 4) Review the attendance of those receiving Tier 3 supports. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 2 days of school to determine if additional support is needed. The attendance committee worked with families to engage the support of outside agencies to address barriers that were beyond the school's capacity. Teachers called the home of each student who is not in attendance each day. Staff mentors met daily with student mentees to check-in and encourage regular school attendance. School staff implemented the individualized plans developed by the attendance committee to address barriers to school attendance. Any child who was recorded with a 15th day of absence was placed on "high alert." The attendance committee identified a series of strategies to ensure that child limits absences in the future. Office staff generated a one page information sheet for each student that identified in a bar graph: 1) the number of days the child has been absent 2) the average number of days children at the school have been absent This sheet contained a short message about the positive impacts of attendance and was mailed home to all families. The SLT engaged all stakeholders to progress monitor the CEP action plan activities for Chronic Absenteeism to analyze the school's status in meeting the progress period targets and collaboratively determined possible revisions to the action plan, based on attendance/CA data. SLT documentation was uploaded to the CEP each month.</p>
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Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 1:	We will continue to monitor the CEP action steps for this priority with greater frequency. We will provide further professional development opportunities, based on differentiated teacher strengths and areas of need. The school will continue to progress monitor evidence of effort and evidence of impact throughout the year. No adjustments to the CEP action plan are needed at this time.
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<b>Progress Check 2: February</b>	
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<b>Date:</b>	
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<b>As evidenced by (be data-specific):</b>	
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Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 2:	
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<b>Progress Check 3: June</b> Period: March - May Progress Check Date: June	
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<b>Date:</b>	
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<b>As evidenced by (be data-specific):</b>	
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## **Implementation Progress Check Reflection**

Use what was learned during Progress Check 3 to inform the following year's plan.

# **Chronic Absenteeism Family and Community Engagement**

## **Family and Community Engagement**

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

<b>Start Date</b>	<b>End Date</b>	<b>Strategies/Activities</b>	<b>Partners/CBOs Leveraged (if applicable)</b>
09/10/2024	06/20/2025	Monthly parent/family workshops focusing on attendance and connections to achievement	Roads to Success
09/10/2024	06/20/2025	Monthly parent newsletters highlighting the importance of attendance	Roads to Success

## **Chronic Absenteeism Budget and Resources**

<p><b>Budget and Resources</b></p> <p><b>Directions:</b> Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p><b>Human Resources</b></p>	<p>parent coordinator, guidance counselor</p>
<p><b>Instructional Resources</b></p>	<p>instructional materials, consumable supplies, technology, as needed</p>
<p><b>Schedule Adjustments</b></p>	<p>n/a</p>
<p><b>Other Resources Needed</b></p>	<p>per session, per diem, training rate</p>

## SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

### SECTION 5: QUALITY INDIVIDUALIZED EDUCATION PROGRAM (IEP)

#### **Quality Individualized Education Program (IEP) Needs and Root Causes**

**Directions:** In completing this section, your SLT will engage in the steps listed below to inform the development of school goals and action plans for each of the system-wide priorities.

- Review multiple sources of feedback regarding data, practices, and resources to assess the school’s current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- 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 at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality Individualized Education Program. In the **iPlan Portal**, your school can identify up to three (3) goals for each Priority, if desired.

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

**Directions:** After conducting your comprehensive needs assessment for this Priority 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)
<p>Teachers' lesson plans need to specifically and strategically include and address students' IEP-based learning needs and designated modifications and adaptations in daily instruction.</p>	<p>The 2022-2023 New York City School Quality Guide Parent Panorama Survey reflects the following responses related to Additional Survey Questions: Q.24: I am satisfied with the educational planning and Individualized Education Program (IEP) development process at this school. Favorable: 97% Q.25: This school works to achieve the goals on my child's Individualized Education Program (IEP). Favorable: 100%</p>	<p>Teachers and paras have not had exposure with deeper understanding of disability classifications and wider range of appropriate instructional steps.</p>
<p>School needs to enhance the progress monitoring tool to review IEPs through benchmarks across the year, with a clear, well-defined rubric for a broad range of IEP questions..</p>	<p>The 2022-2023 New York City School Quality Guide Teacher Panorama Survey reflects the following responses related to Cultural Awareness and Inclusive Classroom Instruction: Q.7: I am able to...develop appropriate Individualized Education Programs for my students with disabilities. Favorable: 97% (up 9% from last survey) Q.8: I am able to...monitor progress on Individualized Education Program goals for my students with disabilities. Favorable: 97% (up 6% from last survey) Q.9: I am able to...distinguish linguistic/cultural differences from learning difficulties. Favorable: 95% (down 2% from last survey)</p>	<p>The IEP Review Dashboard that is provided on an annual basis does not reflect progress monitoring benchmarks related to IEP Review Dashboard questions.</p>
<p>The school needs to enhance its systems and structures to elevate parents' and students' voices reflected in IEPs..</p>	<p>The 2023-2024 IEP Review Dashboard reflects that 50% of IEPs include direct quotes and statements by families/parents (question 16A). 50% of IEPs include direct quotes and statements by students (question 15A).</p>	<p>The school's inclusive practices of engaging parents and students in the IEP process have not explicitly encouraged specific quotes and or statements from parents/families or students.</p>

## **Quality IEP**

**Directions:** After conducting a comprehensive needs assessment by analyzing the school data, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal for this Priority informed by the identified priority needs. Use the SMART Goal builder in iPlan for support in developing your goal.



## **Quality Individualized Education Program (IEP) SMART Goal(s)**

<b>Target Population</b>	<b>Baseline Data</b>	<b>SMART Goal</b>
<b>Students with Disabilities (SWD)</b>	50%	<b>By June 2025, to strengthen the quality and implementation of IEPs for Students with Disabilities (SWD), the percent of IEPs, in particular PLOPs, that include parent voice with direct quotes and statements by parents/families will increase 50%, from 50% to 100%, as measured by IEP Review Dashboard.</b>

## Quality Individualized Education Program (IEP) Progress Measures and Targets

**Directions:** It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
internal school-created IEP Review	percent of IEPs, in particular PLOPs, that include parent voice with direct quotes and statements by parents/families (Question 16A)	May 2024	50%	65%	80%	100%
n/a	n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a	n/a

# Quality Individualized Education Program (IEP) Action Plan

## 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?)
09/10/2024	06/20/2025	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	The SIT Team will develop and implement an effective progress monitoring tool to review IEPs through benchmarks across the year, with a clear, well-defined rubric. The SIT team meets twice a month to discuss special education students and to review IEP's. During the discussion, teacher suggestions regarding student performance and programming is reviewed. Discussions will be focused on opportunities to mainstream students for certain subjects for a certain amount of time. Currently, we do not have any students being mainstreamed, however, the SIT's November meeting will be focused on determining if any students will have that capability. During the IEP reviews the SIT team discusses a select group of IEPs to determine that the student is receiving all of the services they require. Attention is also taken in regards to ensuring that any services or accommodations that are no longer necessary are being evaluated to ensure that the students are receiving the least restrictive environment. School IEP Team will develop and utilize a reliable measurement tool to progress monitor IEPs at least 3 benchmark intervals throughout the year
09/10/2024	06/20/2025	Develop appropriately rigorous standards-aligned annual goals	The administrative team, instructional coach, and teacher leaders work together to review data points and our problems of practice in order to create SMART goals focusing on the Next Generation Standards as well as our school-wide focus to develop annual goals that reflect the integrity of the standards and mission of the school overall. Teachers will plan their lessons to specifically and strategically include and address students' IEP-based learning needs and designated modifications and adaptations in daily instruction
09/10/2024	06/20/2025	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Meetings are held with service providers and teachers prior to IEP meetings and during SIT team meetings to ensure the impact of disability statements are reflective of the student's disability. Benchmarks have been established to assess student's progress and monitor the effect of the general education curriculum.
09/10/2024	06/20/2025	Ensure that programs and services mandated on each student's IEP are delivered	Each special education teacher, general education teacher, and paraprofessional assigned to a student with an IEP are required to read it and provide the strategies and accommodations as stated during their daily interactions and planning with and for the student. Administration works within the best of their ability to ensure each program and service mandated are appropriately staffed and delivered accordingly. School leaders will provide extensive professional development to empower teachers and paras in instructional delivery to meet the diverse learning needs of individual students, including social emotional support School leaders and IEP personnel will schedule and program time for co-teachers and paras to collaborate with each other and with other school support personnel to develop quality IEPs. Cycles of professional development will be provided to address the areas of need identified in the 2022-2023 IEP Review Dashboard, including but not limited to questions 15A, 16A, 20, 23, 24, 29, 41A, 41B, 50A, 50B, 50C, 50D, 60, 61, 62.
09/10/2024	06/20/2025	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]	We have not had any students age 14 or older in quite some time. However, our transitional plan, should it be necessary, will involve the student, teacher, parent, and guidance counselor to discuss the move to high school. The meeting would address fears and goals the child has about the new setting, and a formulated plan to address each. The purpose of the meeting will be to establish a specific plan which facilitates the needs of the student, and can travel with them for reference and guidance.

09/10/2024	06/20/2025	Conduct IEP meetings within specified compliance dates	A schoolwide document was created to list the compliance dates of all IEPs. The document includes a date three weeks prior to submitting the IEP draft for feedback and a date one week prior to apply feedback and make revisions. The IEP meeting date must be held at least one week prior to the compliance date to ensure parent feedback is clear and well represented. Teachers receive email reminders for each of these dates to ensure they are complying with deadlines. This system has been working and the meetings have been held in a timely fashion, and compliance dates have been adhered to.
09/10/2024	06/20/2025	Monitor referrals to Special Education to ensure appropriate referrals only	IEP Team will review all referrals and elicit parents/families perspectives and ideas, including parents' directs quotes and statements.
09/10/2024	06/20/2025	Ensure that students in foster care, their birth parents, and foster care agency points are reached out to for all initial, annual reviews, and re-evaluation Individualized Education Program (IEP) services.	Based on our specific school data we have the overwhelming majority of our referrals coming from parents requesting special education services. Due to that fact, a system was created where the special education supervisor is contacted when a parent requests a referral. The supervisor meets with the parents to discuss their concerns. A meeting with the teacher is scheduled to gain their insight. A six-week cycle of support is created, based on the specific concerns. At the end of the cycle a new meeting is held where the outcomes are discussed and next steps are considered. If the parent still would like to proceed with the referral process, they can begin the process with the SBST team. The same six-week cycle of support is required for teachers that consider the referral process. At the end of the cycle, a meeting with is convened to determine the validity of the referral.

## Quality Individualized Education Program (IEP) Family and Community Engagement

### Family and Community Engagement

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

<b>Start Date</b>	<b>End Date</b>	<b>Strategies/Activities</b>	<b>Partners/CBOs Leveraged (if applicable)</b>
09/10/2024	06/20/2025	monthly parent workshops, focusing on early identification of learning delays and gaps with suggestions to support students with disabilities	n/a
09/10/2024	06/20/2025	monthly parent workshops, focusing on the IEP process and parental rights and responsibilities	n/a

## Quality Individualized Education Program (IEP) Budget and Resources

<p><b>Budget and Resources</b></p> <p><b>Directions:</b> Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p><b>Human Resources</b></p>	<p>social worker, IEP teacher, parent coordinator</p>
<p><b>Instructional Resources</b></p>	<p>instructional materials, consumable supplies, technology, as needed</p>
<p><b>Schedule Adjustments</b></p>	<p>n/a</p>
<p><b>Other Resources Needed</b></p>	<p>per session, per diem, training rate</p>

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

## Academic Support

NYCPS 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 at-risk student populations, such as students who are living in Temporary Housing. Indicate specialized materials, technology-based tools and/or extra instruction, including Expanded Learning Time that supplement school-wide systems & supports and/or classroom level supports that address the unique social/emotional, behavioral and academic challenges of culturally and linguistically diverse students.

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2 Academic Support	Math and Reading i-Ready 2 years below grade level Teacher recommendation, in-class assessments	conferencing	small group	during school	no
Tier 3 Academic Support	Math and Reading i-Ready 3 or more years below grade level Teacher Recommendation, in-class assessments	conferencing	one to one	during school	no
Tier 2 Academic Support	Students scoring high level 1 and low level 2 based on NYS ELA and Math Exams	Saturday Academy	Small Group	Saturdays	no
Tier 2 Academic Support	Math and Reading Acadience 1-2 years below grade level Teacher Recommendation, in-class assessments	Heggerty	Small Group	during school	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.

<b>Student Social/Emotional Support Indicate Tier 2 or 3</b>	<b>Criteria for Determining Service</b>	<b>Program Type or Strategy</b>	<b>Service Delivery Model (Small group, one-to-one, tutoring, etc.)</b>	<b>When is Service Provided? (Before, during or after school)</b>	<b>Technology-Based Tool (Indicate Yes or No)</b>
Tier 2 SEL Support	Teacher Recommendation. in-class anecdotal reports	at-risk counseling	small group	during school	no
Tier 3 SEL Support	Guidance personnel recommendation, suspensions and/or class removals	mandated counseling	one to one	during school	no
n/a	n/a	n/a	n/a	n/a	n/a



## Students in Temporary Housing (STH) Support

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

<p>Identify the number of Students in Temporary Housing who are currently attending your school and provide a breakdown of their temporary housing status. Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p> <p>Number of students in temporary housing who are:</p> <ul style="list-style-type: none"> <li>▪ Doubled up (with friends or relatives because they cannot find or afford housing):</li> <li>▪ Living in a shelter or transitional shelter:</li> <li>▪ Living in a hotel/motel:</li> <li>▪ Living in a car, bus, or train:</li> <li>▪ Living in a park or public place:</li> <li>▪ Living in an abandoned building</li> </ul> <p>*Note: In keeping with established practices regarding personally identifiable information, use the letter “s” to identify a number less than five (5).</p>	<p>The school currently serves 207 students in temporary housing.</p>
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<p>After a careful analysis of historical demographic, attendance and achievement data for your STH population, what trends do you notice, and how can these trends inform the services and support provided for this population? How will you (or did you) utilize the <b>STH Title I Survey</b> to select services aligned to need?</p>	<p>Based on Insight Portal, as of May 2024, the following reflects attendance/chronic absenteeism data for students in temporary housing: 85% YTD attendance 9% STH are designated as at-risk chronically absent (18 students out of 207 students in temporary housing) 44% STH are designated at chronically absent (92 students out of 207 students in temporary housing) Based on Insight Portal, as of May 2024, the following reflects academic achievement data for students in temporary housing: 21% Proficiency on spring 2023 New York State ELA exam 19% Proficiency on spring 2023 New York State Math exam As of May 2024, New Visions Portal reflects: X# STH students scored Level 1 on Acadience Reading Screener X# STH students scored Level 2 on Acadience Reading Screener X# STH students scored Level 3 on Acadience Reading Screener X# STH students scored Level 4 on Acadience Reading Screener X# STH students scored Level 1 on Acadience Math Screener X# STH students scored Level 2 on Acadience Math Screener X# STH students scored Level 3 on Acadience Math Screener X# STH students scored Level 4 on Acadience Math Screener X# STH students scored Level 1 on i-Ready Diagnostic Reading Assessment X# STH students scored Level 2 on i-Ready Diagnostic Reading Assessment X# STH students scored Level 3 on i-Ready Diagnostic Reading Assessment X# STH students scored Level 4 on i-Ready Diagnostic Reading Assessment X# STH students scored Level 1 on i-Ready Diagnostic Math Assessment X# STH students scored Level 2 on i-Ready Diagnostic Math Assessment X# STH students scored Level 3 on i-Ready Diagnostic Math Assessment X# STH students scored Level 4 on i-Ready Diagnostic Math Assessment The STH Title 1 Parent Survey was conducted in May 2024 and reflect the following parent responses:</p>
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<p>Describe the services you are planning to provide to the STH population. How were those services selected to best meet students' needs?</p>	<p>Based on the results from the spring 2024 Title STH Parent survey, parents indicated that the following goods and services would, in their opinion, be beneficial to them and their children: The school may provide resources and services, as needed, from the following allowable expenditures: 1. Items of clothing and shoes necessary for participation in classes 2. Student fees that are necessary to participate in the general education program 3. Personal school supplies such as backpacks, notebooks, and remote learning devices such as internet and/or laptop/tablet 4. The acquisition of birth certificates 5. Immunizations 6. Food 7. Medical and dental services 8. Eyeglasses and hearing aids 9. Counseling services related to homeless issues that are impeding learning 10. Outreach services 11. Extended learning time (before and after school, Saturday, summer) 12. Extra-curricular activity fees 13. Tutoring services, especially in shelters or other locations where homeless students are residing 14. Parental involvement 15. Fund all or part of the homeless liaison's salary even if that person has no Title I duties. 16. Transporting students in temporary housing to and from their school of origin.</p>
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## Expanded Learning Time (ELT) Support

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

<p>Describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</p>	<p>In order to actively address the unique learning needs and interests of all students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting, the school will utilize expanded learning time to offer opportunities for enrichment and additional learning, as follows: 1. Algebra Afterschool Program - It is implemented once a week, from 3 pm - 4: 30 pm. Students engage in small group learning with topics ranging from Exponential Functions, Polynomials, and Quadratic Expressions, Quadratic Equations, Quadratic Functions. We have one teacher facilitating the lessons, and there are 25 students in 8th grade enrolled. The activities include the following: Adding, Subtracting, Multiplying and Dividing Polynomials, Factoring Polynomials, Laws of Exponents, Exponential Function Growth and Decay, Solving Quadratic Equations by Factoring, Square rooting, Completing the square, Graphing Quadratic Functions, finding the maximum and minimum, the vertex, the y-intercept. Students' learning is assessed with the following measurement tool; previous regents to measure students' progress in specific standards and skills. 2. ENL Morning and After School Academy- The program is implemented twice a week, two times in the morning from 7 am-8 am and two times in the afternoon from 3 pm - 4 pm. Students engage in small group learning with topics ranging from student-chosen and culturally relevant materials. This program aims to increase students' writing and discourse development. In this program, we have 1 license ENL teacher facilitating the early program with middle school students and another licensed ENL teacher in the afterschool program with upper elementary school students. There will be a range of 25 students between the grades of 3-8th grade enrolled in the program. The activities include projects that will allow students to develop their writing skills and engage in oral presentations. The materials chosen for students will increase their vocabulary development as they share their own experience writing pieces utilizing academic discourse with fellow peers. Students' learning is assessed with the ELL periodic assessment tool. 3. Saturday Academy- Saturday Academy meets virtually each week for 3 hours to address the needs of our students that are struggling academically, and are in our subgroups of SWD's, ELL's, and African Americans. Saturday Academy uses the RALLY test prep materials to dissect the reading strategies and skills needed to navigate grade level texts, and answering questions based on the passage. We also utilize this in Math to address basic content misconceptions, and dissecting grade level word problems and operations. During this time there is also a grade level standalone read aloud which addresses reading for pleasure incorporated with inferential questioning and opportunities for discussion. In the math block students engage in a learning project which addresses critical thinking skills and promotes math talks. There is one class per grade level, and in grades 5th-8th there is a math specialist and reading specialist that meets with the students in their specialty area. 4. Reading Alliance Read Alliance provides striving readers with the building blocks to academic success through phonics instruction based on the science of reading. The leveled Reading for All Learners Program (RALP) curriculum reinforces foundational reading skills and phonemic awareness. While early literacy remains at the core of the curriculum, the unique model allows our students to be exposed to a high-dosage of tutoring 3 days a week after school</p>
<p>Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.</p>	<p>ELT instruction will be delivered under the supervision of a New York State certified content area teacher. Teachers providing the ELT instruction are NYS certified in their content area.</p>
<p>Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.</p>	<p>Alignment of ELT instruction with core academic subject area instruction that is offered during the regular school day will be ensured, as follows: The same Algebra teacher who teaches the course during the school day also teaches the course during ELT. This teacher knows the students' needs and strengths from their classroom assessments and leverages this data to inform coherent ELT instruction. Saturday Academy - Different teachers teaching during ELT - Time is scheduled to provide collaborative planning to ensure coherence between instruction that occurs during the school day and instruction that occurs during ELT.</p>

# 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 (PFEP) that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

<p>Parent and Family Engagement Policy</p>	<p>Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. 04M057, in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.</p>
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<p>Support for Parents and Family Members of Title I Students</p>	<p>04M057 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;</p>
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<p>Parental Involvement and School Quality</p>	<p>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:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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.;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• translate all critical school documents and provide interpretation during meetings and events as needed.</li> </ul>
<p>Encouraging School-Level Parental Involvement</p>	<p>The school will further encourage school-level parent and family engagement by:</p> <ul style="list-style-type: none"> <li>• hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;</li> <li>• encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;</li> <li>• supporting or hosting Family Day events;</li> <li>• establishing a Parent Resource Center/Area or lending library; instructional materials for parents;</li> <li>• encouraging more parents to become trained school volunteers;</li> <li>• providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;</li> <li>• developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;</li> <li>• 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.</li> </ul>

## School-Parent Compact (SPC)

<p>School-Parent Compact (SPC)</p>	<p>04M057, 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.</p>
<p>I. School Responsibilities: High Quality Curriculuml. School Responsibilities: High Quality Curriculum</p>	<p>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);</p>
<p>I. School Responsibilities: Supporting Home-School Relationships</p>	<p>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;</p>
<p>I. School Responsibilities: Providing Parents Reasonable Access to Staff</p>	<p>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;</p>
<p>I. School Responsibilities: Providing General Support to Parents</p>	<p>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;</p>
<p>II. Parent/Guardian Responsibilities</p>	<ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• check and assist my child in completing homework tasks, when necessary;</li> <li>• read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);</li> <li>• set limits to the amount of time my child watches television or plays video games;</li> <li>• promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;</li> <li>• encourage my child to follow school rules and regulations and discuss this Compact with my child;</li> <li>• volunteer in my child's school or assist from my home as time permits;</li> <li>• participate, as appropriate, in the decisions relating to my child's education;</li> <li>• 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;</li> <li>• respond to surveys, feedback forms and notices when requested;</li> <li>• become involved in the development, implementation, evaluation and revision to the Parent and Family Engagement Policy and this Compact;</li> <li>• 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;</li> <li>• 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;</li> <li>• share responsibility for the improved academic achievement of my child;</li> </ul>

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.

# TITLE I PROGRAM INFORMATION

## Part 1: Title I Program Type

**Title I Requirements and Strengthening Title I Parent Involvement:** Under USDOE’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 Priority where the response can be found.
- For additional information, visit the **Title I Program Description** (US Department of Education).

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

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

The school provides year-long mentors and Next Generation Standards professional development opportunities for teachers in the areas of concentration for ELA and math. Teachers attend professional development sessions provided by the District in ELA and math, as well as in other content areas of science and social studies. Special Education workshops; ELL workshops; City-wide workshops are provided and/or turnkeyed by in-school personnel and district personnel. The school provides differentiated PD for new teachers and PD consultants provide workshops that focus on aligning the curriculum to the Next Generation Standards. Reading and Math Grade Level planning occurs weekly, incorporating the Next Generation Standards in ELA and math, as well as in the use of remote platforms to support virtual teaching and learning. Literacy coaches provide support in the areas of ELA and math standards and lesson planning. Teachers collaborate on grade-level teacher teams to analyze student work and during these sessions, they learn from each other, as they identify students' strengths, areas of need, discuss potential feedback to students and determine next instructional steps. Mentors and consultants also meet with teachers in small groups or in one-on-one meetings to deepen the teachers' skills in analyzing student work and determine feedback and next instructional steps. The principal attends professional development provided by Teachers College and District 4, and Central. The assistant principals participate in CSA's Executive Leadership Institute workshops and mentoring program, as well as professional learning provided by District 4 and Central. The school staff participates in professional development around the topics of equity and culturally responsive teaching. Paraprofessionals will attend professional development sessions that the city and district will be providing to specifically meet the needs of paraprofessionals to maximize their effectiveness in the classroom. Lead paras will then turnkey their learning and information with other paraprofessionals on staff.

## **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.).

Pre-K teachers work collaboratively with kindergarten teachers throughout the year to share curricula and developmentally appropriate practices. Professional development activities permit teachers to be trained together while having opportunities to discuss curricula and the connections to the student needs, reviewing students' progress, including early interventions, as needed. Pre-K teachers inter-visit in kindergarten classrooms so they have an opportunity to prepare their students for the transition to kindergarten. Parent workshops and welcoming meetings support parents as their children enter the kindergarten program. Newsletters with tips for parents also help the parents help their children for a smooth transition.

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

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

For the last two columns of this table: Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, the Priority or section 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/Priority Reference(s)
Title I, Part A (Basic)	Federal	650,065.00	X	Section 5/Priority 1,,2,3,4,5 CA,IEP
Title I, School Improvement 1003(a)	Federal	66,125.00	X	Section 5/Priority 1,,2,3,4,5 CA,IEP
Title II, Part A	Federal	46,811.00	x	Section 5/Priority 1,,2,3,4,5 CA,IEP
Title III, Part A	Federal	12,182.00	x	Section 5/Priority 1,,2,3,4,5 CA,IEP
Title III, Immigrant	Federal	n/a	n/a	n/a
Title IV, Part A	Federal	99,127.00	x	Section 5/Priority 1,,2,3,4,5 CA,IEP
Tax Levy (Fair Student Funding)	Local	4,361,512.00	X	Section 5/Priority 1,,2,3,4,5 CA,IEP

# Explanation/Background

## 1. 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), Additional Targeted Support and Improvement (ATSI) 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 CS, ATSI or TSI, or are identified as persistently dangerous public schools. Allowable uses of funds under well-rounded education, safety and health, and educational technology include direct services for students, professional development for teachers and administrators, and supplemental educational resources. School allocations have been provided for well-rounded education, social emotional learning, cultural responsiveness awareness, professional development to support implementation of technology and blended learning environments, and community coordinators in schools with high rates of students in temporary housing
- **Students in Temporary Housing (STH):** Schools must describe their use of Title I STH funds in their consolidated application.

Important Note: The following funds may not be consolidated:

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

# COMMUNITY SCHOOLS

## Community School Partners

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

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

CBO Partners	Target Population	Scope of Service	Priority/section(s) and Annual Goal
Roads to Success	All students K-8	Academic support, mentoring, after school, extended learning time	Section 5/Priority 1, 2, 3
n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a

## Implementation of Community School Core Features & Components

<p><b>Collaborative Leadership and Practice:</b> Describe how the CBO will share leadership and engage in collaborative planning with the Community School to achieve the school's annual goals.</p>	<p>The CBO will partner with our Community School to support the achievement of annual goals, as follows: RTS will provide support staff including community school director, afterschool coordinator, and school climate coordinator to provide mentoring, academic support, &amp; wellness opportunities for students. RTS will provide schools with opportunities for professional development to support positive teacher mental health and relationship building. RTS will provide support for parents to build community and skills, by encouraging outreach and participation in family engagement events, workshops, and school celebrations. RTS will provide students success mentors to help motivate students to achieve new levels of academic success and to reinforce the importance of attending school everyday. RTS will provide individual and group targeted counseling for students and families to support mental health awareness.</p>
<p><b>Family and Community Engagement:</b> Describe how your Community School will develop authentic school-family partnerships, and create the conditions for families and community members to participate in decision-making, hold leadership roles that drive school change, and serve as partners in students' holistic development.</p>	<p>Our Community School will welcome and empower families to participate, collaborate, and take a leadership role in the school community, as follows: RTS will provide families with opportunities to become active participants in school planning and preparedness by supporting the school with family engagement, literacy, and work development opportunities. Through collaboration with the school parent coordinator, parents will receive support to sign up for opportunities focusing on parent health and wellness, parent student relationship building, and job readiness preparation courses. RTS will work to provide parents with community resources to support with food insecurities, housing stability, mental health &amp; hygiene, and academic mentoring.</p>

## **Expanded Learning Time (ELT)**

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

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



## Implementation of Community School Core Features & Components

<p><b>Wellness and Integrated Supports:</b> Describe how your Community School will address out-of-school barriers to learning through partnerships with social and health service agencies and providers to help students attend school regularly and engage in learning through the provision of programs such as social emotional learning, conflict resolution training, and restorative justice.</p>	<p>Our Community School offers integrated health and wellness programs that help to build healthy habits and support students' social emotional and academic learning, as follows: RTS will provide a full-time Social Worker to partner with Article 28 school clinic to provide individual counseling to students that exhibit serious problem behaviors and emotions. Counseling will be provided virtually and in-person. Social workers will offer problem-solving and cognitive therapy counseling. Success Coaches will provide students who are chronically absent or are at risk for being chronically absent with consistent and continuous school-based mentoring aimed at uncovering and solving the underlying causes of their absenteeism. Mentoring sessions will be provided virtually and in-person. Success Coaches will provide referrals for identified students to professional support as needed. Full-time Social Worker will partner with Article 28 school clinic and social work interns to provide small group counseling for students exhibiting risky behaviors. Counseling sessions will be provided in person. Counselors will provide a safe setting where students, along with their peers, can increase their self awareness and improve their cooperation and communication skills. Full-time on-site School Climate Coordinator will implement a positive behavior intervention and support system which includes school-wide expectations, a behavioral matrix, and reinforcement systems to reward desired social behaviors. RTS will provide success mentors to provide activities during Recess for students to support with social emotional learning and respect for all. RTS will provide middle school leadership and career exploration opportunities for students through implementation of the RTS pathways online curriculum during the school day. RTS will provide after school activities for middle school students to support with student relationship and social emotional skill building.</p>
<p><b>Every Student, Every Day:</b> Describe how your Community School will work with CBO partners to meet weekly and use data from DOE systems and New Visions for Public Schools to monitor trends in attendance, assign personalized interventions—including Success Mentors—to chronically absent students, and draw on community resources for support with removing barriers to attendance.</p> <p>For support, you may access strategies <a href="#">here</a>.</p>	<p>Our Community School will work with CBO partners to actively focus on reducing chronic absenteeism, as follows: RTS will provide 5 Success Mentors to manage caseloads of chronically absent students. mentors will support the school with outreach, phone calls, texts, emails, mail, &amp; home visits. Mentors will build intimate relationships with families and support students mental well-being by incorporating celebrations to reinforce positive commitment. Mentors will use data driven assessments to provide support to school attendance committee.</p>
<p><b>Special Populations:</b> Describe how your Community School will work with your partners to ensure students receive differentiated and culturally responsive supports. Describe how your Community School's systems and structures will be optimized to work for <u>all</u> students, including students in temporary housing, Multilingual Learner/English Language Learner (ML/ELL), and Students with Disabilities.</p>	<p>Our Community School will partner with CBOs to optimize systems and structures and provide differentiated and culturally responsive supports to ensure equity for all students, including students in temporary housing, MLLs/ELLs, and students with disabilities, as follows: PS/MS 57 currently operates a dual language program, RTS will support by providing specialized clubs and mentoring opportunities for students based on cultural sensitivity and awareness. School will partner with organizations including Grow NYC, Institute for family health, NYCares, and Operation Warm. Parents will be provided with translation services and all program related materials and workshops will be transcribed to meet the language needs of our families.</p>

# SUBMISSION ASSURANCES

## Submission Assurances

- 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, the school has written "Addendum Attached" and provided supplemental documentation 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.

# APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

## LANGUAGE ALLOCATION POLICY OUTLINE

### Language Allocation Policy Outline

#### 2024-25 Language Allocation Policy (LAP)

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 the linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of schools' Comprehensive Education Plan (CEP).

This is a living document. Any school-wide changes involving the instruction of MLs/ELLs, such as the addition or expansion of a Transitional Bilingual Education (TBE) or Dual Language Bilingual Education (DLBE) 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 NYC DOE **Policy and Reference Guide for MLs/ELLs**. For additional support with ML/ELL policy, please reach out to your respective **ML/ELL Director or ELL Compliance Performance Specialist**; for support with ML/ELL instruction, please contact your **ML/ELL Services Administrator**.

## **PART I: SCHOOL ML/ELL PROFILE**

This section should reflect the school's demographics for the 2024-25 school year. If completing before the 2024-25 school year begins, questions should be based on the anticipated population served by the school.

## **A. Language Allocation Policy Team Composition**

The members of the school's LAP team are listed below. A school's LAP team must consist of at least one: principal, assistant principal (where applicable), bilingual teacher from each subject area (where applicable), an ENL teacher, a teacher from a content area other than bilingual education or ENL and a parent/guardian.

<b>Member Title</b>	<b>Name</b>
Principal	Yaira Jimenez
Assistant Principal	Anette Berrios
Coach	Kate Nutley
Coach	Lauren Scully
English as a New Language (ENL)/Bilingual Teacher	Andrea Romero
School Counselor	Julia Garcia
Teacher/Subject Area	Samantha Carreno
Teacher/Subject Area	Siedah Harrison
Parent/Guardian	Jacqueline Rivera
Parent Coordinator	Liz Rivera
Related-Service Provider	Emily Sanderson

## **B. Teacher Qualifications**

Please review all certifications for all staff members at your school, and indicate 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:	5
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]:	3
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	3
Number of ESOL certified teachers with a bilingual extension:	2

**2. Certified Teachers with a Bilingual Extension**

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	8
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	0
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	0



### **3. Language Other than English (LOTE)/World Language Certified Teachers:**

Total number of teachers with LOTE certification:	1
Total number of teachers with LOTE certification providing World Language instruction:	1
Total number of teachers with LOTE certification providing Home Language Arts (HLA) to students in bilingual programs:	1

## **C. Student Demographics**

Please review the student demographics at your school and complete the number and percentage for each category.

Total number of students (excluding pre-K):	532
Total number and percentage (%) of current ELLs:	171, 32.1%
Total number and percentage (%) of former ELLs:	33, 6.2%
Total number and percentage (%) of ELLs who are Newcomers (0-3 years of service):	149, 87.1%
Total number and percentage (%) of ELLs who are Developing ELLs (4-6 years of service):	11, 6.4%
Total number and percentage (%) of ELLs who are Long-Term ELLs (7 or more years of service):	11, 6.4%
Total number and percentage (%) of ELLs who are Students with Inconsistent/Interrupted Formal Education (SIFE):	10, 5.8%
Total number and percentage (%) of ELLs with an Individualized Education Program (IEP):	14, 8.2%

## PART II: BILINGUAL PROGRAMS

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language Bilingual Education (DLBE)?	Yes
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Provide the number of classrooms for each bilingual program, by grade, at your school *for the 2024-25 school year*. If submitted before the 2024-25 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 Bilingual Education (DLBE)--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.

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

## **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.

Describe your English as a New Language (ENL), and if applicable Dual Language Bilingual Education (DLBE), and Transitional Bilingual Education (TBE) programs. Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).

<p>a. English as a New Language (ENL)</p> <p>Stand-alone ENL:</p>	<p>At PS/MS57, the freestanding ENL program comprises both the integrated and stand-alone models. According to the EDAT from spring 2024, there are currently a total of 171 current ELL/MLLs enrolled at PS/MS 57. The freestanding ENL program at PS/MS 57 has a stand-alone component. Approximately 44.5% of the ELLs/MLLs at PS/MS 57 are at the Entering / Emerging proficiency level. Therefore, students are pulled out of the classroom and/or grouped as either heterogeneous or homogeneous in the classroom, based on student needs and schedules. ENL instruction is delivered by a certified ENL teacher to develop English language skills so that students can succeed in core content courses while developing their English Language skills. These Entering and Emerging students receive English-acquisition-focused instruction based on their individual needs for a total of 180 minutes. The ENL teacher collaborates with classroom teachers and designs lessons to cover all aspects of language, while incorporating the work students have been exposed to during their classroom instruction, to ensure language and content understanding. In ENL services, the curriculum is modified to meet the individual needs of the ELL/MLL students, using NLAP ENL strategies that align with the Next Generation standards. The services will include but are not limited to in-person instruction along with the use of the Google Classroom portal that will allow ENL teachers to plan and deliver instruction for ELL/MLL students.</p>
<p>Integrated ENL:</p>	<p>At PS/MS 57, the integrated model, the K-12 certified ENL educator co-teaches and collaborates with either our K-6 certified elementary teachers or our 7-8 certified content area teachers (i.e., ELA, math, science, or social studies) to deliver instruction that builds English language skills. The ENL teachers design the instructional schedule in accordance with CR Part 154.2 which mandates students who have scored in the Entering and/or Emerging level on the NYSITELL or NYSESLAT are provided with a total of 360 minutes of ENL support per week. Of the total 360 minutes per week, 180 minutes, at a minimum, should be conducted within the integrated ENL/ELA model. Students at the Transitioning proficiency level are provided with a total of 180 minutes of ENL support per week, of which 90 minutes are delivered through the integrated ENL/ELA model. Within both the Emerging and Transitioning levels, up to 90 minutes per week are deemed flexible and can be delivered either through the integrated or stand-alone model. It is up to the ENL teacher's discretion to determine which setting is more beneficial, based on the student's individual needs. Students who scored at the Expanding level receive a total of 180 minutes per week, all of which must be conducted within the integrated model. Finally, Commanding students receive a total of 90 minutes of integrated ENL services per week. At the Expanding levels, the ENL educator pushes in and provides ENL support in either English Language Arts or another content area including math, science, or social studies. Commanding students are serviced either with the push-in model similar to the expanding students for a total of 90 minutes or by the classroom teacher with additional support from the ENL provider. Instruction within the integrated model is accomplished by collaboration between the ENL and the classroom teacher. The curriculum is modified to meet the individual needs of the ELL/MLL students, using NLAP ENL strategies that align with the Next Generation standards. Integrated learning blocks support ELLs in numerous ways including, but not limited to reinforcing content vocabulary, providing additional visual cues, implementing various opportunities for discussions by providing language stems, and incorporating the use of graphic organizers. In order to service ELLs and former ELLs through the integrated model with our new reshaped educational instructional model that includes in-person and online learning, the ENL teachers will collaborate with classroom teachers through either in-person or virtual meetings. The ENL teachers will be contributors in the Google Classroom portal with classroom teachers and this will allow them to share instructional plans and materials to support ELL/MLL students. The ENL teachers will design instruction to meet student needs and provide differentiating materials that are modified based on the proficiency level of the student and the Next Generation Standards. ENL teachers will plan accordingly aligning all four modalities using the TOMs rubric. The strategies that align the four modalities will allow students to practice their language proficiency including but not limited to the use of pre-recorded videos and lessons, Google Meets conversations, modeled text, sentence stems, and vocabulary support.</p>
<p>b. Bilingual Education (if applicable)</p> <p>Transitional Bilingual Education (TBE):</p>	<p>N/A</p>
<p>Dual Language Bilingual Education (DLBE):</p>	<p>The Dual Language program at PS/MS 57 is designed to ensure that all students become bilingual, bi-literate, and multicultural with the ability to meaningfully engage with their learning in an increasingly global society. All instruction in Spanish and English is aligned with our vision and mission, the NGLS, WIDA standards, and English Language Development Standards. Our Dual Language Program services students from 3K to 8th grade and each consecutive year the program expands one grade level. The Dual Language Program offers students instruction in both English and Spanish at a 50-50 ratio. This means that half of the academic instruction is delivered in Spanish and the other half in English. Certified bilingual teachers deliver the core content using various strategies to make the material understandable and help students develop their language skills, all while meeting the requirements of the Next Generation Learning Standards. These strategies include native language support, activating prior knowledge, repetition, front-loading vocabulary, modeling, scaffolding, and using visuals or graphic organizers. Lessons are designed to address both language and content objectives for English Language Learners (ELLs). Furthermore, the Dual language teachers meet vertically during common planning time to ensure continuity between the English and Spanish core content instruction. In conclusion, these methods have been effective in helping to make the content more accessible for ELLs across all our program models.</p>

<p>2. How does your school ensure the mandated number of instructional minutes are provided according to students' English language proficiency levels in each program model?</p>	<p>PS/MS 57 follows CR Part 154.2 guidelines to ensure that the required number of instructional minutes is provided based on proficiency levels in our Dual Language Bilingual Education (DLBE) program. In the Integrated ENL model, students receive instruction from both the certified ENL instructor and their content teacher. ELL students are grouped into no more than two classes, allowing ENL teachers to provide students with the necessary instructional integrated minutes based on their proficiency levels. Grouping English language learners into no more than two classes also enables the ENL educator to meet the required service minutes in the stand-alone model. In the stand-alone model, students are taught in either heterogeneous or homogeneous groups in the classroom designated for ENL instruction. This arrangement allows the ENL teacher to deliver specific and focused ENL instruction, using HLA strategies when necessary to develop English language skills. The administration ensures that the mandated number of instructional minutes is provided according to proficiency levels in the Dual Language program. The administration has collaborated closely with the Dual Language class teachers to determine the program's structure, including the provision of Home Language Arts and ENL, as well as how ENL is provided based on different proficiency levels within the class. The decisions regarding the program's structure and the provision of instructional units of study are based on the new CR Part 154.2 mandates.</p>
<p>3. How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>The Dual Language program at PS/MS 57 is a one-way dual language program and is therefore primarily composed of students who come from the same home/primary language. The certified bilingual teacher provides instruction in both English and the home/target language of Spanish in the classroom. PS/MS 57 language allocation uses an alternating-day model in which language use alternates on a daily basis. Students learn in English on Mondays and Wednesdays and Spanish on Tuesdays and Thursdays. Fridays consist of 50% of the day in English and 50% of the day in Spanish. Students learn language across all content areas, including English Language Arts, math, science, and social studies. Students are grouped throughout the day, according to the teacher's discretion in various ways, including heterogeneous and homogeneous groupings. The bilingual certified teacher in each class provides integrated or standalone ENL services to students, according to their levels and corresponding CR Part 154.2 mandates.</p>

<p>4. For schools with Dual Language Bilingual Education (DLBE) programs:</p> <p>a. Which <b>Dual Language Bilingual Education model</b> is implemented? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated.</p>	<p>At PS/MS 57 our dual language program is a self-contained program where Spanish is used for 50% of the instructional time and English is used for 50%. At each grade level, the amount of instruction in the English and Spanish language remains the same. According to the spring 2024 EDAT, our dual language program has 142 Current ELL/MLLs</p>
<p>b. In which language(s) is each core content area taught?</p>	<p>At PS/MS 57 the core content subjects are taught in both languages English and Spanish at a 50/50 range.</p>

5. For schools with <b>Transitional Bilingual Education</b> (TBE) programs: a. Which core content areas are taught bilingually?	N/A
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## PART IV: DATA ANALYSIS

### Data Analysis

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

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

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? How does effective instruction for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>According to the spring 2024 EDAT, we currently have 87.1% of our ELLs as newcomers and 5.8% of students with inconsistent or interrupted formal education. Instruction for Newcomers, SIFE, and Developing or Long-Term ELLs differ. For instance, newcomers in our school are grouped for stand-alone ENL classes with ENL teachers to support them in content and language acquisition in a small group setting. Teachers plan their instruction based on students' proficiency scores. The teachers increase the students' comprehension using online tools, interactive activities, and videos for newcomers to engage in language acquisition and literacy instruction. The effective services for our Newcomers are differentiated after analyzing students' scores in Reading, Writing, Listening, and Speaking on the NYSITELL/NYSESLAT exam. The ENL teachers also modify activities ensuring that students learn what is understandable to them at their respective levels. Instruction for Newcomers is differentiated by providing various scaffolding techniques to ensure students can participate in any lesson regardless of their language level. Effective strategies for Newcomers include, but are not limited to using visuals, gesturing, graphic organizers, and sentence starters. The teacher models the expectations and students are grouped in small groups to increase comprehensible input. This provides intensive literacy and language instruction and teaches students specific language-based learning strategies to apply throughout their academic careers. Finally, New Language Arts Progressions are used in conjunction with lesson planning to differentiate instruction. The instruction for developing or long-term ELLs differs from Newcomers slightly. Since our Developing and Long-Term students have been in English as a New Language Program for more than four years, the instruction is planned differently as they are integrated with heterogeneous groups and have more peer support with collaboration in accessing the language in all modalities rather than with less teacher guidance in language. ENL teachers along with content area teachers analyze individual student data from NYSESLAT, ELA, and Math State Exams along with classroom observations and assessments to plan instruction to meet the needs of the long-term ELLs. Long-term ELLs are given strategies to use across curriculums that target their specific needs in order to move them. Long-term ELLs are also provided an after-school program to give further support.</p>
<p>What percentage of ELLs are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do you differentiate effective instruction for SIFE?</p>	<p>Currently, we have 10 SIFE students. The instruction for SIFE students is planned after in-depth interviews and proficiency scores. Educators will provide their instruction similar to the newcomer's model with the addition of phonics instruction in their home language and English. The tools provided to increase rigorous explicit instruction for our SIFE students include phonics, visuals, language prompts, and sentence starters. SIFE instruction differs due to the explicit instruction needed for our students in this particular subgroup. The implementation of scaffold instruction also includes graphic organizers, modeling, paraphrasing, repetition, and audiobooks. Within this subgroup, we also provide cultural and linguistic needs for our SIFE students. Teachers collaboratively work together and share instructional methods designed to improve their academic needs. This allows a lower affective filter so that the student feels comfortable in a supportive environment. The Next Generation Learning Standards are used in conjunction with lesson planning to differentiate the lessons and focus on our SIFE students' needs. Building on SIFE students' strengths in order to bridge the gaps is the main goal.</p>
<p>What percentage of ELLs are Long-Term ELLs? How does effective instruction for Long-Term ELLs differ from instruction designed for Developing ELLs?</p>	<p>According to the spring 2024 EDAT, 6.4% of our ELL/MLL population are long-term ELLs. These students are supported throughout all content areas. Push-in ENL services are provided based on mandated minutes; however, the ENL department also works with content area teachers to provide support and strategies to move students in each subject. Long-term ELLs are provided with instruction to develop tier 2 and tier 3 vocabulary. Instruction is differentiated, using various scaffolding techniques all while activating prior knowledge and providing opportunities for group work and collaboration. Next Generation Learning Standards are used in conjunction with lesson planning to differentiate instruction. 15.6 % of our ELL population are developing ELLs. For our developing ELLs, ENL teachers create graphic organizers for use in the classrooms. Students are provided with visual glossaries and other visual supplements to support comprehension. Developing ELLs can be placed in various groups; at times with other students on similar proficiency levels for direct instruction or they are grouped heterogeneously depending on the student and topic. Next Generation Learning Standards are used in conjunction with lesson planning to differentiate instruction.</p>
<p>What percentage of students are former ELLs? How is your school providing mandated instruction to former ELLs?</p>	<p>Former ELLs make up 6.2% of the population. After exiting ELL status, Former ELLs are supported by small group instruction and one-on-one conferencing to address their weaknesses and highlight their strengths. This is accomplished by providing adequate modeling and examples and providing opportunities for group work whenever possible. ENL department works closely with classroom and content teachers to support former ELL students. ENL teachers collaborate with teacher teams to incorporate meaningful, real-world culturally relevant materials, practices, and tasks to promote equity, inclusion, and diversity, making necessary revisions, based on students' interest surveys and input from ongoing student interviews.</p>

<p>2. Examine all at-risk levels that might adversely affect ELLs at your school. What trends do you notice about the at-risk levels of ELLs at your school?</p>	<p>According to the spring 2024 EDAT, 14.6% of ELLs scored a 1 or 2 on the 2023 ELA exam. We also have 17% of our ELLs not demonstrating sufficient ELP progress on the spring 2022 NYSESLAT. Additionally, we have a large number of ELLs/MLLs in temporary housing - 67.3% of our population. The ENL department closely collaborates with our STH department to provide services not only to the students but also to their families. We conduct workshops aimed at parents to assist them in supporting themselves and their children for success. Attendance plays a critical role in the student 's academic performance. We place a strong emphasis on parent outreach when students are missing two or more consecutive days of instruction. In cases where any of our ELLs are facing attendance issues, our attendance team engages in daily conversations with parents and students to emphasize the importance of attendance and its impact on learning. At PS/MS 57, we hold monthly attendance ceremonies to encourage student participation and acknowledge monthly perfect attendance with certificates. We offer these special incentives to encourage students to attend classes regularly and improve their academic performance to achieve success.</p>
<p>3. Examine all at-risk levels that might adversely affect former ELLs at your school. What trends do you notice about the at-risk levels of former ELLs at your school?</p>	<p>According to the spring 2024 EDAT, out of the 33 former ELL students, 73% scored a 1 or 2 on last year's ELA or Math exam. Out of the 73% of at-risk students, 21% of students have IEPs, and 16% of the students who scored a 1 or 2 last year are in the Dual Language program. We also have a large number of former ELLs/MLLs in temporary housing 67.3% - 18.2% are our former ELLs/MLLs population. The ENL department works closely with our STH department to not only provide services to the students but to the families as well. We provide workshops geared towards parents to help support themselves and their children in order to be successful. Attendance plays a critical role in students' academic performance. We are heavily influenced in parent outreach when students are missing two or more consecutive days of instruction. If any of our ELLs are having attendance issues, our attendance team reaches out to parents and students on a daily basis to engage in conversations about the importance of attendance and its effects on learning. At PS MS 57 we provide monthly attendance ceremonies, allowing students to engage in school attendance and receive monthly certificates for perfect attendance. We offer these special incentives for our students to increase class attendance and improve their academic performance for our students to achieve.</p>
<p>4. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does your school have to support communication and learning that values these home languages?</p>	<p>Spanish is the most significant representation of the home language in our school. Through our up-to-date monthly EDUR, with our student demographics, our school community is predominantly Spanish-speaking. Out of our 171 ELL students, 165 have Spanish as their home language. We have 5 students with a HL of Arabic, and 1 student who has an HL of Fulani. The ELLs in our school are provided with different programs that value their home language. The majority of our ELLs are in Dual language programs. ELLs in the Dual Language classes are evaluated in the various content areas in their home language at predetermined points throughout the year. For example, students take math unit assessments in their home language periodically throughout the school year. In addition, students' reading and writing skills are assessed using Fountas &amp; Pinnell and curriculum-based writing tasks in both languages. Dual Language teachers also consistently informally assess students' home language speaking skills through observations, questioning, and discussions. i-ready assessments and lessons are also given throughout the year in both Spanish and English. Our new curriculum HMH - Into Reading and Into Literature has a Spanish component as well. When you walk the halls of PS/MS 57 you will see that all signage is in both Spanish and English. Morning announcements are given in both Spanish and English. All parent communication is in both languages as well. All meetings and assemblies with students and parents are provided in both Spanish and English. Interpreters and translators are also present for Arabic. In order to continue to support our ELLs' families with translation, we provided a language survey at the beginning of the school year to all our staff. This helps us find out the language availability within our school community, so we can provide immediate translation and interpretation services when needed. Our Language Access Coordinator supervises the translation services in our school using DOE translation services. We currently have staff members who speak most of the languages in our school - Spanish, French, Haitian-Creole Russian, and Urdu. We use the Office of Language and Translation Services to provide support for Arabic. 57 honors and embraces students and families of all backgrounds and cultures. This is also present in the extensive SEL work that is given to students every day.</p>
<p>5. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of <b>Culturally Responsive and Sustaining Education</b> (CR-SE)?</p>	<p>Our school population consists of a majority of multilingual learners who identify as Hispanic. According to the spring 2024 EDAT, we have 70.2 % American Indian or Alaskan Native, 1.2% Asian, 9.9% Black, 5.8% Multiracial, 0.6% Native Hawaiian or another Pacific Islander, and 12.3% White. We deliver a culturally responsive and sustained education to our students by incorporating instruction that will allow students to engage in learning. We provide text filled with diverse authors, articles, and topics that are in their interest and represent their various racial and ethnic classifications. We strongly believe a student's voice is essential. Our delivery focuses on increasing motivation and engagement with student choice and culturally relevant materials. Reflecting on various students' cultures in the class and creating an authentic and confident environment for our ELLs is how we provide a sustaining education in our delivery for our ELLs to feel welcome and included. We have designed responsive units using the five learning pursuits from Dr. Gholdy Muhammad (Joy, intellect, identity, skills, and criticality).</p>
<p>6. What trends do you notice in reviewing English Language Proficiency (ELP) growth at your school? How many students met ELP sufficient progress? How many students did not meet ELP sufficient progress?</p>	<p>The English Language Proficiency (ELP) growth shows that out of 52 eligible students, 23 met sufficient progress and 29 did not meet sufficient progress. Of the 29 students who did not make sufficient progress in their ELP growth, 59% (17 students) have more than 5 at-risk indicators.</p>

<p>7. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>According to the data from the 2023 NYSESLAT, ELLs scored best in speaking and writing. Overall, ELLs had the lowest scores in reading and listening. Because of the influx of newcomers, we will continue to focus on writing even though our writing scores on NYSESLAT were strong. The ENL instruction for the upcoming year will target developing students' reading and writing. In conjunction with classroom teachers, ENL teachers will continue and modify add-in support to the curriculum of HMH to ensure it is meeting the needs of our ELL students. Also, the shared reading protocol was established in the 2023-2024 school year to build student's reading and listening comprehension skills across content areas. We will continue to provide writing learning cycles for ENL and Bilingual educators to implement in the classroom focusing on the NYSESLAT writing rubric since we have an influx of newcomers. ESOL and bilingual educators will continue to improve student's writing skills through modeling, differentiation, strategies of comprehension, and enough literacy support for students to master their writing skills. ENL teachers track students' progress during the ENL common planning time using the data that identifies students' strengths and needs. The team's primary focus is discussing strategies to use that will impact students' performance. The ENL teachers/Bilingual teachers will also continue to align the New Language Arts Progression standards to the Next Generation Standards to modify and scaffold instruction, discussing best practices for ELLs/MLLs.</p>
<p>8. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>2023 NYSESLAT and 2023 ELA comparison for grades 3-8: Of the 41 ELLs who took both the NYSESLAT and the ELA state exam, 25 scored a level 1, 10 scored a level 2, and 6 scored a level 3. Of the 25 students that scored a 1 on the 2023 ELA, 5 scored Commanding on the 2023 NYSESLAT, 16 scored expanding, 2 scored Transitioning, and 2 scored Emerging. Of the 10 students that scored a 2 on the 2023 ELA, 5 scored Commanding on the NYSESLAT, and 5 scored Expanding. All 6 students who scored a 3 on the 2023 ELA, scored a Commanding on the 2023 NYSESLAT. This relationship shows that our ELLs/MLLs need more support in developing English Language Art skills and knowledge in order to be successful on the ELA State Assessment. This data allows us to identify students who have results that differ in grade-level content in reading and writing on the ELA exam and their proficiency results on the NYSESLAT. The relationships on all state assessments allow ESOL and bilingual educators to provide appropriate instruction for students with deep analysis of the text and accessibility of language materials when using the L1. During meetings, teachers are provided with professional learning cycle opportunities that focus on how to engage ELLs/MLLs in writing to obtain the desired outcomes in writing. These professional learning cycles focus on engaging students with different strategies that enhance students' extended writing responses, focusing on the complexity of language, the quality of the language, and their coherent responses. Moreover, during instruction, ESOL and bilingual teachers provide academic and content-specific language support to understand the reading and elaborate student content and writing skills using the NYSESLAT rubric as our primary source for scoring student writing across the content areas. 2023 NYSESLAT and 2023 Math comparison for grades 3-8: Of the 61 students who took both the 2023 NYSESLAT and the 2023 Math state exam, 6 students scored a level 3, 17 scored a level 2, and 38 scored a level 1. Of 6 students that scored a 3 on the 2023 Math, 3 scored Commanding on the 2023 NYSESLAT, 1 scored Transitioning, and 2 scored Emerging. Of the 17 students that scored a 2 on the 2023 Math, 6 scored Commanding on the NYSESLAT, 5 scored Expanding, 1 scored Transitioning, 4 scored Emerging, and 1 scored Entering. Of the 38 students that scored a 1 on the 2023 Math, 7 scored a Commanding on the 2023 NYSESLAT, 16 scored Expanding, 1 scored Transitioning, 8 scored Emerging, and 6 scored Entering. Students have the option to take the Math state exam in their home language, which explains why they are able to get higher scores even if their proficiency level is not as high.</p>
<p>9. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>According to the spring 2024 EDAT, of the ELLs who took the spring 2023 NYSESLAT 8.2% of those ELLs have an IEP. These ELLs have made many gains in transferring their ideas to writing. To continue to improve students' learning, we will provide appropriate scaffolds for students to organize their thoughts and construct sentences that align with their language demands and Individual educational plans. ENL teachers will provide students with formative and summative assessments to collect data and monitor students' growth to receive appropriate instruction. We would also engage in one-on-one conferences with students to reflect on their learning process. ENL teachers will continue to work closely with special education teachers to build on students' strengths and move them towards not only their IEP goals but also language acquisition goals. According to the spring 2024 EDAT, 5.8% of our ELLs are SIFE. The 2023 NYSESLAT data shows that these students are scoring in the low Emerging quartiles and high Entering quartiles. These SIFE students are still struggling with basic literacy skills, which is why they will not progress until they are taught those skills. Due to the influx of New New Yorkers and SIFE students, we will work closely with all teachers of ELLs to give targeted instruction to meet the students where they are and build on those skills in order to improve English Language acquisition.</p>
<p>10. (For grades 9-12 only) Please review your data in the <b>Insight Tool</b> and STARS to answer the following questions:</p> <p>a. How many ELLs are on-track towards graduation?</p>	
<p>b. How many ELLs in grades 11-12 have a documented postsecondary plan in STARS or ATS?</p>	

<p>c. What targeted strategies and interventions are in place to support ELLs who are currently off-track to graduate in four years?</p>	
<p>d. What specific strategies, engaging approaches, and interventions are implemented to support and retain students who are not on track to graduate within four years, ensuring they remain enrolled and are guided towards a successful graduation in the future?</p>	

# PART V: ML/ELL INSTRUCTION

## Tier 1: Core Instruction

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

<p><b>Tier 1 Core Instruction</b></p> <p>1. How does your school provide ELLs with a high-quality academic experience that leads to deeper learning?</p>	<p>In order to have continuous school improvement and the execution of high-quality instruction accessible to all students, the Instructional Leadership Team (ILT) engages in two-way communication with all school stakeholders. The ILT team uses data to develop a clear message and assist in the implementation of best practices for the school. The ILT drives the cycle of inquiry in our school, and it comprises members of different departments in our school community. During our meetings, the ENL department and the administrator who supervises the ELLs/MLLs are in charge of analyzing all data and disseminating the data for our ELLs/MLLs subgroups. As they analyze the data, it is shared during the ILT meetings, so as the school starts to prepare their new learning cycles, they are provided with the ELLs' data and action steps to implement best practices for ELLs that will support language acquisition development. The ILT team consists of the ENL department along with classroom teachers, the IEP teacher, and the administration. ELLs/MLLs have always been one of the main focuses of the ILT team. With the recent influx of New New Yorkers, the ILT team has shifted from not just supporting our long-term ELLs, but now supporting newcomers and SIFE students too. In order to provide MLs/ELLS with a quality academic experience leading to deeper learning, we will integrate NYC Reads strategies, incorporating best practices aligned with the 8 shifts, within the HMH curriculum, scaffolded for ELLs. Additionally, we will implement ELLS Go-To Strategies from Project EXCELL (partnership between University of Missouri-Kansas City and North Kansas City Schools). Such strategies include, but are not limited to: key sentence frames, think-write-pair-share, cloze passages, dictation, graphic organizers, shared writing, exit tickets, based on students' language proficiency in the writing modality. Additional strategies will include: use of NYSESLAT writing rubrics as formative and summative feedback for students; Readers Theatre; Read Alouds; Collaborative Dialogues; Jigsaw Reading; Barrier Games; Gallery Walks; SLANT technique; explicit instruction of academic and domain-specific vocabulary.</p>
<p>2. How does your school's leadership team ensure ELLs have access to core instruction/curriculum?</p>	<p>In order to have continuous school improvement and the execution of high-quality instruction accessible to all students, the Instructional Leadership Team (ILT) engages in two-way communication with all school stakeholders. The ILT teams is comprised of teachers, coaches, ENL &amp; Dual Language Teachers. This group is responsible for ensuring that ELLs have access to the core curriculum by providing teachers with professional learning with the core curriculum. The ENL department and the administrator who supervises the ELLs/MLLs are in charge of analyzing all data and disseminating the data for our ELLs/MLLs subgroups. As they analyze the data, it is shared during the ILT meetings, so the school starts to prepare more professional development to ensure ELLS are accessing the core curriculum.</p>
<p>3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>The ability to make core content comprehensible for ELLs is of paramount importance to our school community. In our ENL program, two licensed ENL teachers service the ELL students, based on proficiency levels, using one or the two models combined: integrated and stand-alone. In the integrated model, the ENL and classroom or content teacher collaborate to make core content comprehensible through a variety of ENL strategies including, but not limited to: native language supports, activating prior knowledge, repetition, front-loading vocabulary, modeling, scaffolding, using visuals, sentences stems, or graphic organizers. All of these strategies and collaboration along with cultural connections and representations foster language development in our ELLs. In the standalone model, we provide home language support, whenever possible, since we recognize the importance of the transfer effect from the first language to a second language, as well as the cultural connections for the students. ENL teachers provide quality instruction by highlighting the strengths of the student 's literacy skills in order to develop the English language. Direct instructions using a guided reading &amp; writing model are used. Careful attention is given to vocabulary instruction. Teachers translate prompts and other components of instructional materials into students' home language to build the transfer of language. Glossaries both visual and in word form support this work as well. When taking standardized math and science tests, ELLs have the option of receiving a test booklet in their native language, along with access to bilingual dictionaries. They can also have the questions and directions read to them in their native language. PS/MS 57 also has bilingual teachers in the school who are readily available to communicate in Spanish, and French. In addition, we offer foreign language classes in Spanish in middle school to help students develop and maintain their home language. In our Dual language model, the certified bilingual teacher delivers the core content. The bilingual teachers use similar ENL strategies referenced above to foster language development while simultaneously meeting the demands of the Next Generation Learning Standards. Additionally, it is important to note that the content areas are approached through the development and delivery of lessons for ELLs that have both language and content objectives. Furthermore, the Dual language teachers meet vertically during common planning time to ensure continuity between the English and Spanish core content instruction. In conclusion, these methods have been effective in helping to make the content more accessible for ELLs across all our program models. In the 2023-24 school year, we implemented the new core curriculum of HMH from PreK-8th grade. This program provides a Spanish component as well. We will continue to unpack the curriculum across grade levels in order to ensure it meets the needs of all learners and all ELLs. ENL teachers, along with ELA and DL teachers will work collaboratively to modify the curriculum to ensure it is accessible to our long-term ELLs, our ELLs with IEPs, our newcomers, and the SIFE students.</p>

<p>4. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to grade level academic content areas and accelerate English language development? Include core content area and language materials with consideration to specific ELL subgroups.</p> <p>a. ELLs with IEPs</p>	<p>We use a variety of instructional strategies and grade-level materials to meet the needs of our English Language Learners (ELLs) with Individualized Education Programs (IEPs). With the introduction of the new English Language Arts (ELA) curriculum, HMH, we have included the necessary support to ensure that all students have access to grade-level materials. Some of these strategies include building prior knowledge using KWL charts or idea webs, previewing text, providing video connections and visuals to enhance conceptual knowledge, conducting small group reteaching sessions, and organizing students into both homogeneous and heterogeneous groupings. These strategies are all planned in collaboration with general education, special education, and English as a New Language (ENL) teachers to ensure that ELLs with IEPs receive targeted instruction to meet IEP goals and language proficiency goals. Professional development will also occur to enhance the pedagogy of dual language (DL), content, and ENL teachers in supporting ELLs with IEPs.</p>
<p>b. SIFE</p>	<p>With our influx of SIFE students, we will look at the new curriculum along with the individual strengths of the SIFE students. Each SIFE student will have an individual plan to move them forward. Classroom teachers will work collaboratively with ENL teachers in order to design and modify the curriculum. Educators will differentiate instruction to include many visuals, language prompts, and sentence starters. In addition, graphic organizers and audiobooks are utilized, if necessary. We will also provide a supportive environment that responds to the SIFE student's immediate social, cultural, and linguistic needs. These actions lower the affective filter so that the student feels more comfortable participating in academic activities. Our teaching staff also has ongoing training in cross-cultural communication and instructional methods designed to improve the academic achievement of SIFE students. We have created a collaborative instructional model that reinforces student learning and accelerates the academic progress of our SIFE students. Next Generation Learning Standards are used in conjunction with lesson planning to differentiate instruction to meet the needs of our SIFE students. Students categorized in the SIFE subgroup will be provided with tools and resources that will support their learning. ESOL educators and classroom teachers will provide students with modeling, paraphrasing, and repetition. Students will also receive graphic organizers, visuals, and pre-recorded videos to feel comfortable engaging with academic activities. Professional learning will also take place in order to build DL, content teachers, and ENL teachers' pedagogy in supporting SIFE students.</p>
<p>c. Newcomers</p>	<p>Newcomer ELLs are grouped for standalone ENL classes with an ENL teacher based on proficiency level. Instruction is differentiated after analyzing students' scores in Reading, Writing, Listening, and Speaking on the NYSITELL/NYSESLAT exams. Activities for these students are modified to set students up for success in comprehending the academic content at their respective levels. Instruction is differentiated by providing various scaffolding techniques to ensure students can participate in any lesson regardless of their language level. Techniques include but are not limited to using visuals, gesturing, graphic organizers, and sentence starters. The teacher models the expectations, and we provide group work throughout the day to increase comprehensible input. This goes along with delivering intensive literacy and language instruction and teaching students specific language-based learning strategies to apply throughout their academic careers. Finally, Next Generation Learning Standards are used in conjunction with lesson planning to differentiate instruction for students to engage in grade-level content. The teacher's instruction will be planned after analyzing the student's proficiency scores. The teacher will increase the student's comprehension using online tools, interactive activities, and videos for newcomers to engage in language and literacy instruction. Teachers will engage students through various interactions not just in the classroom to initiate conversations about feelings and emotions for social-emotional support. Some of the activities include but are not limited to scavenger hunts on colors representing their mood or interacting in read-aloud conversation starters regarding the mood meter chart. Specific connections are made from the L1 to L2 in order to transfer and build literacy skills in both languages. Due to the influx of newcomers, flex scheduling in the DL classroom is also being implemented in order to group students with similar language strengths. Guided Reading groups and the use of targeted i-Ready resources will also build our newcomers' language proficiency. Professional learning will also take place in order to build DL, content teachers, and ENL teachers' pedagogy in supporting newcomers.</p>
<p>d. Long Term ELLs</p>	<p>Long-term ELLs are provided with high-interest, low-level books, and they are provided with instruction to develop tier 2 and tier 3 vocabulary. Instruction is differentiated, using various scaffolding techniques, activating prior knowledge, fostering the development of students' academic vocabulary and academic oral language, and providing opportunities for group work and collaboration. Next Generation Learning Standards are used in conjunction with lesson planning to differentiate instruction. Students will receive a plethora of tools that will engage students in learning. The ENL teachers will be able to provide scaffolding techniques and assign students online leveled reading books. The resources will allow ENL teachers to monitor students' reading engage students in understanding academic vocabulary and continue to provide online scaffolded instruction. Classroom/content teachers will work directly with ENL teachers to provide instruction to target long-term ELLs to ensure language proficiency. NYSESLAT scores are analyzed in depth for our long-term ELLs to pinpoint modalities that need more support. This data analysis will be shared with all teachers of ELLs to ensure they are receiving targeted instruction.</p>

<p>5. What supports does your school provide to ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>PS/MS 57 uses curricular, instructional, and scheduling flexibility to enable ELL-SWIs to achieve their IEP goals and attain English proficiency within the least restrictive environment by modifying the content of the curriculum when necessary and aligning language goals to IEP goals, whenever possible. Administration, school social workers, psychologists, general, and special education teachers work collaboratively along with our ENL department to determine student progress. This helps them to reflect on students' individual goals and modify those goals to reflect the students' current instructional needs. The ENL department works collaboratively with all special education teachers to focus on student-specific academic needs to monitor progress and adjust instruction and goals as needed. In addition, the ENL teachers and Special Education department are involved in advocating for the needs of ELL-SWIs to ensure that all teachers working with them are aware of their second language needs and understand how to differentiate these needs from their learning disability. It is also a priority of this team to ensure that ELLs are properly identified as SWIs and are not placed in more restrictive settings than necessary due to their second language acquisition needs. The ENL teachers push into these classrooms to provide ENL services in a small group setting. This is coordinated with the other service providers in the school. The teachers will continue to work with administration, special education teachers, guidance counselors, school social workers, ENL coordinators, and psychologists to carefully monitor students and assist them in meeting IEP goals. The service providers will coordinate and keep in communication with one another to ensure that students receive the appropriate instruction in the least restrictive environment. To address the progress and performance gaps, based on current data for the cohort of students who are both ELLs and SWIs, professional development will be provided for all teachers, to explore the crosswalk between language and learning disabilities so that effective strategies may be planned and implemented to address the dual learning needs of this particular subgroup, within the broader ELL or SWI subgroups.</p>
<p>6. How is home language assessed in each program model (DLBE, TBE, and ENL)?</p>	<p>Home language instruction and support are provided for our ELLs in our Dual Language Program and in our integrated and standalone program. In the Dual Language program, the bilingual teachers deliver the instruction in all subjects in English and Spanish on alternating days. Additionally, i-Ready is used in both Spanish and English to support home language instruction and assessment. I-Ready lessons and resources can be used in small groups or individually to support home language. The HMH curriculum has both English and Spanish components for instruction, assessment, and small-group support. In the ENL program, in both integrated and standalone, we provide home language support, whenever possible, since we recognize the importance of the transfer effect from the first language to a second language, as well as the cultural connections for the students. Teachers translate prompts and other components of instructional materials into students' home language. Direct translation of vocabulary words is also given in a glossary format. When taking standardized math and science tests, ELLs have the option of receiving a test booklet in their native language, along with access to bilingual dictionaries. They can also have the questions and directions read to them in their native language. PS/MS 57 also has bilingual teachers in the school who are readily available to communicate in Spanish, French, Urdu, and Haitian Creole. In addition, we offer foreign language classes in Spanish in middle school to help students develop and maintain their home language.</p>
<p>7. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the <b>New York State Seal of Biliteracy</b>?</p>	<p>The school offers Spanish, and it is required for all middle school students, including the ELLs/MLLs in grades 6-8. P.S. 57 also provides coding and technology, as a class that supports and utilizes domain-specific language.</p>
<p>8. Describe systems and structures for supporting co-teaching and collaboration among teachers for all ELL program models available at your school (e.g. integrated co-teaching, Dual Language Bilingual Education teacher partnerships, etc.).</p>	<p>Collaboration among all our ELL programs include a biweekly meeting of the Dual Language teachers and the ENL teachers, weekly PDs with all teachers, and the inclusion of an ENL teacher on the curriculum planning and development teams of each grade. The biweekly meetings of the Dual Language teachers and the ENL teachers focus on the sharing of language acquisition action plans for specific students, tools that are used on those action plans, and the sharing of student work. The weekly PDs include an annual presentation of strategies that classroom teachers can implement with their ELLs with an introduction to the ELL program and an overview of the ELL students at our school. Additionally, the ILT team, which meets to collaborate on the analysis of student data, consists of the ENL department along with classroom teachers, the IEP teacher, and the administration. Integrated co-teaching is supported through the inclusion of the ENL teacher in weekly grade team meetings and content area meetings where student data, lessons, and curriculum are discussed.</p>

<p>9. 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 MLLs/ELLs. Professional learning topics might include co-teaching strategies, or integrating language and content instruction.</p>	<p>ENL teachers provide professional learning opportunities for the school staff centered around ELLs and their language development. Resources and strategies are taught and shared to support our MLLs/ELLs in the classroom. ENL and DL teachers will also support and attend grade-level meetings and content area meetings to discuss and implement strategies and protocols to support ELLs as they engage in the Next Generation Standards. Professional learning will continue through the academic school year. Weekly grade meetings for teachers and staff to collaborate on MLL/ELL instruction best practices are built into the week. Due to the influx of newcomers and a shift in our ENL profile, more targeted professional learners will take place around newcomer instruction and support and SIFE support. These, along with PL on ELL strategies for long-term ELLs and ELLs with IEPs, will continue throughout the school year. The use of technology has become essential for our instruction. Staff are provided with various resources, and educators are offered different professional learning experiences to become familiar with multiple online platforms and websites. They include but are not limited to Reading A-Z, Epic, Newsela, Readworks, Visual Thesaurus/Dictionary, and BrainPop. These resources are engaging for students and provide a variety of visual and audio support essential for our ELLs' language acquisition. Students are also involved in activities through these platforms to initiate conversations about feelings and emotions for social-emotional support. In addition, every classroom has a mood meter that is incorporated into the lesson for the first period of every day.</p>
<p>10. 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 [holders of professional certificates in the classroom teaching service, educational leadership service and level III teaching assistant certificate holders] and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>The DOE will inform the administration and staff of upcoming ELL/MLL PD opportunities. They provide professional development that emphasizes the integration of ELL/MLL learning, along with instructional strategies. These training and professional development days align with the CR 154.2 mandate. The administration also sets aside a portion of the in-school professional development time for the ENL department to present to the staff to meet the 15% of hours for all teachers related to the instruction of ELL/MLLs. Based on deep dives into ELL students' progress, using the NYSESLAT writing rubric, professional development will be provided to teachers on how to incorporate the WITSi Sentence Tracker to support students' capacity to write complex sentences. The following topics are presented throughout the year to the staff – 1) Overview of ELL/MLL identification and understanding of the ELL/MLL levels of students, 2) instructional strategies for teachers of ELL/MLLs to use in the classroom including vocabulary, pre/post-reading strategies, technology use, bilingual glossaries, 3) overview of the Next Generation Learning Standards, 4) understanding the NYSESLAT. Staff members are required to maintain records by keeping agendas from the professional development they attend. The administration keeps the attendance sheets and agendas for each professional learning session. Agendas from The Division of Multilingual Learning Professional Learning are also kept along with records of CTLE credits for the bilingual education/ENL teachers to document the 50% of total hours dedicated to ELL/MLL-specific professional development. With the influx of New New Yorkers, we will modify the professional learnings for staff once more data is available (NYSESLAT Scores from 2024) in order to target our learnings to meet the needs of the current ELL population.</p>



## Assessment

<p><b>SCREENERS</b></p> <p>11. Which screening assessments (e.g. iReady, MAP Growth, Acadience, or STAR Reading) does your school use to guide instructional planning for your ELLs?</p>	<p>Our school also utilizes i-Ready as an online screener to monitor students' comprehension skills in literacy and math. The program allows educators to monitor and plan accordingly to provide the skills students need to succeed in reading and math. The i-Ready platform enables students to build stamina by gradually completing the activities provided based on the mastery of competence they have demonstrated independently. The math assessment is available in Spanish for our newly enrolled students. Using the data collected from the i-Ready platform, teachers and ENL teachers create action plans for small group introduction support. For all new arrivals, Entering and Emerging students do not get screened if they have less than 5 months of ELA instruction. In addition, our school also utilizes the Acadience screener. This assessment is used to measure student language growth. At PS/MS 57, this assessment caters to our Grade K-2 population, and our teachers look at this assessment to understand language, vocabulary, and letter/sound growth. Acadience monitors reading proficiency in different settings. Teachers can distinguish when and where the student needs extra support. ENL teachers align their instruction based on students' reading levels and i-Ready data collection to support students' literacy comprehension skills with the screeners provided in our school. The data collected by these screeners allow all teachers to analyze data and trends for our ELLs and create action plans that will target our ELLs' needs. ENL teachers align their instruction based on students' reading levels and i-Ready data collection to support students' literacy comprehension skills with the screeners provided in our school. The data collected by these screeners allow all teachers to analyze data and trends for our ELLs and create action plans that will target our ELLs' needs.</p>
<p>12. For all grades, list and describe your targeted intervention programs for ELLs in ELA, Math, and other core content areas (specify ELL subgroups targeted). Include the language(s) in which the intervention services are offered.</p>	<p>PS/MS 57 uses a variety of targeted intervention programs to meet ELL/MLL needs. Instruction for ELLs in English Language development is provided first in the Tier I instructional level classroom using the core curriculum. We will continue to use HMM in our school next year and continue to work with the other core curriculum programs (Passport- Social Studies, Amplify Science, and Envision Math 2.0). Students move to Tier II and Tier III if they demonstrate more of a need for intervention. The target intervention program happens in the classroom in conjunction with the ENL or bilingual teachers to meet the ELLs/MLL's needs. Tier-II and Tier-III interventions are used for intensive academic support. The ENL teachers plan and work with the content to make the language more accessible. For example, the ENL teachers can front-load certain vocabulary words, provide a graphic organizer, or use visuals to assist the student. If a student is entering or emerging, a combination of literacy-related skills is taught, including phonemic awareness, fluency, explicit phonics, reading connected text, and vocabulary. The intensive intervention provides frequent opportunities for guided student practice through skill-specific strategies and progress monitoring. Aside from classroom interventions, PS/MS 57 has the Read Alliance program. The program provides one-on-one reading tutoring for 45 minutes 4 days a week. Hunter Learning Lab is also offered as an intensive tutoring program for students in grades 1-6. The program's purpose is to improve students' academic performance. It is a one-to-one program tailored to students' needs based on teacher input. Many of our ELLs/MLLs with IEPs are in the program. Another program that provides literacy enrichment is Readers on the Rise. This program provides the reading foundation students need to become fluent readers, and many of our ELLs participate in this program.</p>
<p>13. For all grades, describe how your school uses data to guide instruction for ELLs within a Multi-Tiered System of Supports (MTSS). Refer to the <b>Instructional Leadership Tool for MLs and ELLs and MTSS Guide for MLs and ELLs</b> to help in the development and implementation of your school's plan for MLs/ELLs.</p>	<p>P.S./M.S 57 takes action early on by identifying those students who are at risk to support their needs. Factors such as students in transitional housing, students with disabilities, and ELLs, including dually designated, long-term ELLs, and newly arrived students, are looked at to provide support and strengthen core instructional practices. P.S./M.S 57 educates all staff to understand the purpose and organization of the school's multi-tiered system of support (MTSS) and how it serves the needs of ML/ELLs. Teams use consistent protocols and decision-making rules to determine instructional changes at the school, classroom, and grade levels, and for the unique needs of groups and individuals. Teams meet by grade and by content area throughout the week. Data from NYSESLAT along with baselines, benchmarks, and teacher assessments are examined. At that time, students and their needs are discussed in order to put plans in place to support this work. Parents as well as partnerships in the school are encouraged and invited to participate in this work. At PS/MS 57, both classroom teachers and ENL providers use Response to Intervention to ensure appropriate instruction to support our ELLs/MLLs in their language acquisition. Tier I intervention consists of small group instruction by monitoring students using Tier I instructional interventions in the classrooms. If the students demonstrate sufficient progress, their intervention services in the classroom by the teachers will be reduced. If the students demonstrate minimum progress, the student will then receive Tier II intervention. When the ELL/MLL students are assigned to Tier II and Tier III interventions, the teacher will then incorporate targeted in-depth scaffold support in their small group instruction. Based on formative/ summative assessments and monitoring students' progress, if Tier III instruction proves to be unsuccessful, the RTI committee reconvenes the case and discusses the next steps to be taken for the student to ensure his/her learning needs are being met for his/her future success. ENL teachers will collaborate with teacher teams to incorporate meaningful, real-world culturally relevant materials, practices, and tasks on a daily basis, to promote equity, inclusion, and diversity, making necessary revisions, based on students' interest surveys and input from ongoing student interviews. making necessary revisions, based on students' interest surveys and input from ongoing student interviews.</p>

<p><b>FORMATIVE</b></p> <p>14. Which formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, DRA, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>At PS/MS 57, the teachers will use HMH as a formative assessment to monitor our ELLs/MLLs' fluency and comprehension skills. Teachers gather data that provides insight into students' literacy development for appropriate instructional planning. The assessments will allow ENL teachers to plan and support the students' specific needs by creating subgroups that target entering and emerging students and long-term ELLs. The ENL teachers and our bilingual teachers use an ELL NYSESLAT Mock assessment to monitor students' writing. These assessments are administered three times a year, and teachers, alongside the ENL department, engage in an inquiry process as they assess the students' writing benchmarks using the NYSESLAT rubric. Teachers and administrators create an action plan addressing students' writing needs from the data collected. This, along with the RFSF in ATS, the April 2024 EDAT, and NYSESLAT scores from 2024, will give a complete picture of the individual student to plan for instruction and apply interventions needed for potential targeted instruction. Due to our school's influx of ELL students, our focus on writing has shifted slightly to focus on students' reading and listening modalities. We will continue to monitor students' progress and implement best practices for our ELLs to improve their listening and reading modality NYSESLAT scores. At least 3 times during the year, school leaders and ENL teachers will administer and review ELL students' progress monitoring progress and performance through the lens of i-Ready assessment results, Acadience results, and Mock NYSESLAT Writing Assessment results (BOY, MOY, EOY). Based on these triangulated results, adjustments to instruction will be determined and implemented, including precise, targeted Tier 2 and Tier 3 MTSS interventions. School leaders will maintain monitoring and tracking systems to ensure students are receiving the supports and interventions, with fidelity, and interfacing with attendance records so that absenteeism does not negatively impact students' consistent access to instruction. In addition, they will utilize the DOE School Support Rubrics (Tier 2 and Tier 3) to share with staff and monitor the effectiveness of ELL policy and instructional delivery at the school. The ENL teachers analyze results from fall progress monitoring writing assessments for ELLs to determine the next instructional focus and share findings with classroom teachers and school leaders. The next school year, our school will continue to implement the HMH curriculum and will be implementing assessments associated with the curriculum.</p>
<p>15. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>The Dual Language program uses the above assessments from HMH Arriba la Lectura. The assessments measure students' literacy skills in their home language, and they are monitored and benchmarked to continue to address students' L1. In addition, i-Ready is utilized to evaluate students in their home language, if available, as well as the Into Reading program. The MLS screener is used for concerns regarding student literacy skills in their home language. At PSMS 57 we modify instruction to improve ELLs/MLLs' comprehension by giving students appropriate reading strategies and support. i-Ready is also used to evaluate students in their home language. Into Reading also provides assessments and instruction in Spanish which is the majority of our students' home language.</p>
<p><b>SUMMATIVE</b></p> <p>16. Which summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>For our ELLs/MLLs, we analyze students' NYSESLAT scores along with ELA and Math state scores to focus on lessons to support their strengths and improve on areas of need. Based on the NYSESLAT level, teachers provide different levels of scaffolded support and interventions. Some of the strategies we used to target the needs in their language modalities include but are not limited to, creating language objectives, visuals, scaffolding strategies, and small group instruction.</p>

<p>17. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe your plan to ensure that all ELLs, and former ELLs continue to receive mandated instruction during the testing period.</p>	<p>Every spring, the ENL and Dual language teachers work collaboratively to administer the NYSESLAT. ESOL educators provide professional learning opportunities that focus on information regarding the NYSESLAT administration and turnkey on any given information regarding updates by the district of multilingual ELLs. During the scoring period of the NYSESLAT, outside classroom teachers work collaboratively to grade the NYSESLAT. ELLs and Former ELLs continue to receive their mandated services with the scaffolded support pre-planned by the ENL service provider and the classroom teacher. Another option that we have created is that students will receive asynchronous assignments and scaffold support with the virtual platforms that allow students to continue with their academic learning. Various materials to support ELLs include but are not limited to scaffolded readings, graphic organizers, exemplars, audiobooks, and decodable readers, such as Reading A to Z.</p>
<p>18. How does your school ensure that current and former ELLs receive necessary accommodations for state assessments, including the Specialized High School Admissions Test (SHSAT) if applicable?</p>	<p>All ELLs receive necessary accommodations for all state assessments including SHSAT. The testing coordinator goes to all trainings and follows the guidelines for all accommodations for ELLs, students with IEPs and 504s. The testing team reviews all accommodations such as separate location, extended time and the use of bilingual glossaries or alternative language exams when applicable to ensure all students receive their accommodations.</p>

## PART VI: FAMILY PARTNERSHIP

### Family Partnership

#### Required Meetings Under CR Part 154

1. Describe your schools' plan to ensure families of ELLs are provided with the required meetings specified below as per CR Part 154. Include how your school ensures families receive necessary translation/interpretation supports to meaningfully engage in the meetings, how your school schedules these meetings to facilitate attendance, and how your school maintains evidence of these meetings as required per the NYC DOE **Policy and Reference Guide for MLs/ELLs**.

<p><b>a. ELL Program Orientation</b> to inform parents/guardians of newly identified ELLs of ELL program options, including the program goals and requirements for all three ML/ELL program models: Dual Language Bilingual Education, Transitional Bilingual Education and English as a New Language regardless of whether the school currently has either type of bilingual program and provide a high-quality orientation section on the Next Generation Learning Standards, assessments, and school expectations for English Language Learners.</p>	<p>According to the ELL Policy Guide, when a student first registers in the DOE, there is an identification process with a ten-day window of completion. A member of our team interviews parents in their preferred language. If our team does not speak the preferred language, we use translation/interpretation services to complete the interview. Parents are given the Home Language Identification survey. The team also interviews the student to determine the home language, including reviewing the student's abilities or work samples. If the student is identified as having a home language other than English, they are then eligible to take the NYSITELL. The team then gives the student the NYSITELL. Parents are given the results in their preferred language. Then, parent orientation is given along with the parent survey. Parent orientation includes an introduction to the ENL department, the Dual Language department, NYSED video explaining parents' rights regarding ELL program options, followed by the parent survey. Evidence of the meeting is recorded as an attendance form and kept in a compliance binder. The ENL team invites parents in the winter to present New Language Arts proficiency levels. This presentation allows parents to ask questions and continue to become well-informed about best practices utilized in the classroom and other practices that can be used at home to enhance language development. These presentations are offered in the parent's home language with an interpreter or a staff member.</p>
<p><b>b. Annual Individual Meeting</b> to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. <i>Note:</i> this meeting is separate from and does not include the mandated ELL program orientation meeting and DOE-scheduled parent-teacher conferences.</p>	<p>Individual teachers schedule their mandated meeting as per CR Part 154 relates to the Annual Individual Meetings for Families of ELLs. . During this time, the teachers discuss the individual student's strengths and growth, followed by the student's current and previous NYSESLAT proficiency levels. In addition, teachers keep a record of points of strengths and areas they have discussed as evidence of the meeting.</p>

## Additional Opportunities for Family Engagement

<p>2. Beyond the mandated meetings and orientations, describe how your school:</p> <p>a. Ensures families receive all school communications and documents in the language they best understand. How are families able to respond or initiate communications in languages other than English?</p>	<p>Our school has a team by the language access coordinator whose members carry out different roles in the event of a school emergency. The team consists of two ENL teachers, one parent association member, a special education teacher, the BRT leader, and a member of the main office staff. Each member is in charge of one or two languages spoken by parents at our school and has the job of translating the message and the plan for the parents as quickly as possible about the emergency in a timely fashion. This communication is provided to parents through phone calls, phone blasts, email or through the use of the REMIND system.</p>
<p>b. Develops activities that foster empowerment for families of MLs/ELLs. Include how your school determines the needs of your community.</p>	<p>Parents play an integral part in our school and the ENL/Bilingual program. PS/MS 57 has an active Parent Association that provides a variety of workshops and events for parents. The parent coordinator at the school works closely with the Parent Association to mediate the needs of the school and the needs of the parents. This helps to create a healthy partnership between the school and the home. The parent coordinator speaks both Spanish and English. She acts as an interpreter at many parent meetings. When a language other than Spanish is spoken, the NYC Translation Interpretation Unit is utilized. The Parent Association hosts many activities that not only foster parental involvement but also allow the parents the opportunities to get involved with the community. These workshops include but are not limited to, Welcome Back Breakfast, How to Prepare for Parent-Teacher Conferences, Promotion in Doubt Workshop, Bullying Prevention workshops, Cyber Bullying Workshop, and Safety Protocol Workshop. In addition, due to the influx of new arrivals in our school community. The district was able to offer ESL Adult classes for our parents twice a week. Family Game Night and the Thanksgiving luncheon are also ways parents and students come together. These events are intended to help parents be more involved with their children's academic lives and be present in the classroom environment. Parents are also strongly encouraged to volunteer to help with school art projects and various duties. As a community, the parents are active participants in field trips, school shows, and other activities. For the upcoming year, we will continue to offer ESL Adult classes for our parents, in addition, We will also hold a parent nutrition class through the Cornell University program, and parents will be invited to be a part of the Parent Art Class that the PTA hosts. In the fall, the ENL department hosts a meeting for all parents of ELLs to attend and find out how their child performed on the NYSESLAT the previous spring and what they can do at home to help their child prepare for the next exam. The breakdown of modalities and strategies are shared for exercises they can practice at home with their child to help them improve their language skills, which includes native language instruction from the parent when possible. In the spring, the ENL department holds two workshops for parents to help them understand the implications of the NYSESLAT and how they can help their children study and prepare at home. The second workshop provides insightful strategies implemented for students in the English support and what to practice at home and spring date reminders of the school calendar. Weekly ENL office hours are held during parent engagement time. Parents are notified of the various weekly topics and can join as needed. This time also supports families with questions or concerns about their children. This year with our influx of newly enrolled ELL students, the school community worked together to provide an exceptional opportunity for parents to stay informed and involved in our school community. We offered workshops for families and had assistance from the Division of ELLs to welcome families to our school community. The workshops we provided this year for our new families were created for them to have a welcoming environment. We provided breakfast, an introduction to our school staff, and shared insightful information with the families. The STH coordinator coordinated bussing for lower-grade students, metro cards for parents and students, and school materials and uniforms. The school collaborated with a partnership for parents to sign up for healthcare. In addition, our school nurse shared resources for families and information regarding dental services for students and vaccination. These workshops will continue next year.</p>

<p>c. Ensures families of MLs/ELLs are aware of family leadership opportunities (such as Parent Association (PA), School Leadership Team (SLT), Community Education Council (CEC), etc.)</p>	<p>Our parent coordinator, principal, assistant principal, and ENL Department work collaboratively to provide leadership opportunities to all of our families. We send flyers and reminders in all languages to keep our ELL parents aware of leadership opportunities in our school community and district. We also hold parent meetings and invite translators, if needed, to provide all the information in our parents' native language.</p>
<p>3. What culturally and linguistically responsive partnerships do you currently have that support the needs of your school community?</p>	<p>Our school provides culturally and linguistically responsive partnerships through our Social Emotional Learning programs and differentiated instruction for our students. During the fall, our school had an influx of newcomer students, and we had an increase in Newcomers entering our Dual Language program. Our ELL population doubled, and our rigorous instruction had a shift in teaching strategies. Our school implements SEL instruction in the mornings; students use journal writing and a mood meter chart to express their thoughts and emotions. Our students can express their emotions in English and their native language. The SEL program provides excellent support for students to express their feelings and cultural and emotional experiences. Teachers utilize students' cultural learning experience and language competency to include in their classrooms with other students. In dual language classrooms, newcomers with a higher understanding of their native language are partnered with students fluent in English. Therefore, students can collaborate, increasing the L2 by utilizing the L1 as support.</p>

## PART VII: ADDITIONAL INFORMATION

### **Additional Information**

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

As our ELL population grows due to the influx of students, the Dual Language team and ENL Department work closely together to create culturally appropriate strategies to increase student English language proficiency. The Dual Language teachers and the ENL teachers meet every other Thursday to share best practices and resources that have allowed students to grow in their new language and discuss the obstacles they have faced to gain insight for best practices next year. Professional development workshops have also been provided for all staff, explaining ways to implement differentiated instruction for newcomer ELLs. The ENL Department worked closely with general education teachers to create a shared reading practice for students, applying the appropriate scaffolding instruction, and shared resources with all staff.

# PART VIII: ELL IDENTIFICATION ATTESTATION AND PRINCIPAL CERTIFICATION

## Identification Plan

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

<p>1. Describe systems and procedures in your school to serve newly enrolled, current ELLs, and former ELLs. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator). The plan should address how ELLs and former ELLs will continue to receive mandated instruction.</p>	<p>The administration, parent coordinator, and ENL teachers work together to acclimate newly enrolled ELLs before school begins. The parent coordinator is actively reaching out to the families and inviting them to an orientation meeting in August before school starts. At this meeting, we outline the programs available (ENL or Dual Language) and offer parental choice as to what program they think works best for their child's needs. We also will provide a school tour. Former ELLs, teachers, and administration will present the tour. The tour will let incoming students and parents know about our school community. For new ELLs who enroll throughout the year, the same orientation meeting is held individually, held by the ENL teachers, in which parents and students are welcomed to the school and taught about the various literacy models provided for students acquiring English as a new language. In addition, newly enrolled ELLs are given a tour of the school, and we provide a buddy, a current or former ELL who provides the tour, to answer any questions they may have about our school and community. The new students are also introduced to key staff members, including school guidance counselors, social workers, teachers, and students in the building who share a common home language. Due to our population of ELL students increasing, we had unique opportunities for teachers and students to work closely with newly enrolled students. Teachers, guidance counselors, the STH coordinator, the parent coordinator, and the administration team worked together to provide a welcoming environment for our students and families. The school created two parent workshops for families to better understand the school community. Opportunities for parents to ask questions and stay informed of their child's education were implemented in these workshops. In these workshops, breakfast was provided, and students and parents had the opportunity to meet the ENL Department and Dual Language teachers. The school also provided a partnership with Healthcare for parents to sign up and apply. In addition, the division of Multilingual learners/ELLs was also part of the workshops where they assisted in creating student accounts. Other opportunities were available for our ELLs throughout the school year. The district provided an annual spelling bee, and in addition, we had a Spanish spelling bee competition. Our newcomers thrived and had the opportunity to be involved in a contest representing our school. Our current and Former ELLs have also participated in both the English and Spanish Spelling Bee, allowing our students to have increased opportunities to participate throughout the year. In addition, students were invited to participate in after school programs they were interested in joining. For the 2023-24 school year, we started our Title III after- school newsletter for ELLs which included parent celebrations. We will continue with this program in the following years. In order to ensure continuity of services as newly-enrolled students go through the ELL identification process, the ENL teachers consult with the Assistant Principal and the classroom teachers on an ongoing basis.</p>
<p>2. What are the titles of the members of your ELL identification team?</p>	<p>Principal Assistant Principal ENL Teacher ENL Teacher ENL Teacher</p>



<p>3. Describe the structures and process in place for identification of ELLs year-round as required by the <b>NYC DOE Policy &amp; Reference Guide for MLs/ELLs</b>. Include how your school proactively plans for the ELL identification process so that it does not interrupt the provision of mandated ENL and/or bilingual instruction to current, former and potential ELLs.</p>	<p>As per the EPRG, P.S. 57 has a trained team of ENL teachers and administrators who complete the intake and identification of new students. All students undergo this process to determine if they can be classified as English Language Learners. All members of the team are trained to complete this process. A member of our team interviews parents in their preferred language. If our team does not speak the preferred language, we use translation/interpretation services to complete the interview. Parents are given the Home Language Identification survey. The team also interviews the student to determine the home language, including reviewing the student's abilities or work samples. If the student is identified as having a home language other than English, they are then eligible to take the NYSITELL. The team then gives the student the NYSITELL. Parents are given the results in their preferred language. Then, parent orientation is given along with the parent survey. If the child has an IEP, the LPT team convenes to decide if the student should take the NYSITELL. The LPT team comprises our admin team, special education teacher, ENL teachers, and classroom teacher. Students with a home language of Spanish are also given the Spanish Lab test. Finally, the student is placed into the appropriate ELL program. The administration, parent coordinator, and ENL teachers work together to acclimate newly enrolled ELLs before school begins. The parent coordinator is actively reaching out to these families and inviting them to an orientation meeting in August before school starts. At this meeting, we outline the programs available (ENL or Dual Language) and offer parental choice about what program they think works best for their child's needs. For new ELLs who enroll throughout the year, the same orientation meeting is offered individually and held by the ENL teachers. Parents and students are welcomed to the school and taught about the various literacy models for students acquiring English as a second language. In addition, newly enrolled ELLs are given a tour of the school, and we provide a buddy to answer any questions they may have about our school and community. The new students are also introduced to key staff members, including school guidance counselors, social workers, and teachers and students in the building who share a common home language. In the future, as we continue to receive the influx of newcomers, our school will continue to provide opportunities with workshops for families with the support of the staff and the assistance of the district division department of ELLs to complete the responsibilities and requirements needed during the period of ELL identification process. The ELL Identification Process is the same in the summer as it is during the school year. A member of our team interviews parents in their preferred language. If our team does not speak the preferred language, we use translation/interpretation services to complete the interview. Parents are given the Home Language Identification survey. The team also interviews the student to determine the home language, including reviewing the student's abilities or work samples. If the student is identified as having a home language other than English, they are then eligible to take the NYSITELL. The team then gives the student the NYSITELL. Parents are given the results in their preferred language. Then, parent orientation is given along with the parent survey. If the child has an IEP, the LPT team convenes to decide if the student should take the NYSITELL. The LPT team comprises our admin team, special education teacher, ENL teachers, and classroom teacher. Students with a home language of Spanish are also given the Spanish Lab test. Finally, the student is placed into the appropriate ELL program. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).</p>
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## Principal Certification

In accordance with New York State's Commissioner's Regulations Part 154 as outlined and implemented in the NYC DOE **Policy and Reference Guide for MLs/ELLs**, I, attest that the following ELL identification procedures and activities are adhered to, and staff are trained on the items listed below.

- The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
- Enrollment status of each newly admitted student is determined:
  - a. If a student has been in New York State public schools within the past 2 years, our school contacts the previous school to obtain ELL status, relevant assessment scores, and English language proficiency level.
  - b. If a student has been outside of New York State public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry.
- The home language of the student is determined by a trained and licensed pedagogue.
  - a. The parent completes the Home Language Identification Survey in the parent's preferred language; translation services are provided by a bilingual staff member, the DOE's over-the-phone translation services, or an alternative, high quality translation service.
- An interview with parents and students in English and the home language is conducted. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determines the student's literacy and math level in his/her home language.
- Eligibility for the NYSITELL is determined.
  - a. If the newly enrolled student is entering with an IEP, the school's Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
- Students are administered the NYSITELL, if eligible.
- Notification letters are sent to the parent/guardian in their preferred language.
  - a. Parent is notified of their child's ELL status and results of the NYSITELL.
- If the student is identified as an ELL and the student's home language is Spanish, the student is administered the Spanish Language Assessment Battery (LAB).
- Student with Interrupted/Inconsistent Formal Education (SIFE) status is determined using **New York State's resources**.
- If a student is a newly identified ELL, the parent is invited to the parent orientation meeting.
  - a. The parent orientation meeting provides parents/guardians with an explanation of each ELL program model offered in NYC; the parent video describing the three programs is presented (in parent's preferred language); parents/guardians are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
- ELL is placed in the ELL program that the parent selected.
  - a. If the bilingual program that the parent selected is not available, the parent is offered a transfer to a school with that bilingual program in accordance with NYC DOE transfer policies.
  - b. If the ELL remains in the school, the ELL is placed in English as a New Language and our school keeps track of parent selection 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 Re-identification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Re-identification Process within 6 to 12 months.
- Copies of documentation regarding ELL identification, including letters and parent notifications are kept in the students' cumulative files.

Principal Name:

Yaira Jimenez

## **PART IX: 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)

<p><b>Office of Language Access (OLA) Contact:</b></p> <ul style="list-style-type: none"> <li>▪ Contact Information:             <ul style="list-style-type: none"> <li>▪ Cunneely Elena, <a href="mailto:ECunneely@schools.nyc.gov">ECunneely@schools.nyc.gov</a></li> <li>▪ Rivera Ricardo, <a href="mailto:RRivera60@schools.nyc.gov">RRivera60@schools.nyc.gov</a></li> <li>▪ Williams Robert, <a href="mailto:RWilliams32@schools.nyc.gov">RWilliams32@schools.nyc.gov</a></li> </ul> </li> </ul> <p>Please do not edit</p>	Ricardo Rivera
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The principal has designated the following staff member(s) as the Language Access Coordinators (LACs) in Galaxy.

\*The Field Language Access Coordinator and The Office of Language Access 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	Job Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Confirmed by School (Y/N)
Annette	Berrios	Assistant Principal 10 Month	10/04/23	
Andrea	Romero	Teacher - Regular Grades - ESL	10/04/23	

Please specify your primary point of contact for parents (e.g., Parent Coordinator).

First Name	Last Name	Title
Liz	Rivera	Parent Coordinator
Analgisa	Mejia	STH Coordinator
Annette	Berrios	Assistant Principal

**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: PARENTS' PREFERRED LANGUAGES

## Parents' Preferred Languages

Identification and Assessment of LEP Parent Population

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> <li>▪ Part III of the Home Language Identification Survey (HLIS)</li> <li>▪ Automate The System (ATS) reports</li> <li>▪ Student Emergency Contact cards</li> <li>▪ Surveys conducted by your school.</li> </ul>	<p>The language preferences of the parent community for both written and oral communication are identified at the time of registration, when parents fill out a form that specifically asks them the language in which they prefer to receive correspondence from the school. Additionally, parents request oral and written communication preferences on Part III of the Home Language Identification survey, on Student Emergency Contact cards, and on an additional survey kept by the ENL department. This information is maintained within the Cumulative Folders in each teacher's classroom, so there is a record of the preferred home language for each child. The Student Emergency Contact cards also mirror the language preference, and are available in the main office for administration and the secretarial staff to use.</p>
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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.

For the last two columns: List number of school staff that are comfortable using their language skills to communicate with parents and regularly assist other school staff members and families with translation and/or interpretation.

Language (Description within RCPL)	Written Preferred	Percent Written	Oral Preferred	Percent Oral	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
ARABIC	5	0.45%	5	0.46%		
BENGALI (BANGLA IN BANGLADESH)	3	0.27%	3	0.275%		
FULANI	1	0.09%	1	0.09%		
HAITIAN CREOLE	1	0.09%	1	0.09%		
MANDINKA (AKA MANDINGO)	1	0.09%	1	0.09%		
MOSSI (MOORE/MORE)	0	0%	1	0.09%		
ENGLISH	291	52.16%	281	51.85%		
SPANISH	268	46.85%	264	47.045%		

## PART B: PARENT COMMUNICATION AND ENGAGEMENT

### Parent Communication and Engagement

Identification of critical parent written communications and standing, in-person meetings throughout the school year that require language assistance services and how the school plans to respond to these needs

1. List the documents your school typically disseminates every year that require translation, and plans to translate the documents.

Document Type (e.g. parent flyers, IEPs, etc.)	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
parent flyers	Documents are translated ahead of time using interpretation and translation services
IEPs	Interpretation and Translation services
Newsletters	Documents are translated ahead of time using interpretation and translation services

2. List the formal face-to-face meetings, whether in-person or remotely, your school will typically have with parents throughout the school year, and plans to provide interpretation at those meetings.

Meeting Type (e.g. parent workshops, PTCs)	How does your school plan to provide interpretation service(s)? Include procedures/resources to ensure timely provision of interpretation to parents.
Parent workshops	On-Site interpretation services are scheduled no later than ten days of the assignment.
PTC	On-line Remote interpretation services are scheduled no later than ten days of the assignment.

<p>3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p>	<p>Our school has a team by the language access coordinator whose members carry out different roles in the event of a school emergency. The team consists of two ENL teachers, one parent association member, a special education teacher, the BRT leader, and a member of the main office staff. Each member is in charge of one or two languages spoken by parents at our school and has the job of translating the message and the plan for the parents as quickly as possible about the emergency in a timely fashion. This communication is provided to parents through phone calls, phone blasts, email or through the use of the REMIND system. For extreme emergencies which can not wait a few minutes for a perfectly translated message the team has compiled various emergency messages in different languages spoken by the parents, explaining the nature of the emergency and asking parents to contact the school for more information.?</p>
<p>(B) a student-specific emergency (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>In a student-specific emergency, the school will follow the protocol in contacting parents with the available staff that speaks the preferred language and has taken the language survey for availability to assist in interpretation services when needed. If school needs further assistance, the school will use the free over the phone interpretation system provided by DOE.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>We will continue to provide parents with information regarding any additional directions in the community's languages that inform parents of available interpretation resources, such as the over-the-phone interpretation at the school.?????? Parents are given the availability to utilize our school community's resources when registering at our school. They are well familiar with the poster and brochures indicating the language they speak and or need for availability. If they are in an emergency and need assistance to contact the school, they are asked for the language required, and our school staff will follow when in an emergency to relay the message. Our team will identify the parent, identify their preferred language and utilize the free over the phone service.</p>



## PART C: STAFF AWARENESS

### Staff Awareness

Plan to ensure staff awareness of language access requirements and available resources

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. Specify how your school designated LAC will turnkey and make school staff aware of the available language access resources.

The school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 through the following: 1. professional development workshops 2. staff emails 3. morning messages 4. staff handbook At our staff orientation early in September, our Parent Coordinator and Language Access Coordinator meet with the staff to provide them with information about their roles as Parent Coordinator and LAC, and to provide information about the Chancellor's Regulation A-663. It is at this meeting, where available resources are explained to teachers and other staff members. These resources help all members of our school community to meet compliance mandates and safety guidelines. This meeting will be held in person or online depending on CDC guidelines of health and safety. After our meeting, the staff will provide the Administration a confirmation email indicating they have read and reviewed the updated school handbook.

## PART D: PARENTAL NOTIFICATION

### Parental Notification

Provision of notice to parents on the available language assistance services

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"><li>■ Translated signage</li><li>■ Brochures/flyers/letters shared with parents</li><li>■ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..)</li><li>■ Messaging phone applications</li><li>■ Parent's Guide to Language Access</li><li>■ NYC Public School Guidebook</li></ul>	<p>At PM/MS 57 parents are made aware of the availability of translation and interpretation services at scheduled parent meetings. Next to the parent coordinator office, we have the NYC DOE Welcome Poster displayed, with all 10 of the most common languages in New York. Parents can point to their preferred language to request translation. When parents request a translated version of written documents in a language other than Spanish, we contact the Translation and Interpretation Services through the DOE. This is unusual, but in the event that it does happen, we are prepared to do so through our trained Language Access Coordinator. Any correspondence sent out by our school is sent out in English and Spanish, and all other preferred languages including phone blasts or text messages, the school handbook, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, curriculum issues, letters from school leadership, and any other announcements, as needed. These letters, phone calls, and announcements are distributed to families at various times throughout the year. In the event that translation is needed for any document other than English or Spanish, translation services will be contacted 2-4 weeks in advance to translate documents. When parents request a translated version of written documents in a language other than Spanish, we contact the Translation and Interpretation Services through the DOE. In addition, all the posters and information given to parents will be posted in students' Google Classrooms and sent to parents via email, Dojo, and Remind.</p>
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## PART E: MONITORING

### Monitoring

#### Monitoring Provision of Language Assistance Services

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive.</p>	<p>AT PS/MS57, we collect feedback from limited-English proficient parents through the annual school environment survey, in the parents' preferred languages; through informal feedback from PTA meetings; through feedback from School Leadership Team meetings; through parent-teacher conferences, and through orientation meetings with parents, using translation services, as necessary. We will continue to provide additional directions in the community's language(s) that inform parents of available interpretation resources, such as the over-the-phone interpretation at the school.?</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>Based on the feedback gathered, we can make adjustments to provide language services that meet the needs of our families to empower them to participate as fully-engaged partners in our school community. We will also create a survey and email it to parents to collect feedback from parents on the translation and interpretation services. We want to make sure our school community celebrates and represents all preferred languages of students and their families. As the influx of families continues, we want to ensure that language services are available for them to participate and become engaged in our school community.</p>

# APPENDIX 3: TITLE III (ELL) APPLICATION

## TITLE III OUTLINE

### Title III Supplemental Program for ELLs for SY 2024-25

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

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

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

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

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

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

## PART A: SCHOOL INFORMATION

This school is (select one):	Conceptually consolidated (skip Part E of this document)
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## PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

The direct instruction component of the program will consist of (check all that apply):	,After School
Total number of ELLs to be served:	50
Grades to be served in this program. Select all that apply.	,3,4,5,6,7,8
Total # of teachers in this program:	5
# of certified bilingual education or ESOL teachers (include teachers that are dually certified with TESOL certification/bilingual extension & common branch/content area certification):	5
# of content area teachers (include teachers that have common branch/content area licenses only):	3

**Title III ELL  
Summary**

Provide a summary of each program funded under Title III ELL for SY 24-25: For each program, describe:

- When the program takes place (after school, before school, Saturday academy)
- Activities ELLs will engage in and how these activities will enhance instructional opportunities for ELLs
- How ELLs will be grouped for instruction and specify the number of student groups. Include total number of student groups and total number of ELLs in each group, for each program
- How instruction will be delivered (e.g., team teaching, parallel teaching, etc.)
- How the program will be supervised and whether this will be at cost to Title III ELL

P.S./M.S. 057, James Weldon Johnson Leadership Academy is a 3K-8th grade elementary and middle school in East Harlem. The staff at P.S./M.S. 057 includes 5 certified ENL teachers and eight certified bilingual teachers. The total student population is 566 students. Of the 532 students at P.S./M.S.057M, 171 are English Language Learners (ELLs), ELLs comprise 32.1% of the total student population. The home language of the ELLs at P.S./M.S. 57 include Arabic, Fulani, and Spanish. ELLs will be grouped based on their proficiency level and grade. This will allow students to practice their English in the appropriate grade level. The after school program will be available for 60 students in the entering and emerging level. The students will be grouped by 15 for each teacher.

<p><b>Rationale for Title III ELL Funded Programs</b></p> <p>Describe the rationale for each Title III ELL funded program. For each program, include:</p> <ul style="list-style-type: none"> <li>▪ Qualitative and quantitative data analysis that support the need for program</li> <li>▪ Data sources used to justify the need for the program</li> </ul>	<p>After analyzing the 2024 Spring EDAT, the 2023 NYSESLAT, the ELL Benchmark, and the ELA results, the data shows that ELLs at P.S./M.S. 057, including our long-term ELLs, need additional instruction in all modalities in order to support language acquisition. Also, we have a recent influx of newcomers who need support in transferring knowledge from L1 to L2 along with getting them acclimated. Therefore, the programs are carefully selected to target the needs of our ELLs to enhance their English language skills. In order to address these needs, the Title III after school program will implement the following: Current ELLs in the program will create newsletters with topics based on students' interests according to grade level and English academic proficiency based on our Spring 2024 Data. Teachers will build the students' quality and complexity of language and writing skills through drafting, revising, editing, and publishing. Lower proficiency ELLs will use their illustrations to create picture stories and use them as a guide to writing a story. The culminating activity will be the student presenting a written or oral story based on the original picture. The higher-level proficiency ELLs will interview other migrants or family/community members to document their experience in a new country. Students will become familiar with producing formal written documents, such as a newsletter, where the quality and complexity of language will be taught, monitored, and assessed using the NYSESLAT writing rubric. In addition, the program will include a podcast for students to enhance their listening and speaking modalities. Teachers will utilize the supported curricula aligned to the New Generation Standards targeting the reading, writing, listening, and speaking modalities and the Targets of Measurement rubric utilized in ENL instruction. The after-school program will reinforce students' four modalities. Teachers will also build literacy skills, using multiple strategies that best support ELLs by allowing them to practice their modalities through collaborative conversations while discussing high-order thinking questions. The program will be divided based on students' literacy proficiency skills in their home language. The standards-based instruction enables students to develop academic language through all four modalities.</p>
<p><b>Students and Grade Levels to be Served</b></p> <p>For each Title III ELL funded program, describe the students that will be served. Include:</p> <ul style="list-style-type: none"> <li>▪ Grade levels for ELLs in program</li> <li>▪ <b>Describe subgroup of ELLs</b> (Newcomer, Developing, etc).</li> </ul>	<p>Our Title III programming is designed to support a specific group of students. The target population includes long-term ELLs, potential long-term ELLs, and newcomer ELLs. The program is structured to cater to the needs of these students in all four language modalities, with a particular focus on the Quality and Complexity of Language. The program is inclusive, serving ELLs, long-term ELLs, ELLs with IEPs, and newcomers, in grades 3-8. As we advance next year, we will incorporate ELL instruction for our SIFE students attending the program.</p>
<p><b>Schedule and duration</b></p> <p>For each Title III ELL funded program, include:</p> <ul style="list-style-type: none"> <li>▪ Start and end dates</li> <li>▪ Total number of sessions</li> <li>▪ List the days of the week the program will be offered</li> <li>▪ Time and duration of sessions</li> </ul>	<p>The anticipated dates of the program are November 19th, 2024, through Spring 2025. Every Thursday, there will be teacher planning from 2:20 to 4:00 p.m. Every Tuesday and Wednesday, starting November 19th, students will stay from 2:20 to 4:00 p.m.</p>



<p><b>Language of Instruction</b></p> <p>For each Title III ELL funded program, include language of instruction and how home language support is provided.</p>	<p>English</p>
<p><b>Number and Types of Certified Teachers</b></p> <p>For each Title III ELL funded program, include number and types of certified teachers (ESOL, bilingual, content area):</p>	<p>There will be 5 teachers programmed to teach heterogeneous groupings of ELLs. These teachers will be ESOL or bilingually certified.</p>
<p><b>Types of Materials</b></p> <p>For each Title III ELL funded program, include types of materials and whether they are at cost to Title III ELL:</p>	<p>Paper, pencil, iPads, microphones, speakers Smart Boards, and exemplar texts</p>
<p><b>Additional Details</b></p> <p>Add additional details here, including:</p> <ul style="list-style-type: none"> <li>▪ How your school will <b>maintain records</b> of ELLs served in this program</li> <li>▪ Your school's plan for implementation</li> </ul>	<p>Teachers will be provided with an attendance sheet for each group to ensure ongoing attendance with dates throughout the program. In addition, letters will be distributed to parents regarding the celebrations that will be provided in the program. The letters will be translated into the parent's preferred language. In addition, The ENL team will provide professional development sessions with an agenda regarding Title III LEP funds. The ENL team, Ms. Nadgar, and Ms. Romero will provide the PL for staff and parents regarding the program.</p>

## PART C: PROFESSIONAL DEVELOPMENT

<p><b>Professional Development Summary</b></p> <p>Provide a summary of your school's plan for professional development under your Title III ELL program. Please make sure to describe:</p> <ul style="list-style-type: none"> <li>▪ Professional development to be provided</li> <li>▪ Activities that teachers will engage with by topic</li> <li>▪ Whether the professional development provided will be at cost to Title III ELL funds</li> </ul>	<p>The professional development opportunities offered to the teachers involved in the Title III program include workshops, training given by the NYC DOE and our ENL consultant in our school, Millie Goodman. There will be other opportunities presented to the PS/MS 57 school community by the ENL Department involving ENL instruction. Schedule: On-going throughout the school year.</p>
<p><b>Rationale for Professional Development</b></p> <p>Describe the rationale for the professional development to be provided. For each activity, include:</p> <ul style="list-style-type: none"> <li>▪ Qualitative and quantitative data analysis that support the need for the professional development</li> <li>▪ Data sources used to justify the professional development</li> </ul>	<p>An ELL study group composed of the 5 teachers in the Title III program will meet during the school's allotted professional development time. After analyzing the 2023 NYSESLAT scores, the Spring 2024 EDAT, the ELL Benchmark, and the ELA results, the data shows that ELLs at P.S./M.S. 057, including our long-term ELLs and New New Yorkers, need additional instruction in their reading, and listening modalities and continued work in developing the quality and complexity of language. Therefore, the programs are carefully selected to target the instruction of our ELLs. In order to address these needs, an ELL study group composed of the 5 teachers, administrators, ENL teachers, and the ENL consultant, Millie Goodman, in the Title III program will meet during the school's allotted professional development time. School leaders will maintain monitoring and tracking systems to ensure students are receiving the support and interventions, with fidelity.</p>
<p><b>Teachers to receive professional development</b></p> <p>Include information on the teachers to receive professional development. Please specify how all teachers working in the Title III ELL program will receive ongoing professional development related to the Title III ELL program.</p>	<p>The teachers who will receive training will be the following: Dual Language Teachers, ENL Teachers, Classroom teachers and para and every staff member who works with ELL students.</p>

<p><b>Schedule and duration</b></p> <p>For each Title III ELL professional development activity, include:</p> <ul style="list-style-type: none"> <li>■ Start and end dates</li> <li>■ Total number of sessions</li> <li>■ Days of sessions</li> <li>■ Time and duration of sessions</li> </ul>	<p>These meetings will be held every other Thursday from 2:20- 3:00pm starting from November 2024 until the Spring of 2025. Teachers will be asked to bring specific materials that may be useful for that week's topic of study. Strategy implementation will be discussed and assessed. Reflections on student and teacher learning will be an additional part of collecting data at the program's beginning, middle, and end.</p>
<p><b>Topics to be covered</b></p> <p>For each Title III ELL professional development activity, include topics to be covered.</p>	<p>Based on deep dives into ELL students' progress, using the NYSESLAT writing rubric, professional development will be provided to teachers on how to incorporate the Sentence Tracker to support students' capacity to write compound, complex, and compound-complex sentences. We will continue to use ENL strategies into the content areas using The Go to Strategies by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood. Topics to be covered are: Who are our ELLs? What sub groups are in our program? Best practices to implement in each modality Collaborative Conversations: Building all students abilities to have deep and meaningful conversations with a lens on ELLS and SWD ENL strategies for writing focusing on Quality of language - Modeling the complexity and qualities of language in students' writing ENL strategies to deepen listening comprehension ENL strategies to deepen reading comprehension</p>
<p><b>Name of provider</b></p> <p>For each Title III ELL professional development activity, include name of provider.</p>	<p>ENL Consultant: Ms. Millie Goodman ENL Supervisor: Ms. Berrios ENL Teachers : Ms. Nutley, Ms. Romero Ms. Nadgar</p>
<p><b>Additional Details</b></p> <p>Add additional details here, including your school's plan for maintaining <b>documentation</b> of professional development provided using Title III ELL funds.</p>	<p>Our school will maintain documentation of family engagement and activities by having copies of dated agendas and signatures from parents for attendance purposes, whether in a remote session or in-person meeting. Parent notifications sent home copies are placed in the ENL Compliance binder and kept for record purposes.</p>

## PART D: FAMILY ENGAGEMENT ACTIVITIES

<p><b>Family Engagement Summary</b></p> <p>Provide a summary of your school’s family engagement activities under your Title III ELL program. Describe the activities that families of ELLs will engage with by topic. Please make sure to include whether the activities will be at cost to Title III ELL.</p>	<p>At P.S./M.S. 057, we believe that parental involvement creates a stronger community of learners, and we strive to incorporate parents into all parts of our students' learning.</p>
<p><b>Rationale for Family Engagement Activities</b></p> <p>Describe the rationale for the family engagement activities to be provided: For each activity, include:</p> <ul style="list-style-type: none"> <li>▪ Qualitative and quantitative data analysis (reasons for topics, time it is being offered)</li> <li>▪ Data sources used to justify the need for activities</li> </ul>	<p>After gathering quantitative and qualitative data and conducting analysis, we understood what our parents wanted to experience in our school community. Upon reviewing our Acadience, I-Ready data, and NYSELAT, we recognized the need to support our Multilingual students in language development and academic and content vocabulary. As a result, parents will be invited to the school for a program orientation before the onset of the Title III program. During this orientation, they will learn about the activities their children will be involved in and the strategies they can use to support their children's English language development. We will also provide helpful hints, such as recommending television shows like Jeopardy and Wheel of Fortune, to encourage family engagement. In addition after carefully analyzing in school parent surveys and family panorama survey the data reflects that parents are interested in ENL programs to support them in their English acquisition. Therefore, parents will be provided with information on the ENL programs available for parents throughout the city, including ENL for adults and programs hosted by the NYCDOE. Interpretation and translation will be provided to parents as needed. Throughout the program, towards the end of each project, parents will be invited to celebrate the students' work in the elementary and middle school programs. For example, the students will host a gallery walk to showcase their work throughout the school year. In addition, students will present to their families and staff.</p>
<p><b>Schedule and duration</b></p> <p>For each Title III ELL family engagement activity, include:</p> <ul style="list-style-type: none"> <li>▪ Start and end dates</li> <li>▪ Total number of sessions</li> <li>▪ Days of sessions</li> <li>▪ Time and duration of sessions</li> </ul>	<p>Parents will be invited to workshops at the school/virtual throughout each unit celebration starting from the program date November 19th, 2024 until the Spring of 2025.</p>
<p><b>Topics to be covered</b></p> <p>For each Title III ELL family engagement activity, include topics to be covered.</p>	<p>Topics to be covered include: Title III Parent Orientation Developing Quality and Complexity of Language Activities to Promote Literacy at Home Recap of instruction provided in the program Showcase of student work</p>
<p><b>Name of provider</b></p> <p>For each Title III ELL family engagement activity, include name of provider.</p>	<p>Annette Berrios, Assistant Principal Lizbeth Rivera, Parent Coordinator Andrea Romero, ENL Teacher Grades K-5 Nitika Nadgar, ENL Teacher Grades 6-8</p>

<p><b>Family Notification of Activities and Translation and Interpretation Supports:</b></p> <p>Include how families will be notified of Title ELL family engagement activities (e.g., phone calls, emails). Please include how notification of activities are translated into parent/guardian preferred language and how interpretation supports are provided at events.</p>	<p>Parents will be notified through: Flyers sent home Remind App Phone Blast Jupiter Ed Google Classroom posts</p>
<p><b>Additional Details</b></p> <p>Add any additional details here, including how your school will maintain <u>documentation</u> of family engagement activities and notifications to families.</p>	<p>Our school will maintain documentation of family engagement and activities by having copies of dated agendas and signatures from parents for attendance purposes, whether in a remote session or in-person meeting. Parent notifications sent home copies are placed in the ENL Compliance binder and kept for record purposes.</p>

## PART E: BUDGET

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

This school is (select one):	
Allocation Amount (\$):	

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem		
Purchased services -High quality staff and curriculum development contracts.		
Supplies and materials -must be supplemental -additional curricula, instructional materials -must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

# APPENDIX 4: TITLE III (IMMIGRANT) APPLICATION

## TITLE III IMMIGRANT OUTLINE

### Title III Application for Immigrant Funding

#### REQUIREMENTS

Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- Identification and acquisition of curricular materials, educational software and technologies to be used in the program.
- Family literacy, parent outreach and training activities designed to assist parents in becoming active participants in the education of their children and understand their rights and the benefits of multilingualism.
- Support for personnel, including teacher aides, parent coordinators, and school counselors who have been specifically trained, or are being trained, to provide services to immigrant students and families.
- Provision of tutorials, mentoring and academic or career counseling for immigrant students, as well as engagement in pre-college and work-based learning experiences.
- Basic instructional services directly attributable to the aforementioned school districts, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services.
- Other instructional services that are designed to assist immigrant students to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education.
- School activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist families of immigrant students by offering comprehensive community services.

Funding follows similar guidelines for Title III funds established by the Division of Multilingual Learners (DML) and can only be used to provide supplementary services to immigrant students (who may or may not be ELLs).

**Please note:** Immigrant students are not necessarily English Language Learners (ELLs) and ELLs may or may not be immigrants. For the purpose of this funding, immigrant students are defined as individuals who were not born in any U.S. state (this includes the District of Columbia and the Commonwealth of Puerto Rico); and have not been attending one or more schools in any one or more states for more than 3 full academic years (the months need not be consecutive).

Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- Extended day programming (e.g., before school, after school, Saturday program) to provide targeted, small-group instruction, credit recovery support, and postsecondary preparation.
- Implementing strong student supports to increase graduation rates.
- Community-based and school-based programming (e.g., before school, after school, Saturday program) to strengthen partnerships between immigrant families and schools.
- Developing new and/or enhancing existing programs for newcomers (meeting criteria defined above).
- Supplementing the opening or growth of Transitional Bilingual Education programs and/or Dual Language Bilingual Education programs serving immigrant students.
- Professional learning on meeting the needs of immigrant students, creating a welcome and inclusive school environment and effective instructional practices.

For more information on Title III requirements, refer to **NYSED's guidance on allowable and unallowable expenditures** for Title III. For specific amounts per school, see the **School Allocation Memo** or contact your **ML/ELL Director/ELL Compliance and Performance Specialist**.

#### DIRECTIONS

Please complete the application below. Schools must use the funds to support their immigrant students by developing a plan that has each of the following components:

- Direct Instruction Supplemental Program for Immigrant Students
- Professional Development that bolsters the instructional practice of teachers of immigrant students
- Family Engagement Activities that support families of immigrant students

Completed applications must be submitted in iPlan for review and approval. Please refer to the respective **School Allocation Memo**. Schools are not permitted to

use funds until they submit a plan and receive notification of its approval.



## PART A: SCHOOL INFORMATION

This school is (select one):	Conceptually consolidated (skip Part E of this document)
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**PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION**

The direct instruction component of the program will consist of (check all that apply):	,After School
Total # of immigrant students (including ELLs) to be served in this program:	90
Grades to be served in this program. Select all that apply.	,3,4,5,6,7,8
Total # of teachers in this program:	5

Provide a summary of each program funded under Title III immigrant for SY 24-25:

Provide a summary of each program funded under Title III immigrant for SY 24-25. For each program, describe:

- When the program takes place (after school, before school, Saturday academy)
- Activities the students will engage in and how these activities will enhance instructional opportunities for immigrant students (including ELLs)
- How students will be grouped for instruction and specify the number of student groups. Include total number of student groups and total number of ELLs in each group, for each program.
- How instruction will be delivered (e.g., team teaching, parallel teaching, etc.)
- How the program will be supervised and whether this is at cost to Title III Immigrant.

Our goal is to provide an after school for students to develop their English language proficiency. Students will deepen their understanding of the English Language by learning parts of speech and content vocabulary. This program will also focus on sentence structure. All four modalities will be utilized to build a strong foundation. This development will take place through content-related themes and by creating a NEWSLETTER for the school. The program will be divided based on grade bands. Teachers will have a group of students to work on the newsletter. Students will have similar components in their instruction. In addition, field trips will be added to this program to enhance student learning. Students will have the opportunity to engage and explore different areas of the city and become inspired to write relative topics. There will be a team teaching in the beginning of the program and parallel teaching based on student's grade level and language needs. This program will be enhancing the existing newsletter program for students creating an inclusive opportunity for students to engage and feel welcomed in the school community. The program will be supervised by one administrator, two ENL teachers and three bilingual teachers.

<p><b>Rationale for Title III Immigrant Funded Programs</b></p> <p>Describe the rationale for each Title III Immigrant funded program:</p> <p>For each program, include:</p> <ul style="list-style-type: none"> <li>▪ Qualitative and quantitative data analysis that support the need for program</li> <li>▪ Data sources used to justify the need for the program</li> </ul>	<p>As of our 2023 academic school year, we have received and influx of newcomers. According to our latest EDUR, our school has 169 English language learners. From grades 3-8 our school has 57 students at the entering proficiency level and 39 students at the emerging level. Therefore, because of the increased amount of ELLs in both entering and emerging proficiency level, our title III program is made possible with the focus of our sup group of Newcomer ELLs. This program in the beginning of an opportunity for not only our students but their families. Creating the immigrant funded program with our existing title III program allows students and families to have an opportunity of family engagement with the school community. Our focus is to assist by implementing appropriate scaffold instruction for students to advance in their academic language skills.</p>
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<p><b>Students and Grade Levels to be Served</b></p> <p>For each Title III Immigrant funded program, describe the students that will be served:</p> <p>Include:</p> <ul style="list-style-type: none"> <li>▪ Total number of students for each program</li> <li>▪ Grade levels for students in program</li> <li>▪ If ELLs are also included in these programs, <b>describe subgroup of ELLs</b> (Newcomer, Developing, etc).</li> </ul>	<p>Students in this program will be in the subgroup of newcomers. Based on our NYSESLAT and EDUR results, we have an increased amount of entering and emerging students who are strongly dependent of a pedagogy in order to advance in academic language skills. The total amount of students invited to this program are 90 ELLs. Students</p>
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<p><b>Schedule and duration</b></p> <p>For each Title III Immigrant funded program, include:</p> <ul style="list-style-type: none"> <li>▪ Start and end dates</li> <li>▪ Total number of sessions</li> <li>▪ List the days of the week the program will be offered</li> <li>▪ Time and duration of sessions</li> </ul>	<p>The anticipated dates of the program will be from November 14th 2023 through Spring 2024. Every Thursday there will be teacher planning form 2:20 pm-4:00 pm. Every Tuesday and Wednesday starting November 9th, students will stay from 2:20- 4:00 pm.</p>
<p><b>Language of Instruction</b></p> <p>For each Title III Immigrant funded program, include language of instruction and how home language support is provided:</p>	<p>English</p>
<p><b>Number and Types of Certified Teachers</b></p> <p>For each Title III Immigrant funded program, include number and type of certified teachers:</p>	<p>In this program there will be two ENL teachers and three Bilingual certified teachers. There will be a total of five teachers in this after-school program.</p>
<p><b>Types of Materials</b></p> <p>For each Title III Immigrant funded program, include types of materials and whether they are at cost to Title III Immigrant:</p>	<p>Paper, pencil, iPads, camera, computers, microphones, speakers Smart Boards, exemplar texts, english and spanish dictionaries, field trips.</p>

**Additional  
Details**

Add additional  
details here:

Including:

- How your school will **maintain records** of students served in this program
- Your school's plan for implementation
- Titles of the staff at your school that will administer and monitor the program

We will create weekly agendas of teacher plan instruction dated with the duration of time and date. In addition, each teacher will be shared an excel sheet to monitor student attendance.

## PART C: PROFESSIONAL DEVELOPMENT

<p><b>Professional Development Summary</b></p> <p>Provide a summary of your school’s plan for professional development under your Title III Immigrant program:</p> <p>Please make sure to describe:</p> <ul style="list-style-type: none"> <li>▪ Professional development to be provided</li> <li>▪ Activities that teachers will engage with by topic</li> <li>▪ Whether the professional development provided will be at cost to Title III Immigrant funds</li> </ul>	<p>The professional development opportunities offered to the teachers involved in the Title III program include workshops, training given by the NYC DOE and our ENL consultant. There will be other opportunities presented to the PS/MS 57 school community by the ENL Department involving ENL instruction. Schedule: On-going throughout the school year. Teachers will engage in opportunities to explore ways to incorporate the field trip to our Newsletter after school program.</p>
<p><b>Rationale for Professional Development</b></p> <p>Describe the rationale for the professional development to be provided:</p> <p>For each activity include:</p> <ul style="list-style-type: none"> <li>▪ Qualitative and quantitative data analysis that support the need for the professional development</li> <li>▪ Data sources used to justify the professional development</li> </ul>	<p>According to our EDUR, majority of our migrant students are ELLs. This is an opportunity for teachers to be able to meet and have a space where ENL teachers share and discuss learning opportunities, resources that benefits students learning.</p>
<p><b>Teachers to receive professional development</b></p> <p>Include information on the teachers to receive professional development. Please specify how all teachers working in the Title III Immigrant program will receive ongoing professional development related to the Title III Immigrant program.</p>	<p>Every Thursday, teachers are provided the space to plan the pacing calendar accordingly regarding the Title III program. During these meetings. The Dual language teachers will meet and receive on going professional work regarding the program. In addition, teachers will have an opportunity to engage in implementing components of the SIOP model to deepen their understanding of the English academic instruction.</p>
<p><b>Schedule and duration</b></p> <p>For <i>each</i> Title III Immigrant professional development activity, include:</p> <ul style="list-style-type: none"> <li>▪ Start and end dates</li> <li>▪ Total number of sessions</li> <li>▪ Days of sessions</li> <li>▪ Time and duration of sessions</li> </ul>	<p>These meetings will be held every other Thursday from 2:20- 3:00pm starting from September 2023 to June 2024. Teachers will be asked to bring specific materials that may be useful for that week’s topic of study. Strategy implementation will be discussed and assessed. Reflections on student and teacher learning will be an additional part of collecting data at the program’s beginning, middle, and end.</p>
<p><b>Topics to be covered</b></p> <p>For each Title III Immigrant professional development activity, include topics to be covered.</p>	<p>SIOP Model how to incorporate it in our instruction ENL strategies for writing focusing on Quality of language - Modeling the complexity and qualities of language in students' writing. ENL strategies to deepen listening comprehension. ENL strategies to deepen their class discussions. How to include cloze sentence readings</p>
<p><b>Name of provider</b></p> <p>For each Title III Immigrant professional development activity, include name of provider.</p>	<p>Ms. Romero Ms. Nutley Ms. Nadgar</p>

<p><b>Additional Details</b></p> <p>Add additional details here:</p> <p>Including your school's plan for maintaining <b>documentation</b> of professional development provided using Title III Immigrant funds.</p>	<p>N/A</p>
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## PART D: FAMILY ENGAGEMENT ACTIVITIES

### Family Engagement Summary

<p>Provide a summary of your school's family engagement activities under your Title III Immigrant program. Describe the activities that families of immigrant students (including ELLs) will engage with by topic. Please make sure to include whether the activities will be at cost to Title III Immigrant.</p>	<p>Every month, parents will be invited via zoom to participate and see students newsletters they have produced for their grade. ELLs will have the opportunity to present what they have worked on and show their parents all of the work progress. The activities and presented to them will be virtual. This will be another opportunity for ELLs to see the work their other classmates from different grades have created it as well.</p>
<p><b>Rationale for Family Engagement Activities</b></p> <p>Describe the rationale for the family engagement activities to be provided:</p> <p>For each activity, include:</p> <ul style="list-style-type: none"> <li>▪ Qualitative and quantitative data analysis (reasons for topics, time its being offered)</li> <li>▪ Data sources used to justify the need for activities</li> </ul>	<p>As of our 2023 academic school year, we have received and influx of newcomers. According to our latest EDUR, our school has 169 English language learners. From grades 3-8 our school has 57 students at the entering proficiency level and 39 students at the merging level. Therefore, because of the increased amount of ELLs in both entering and emerging proficiency level, our title III program is made possible with the focus of our sup group of Newcomer ELLs. Our focus is to assist by implementing appropriate scaffold instruction for students to advance in their academic language skills. In addition, families are invited to be part of our field-trips when we have the opportunity to explore museums and parks. This family engagement will assist in the opportunities of engaging families in our school community.</p>
<p><b>Schedule and duration</b></p> <p>For each Title III Immigrant family engagement activity, include:</p> <ul style="list-style-type: none"> <li>▪ Start and end dates</li> <li>▪ Total number of sessions</li> <li>▪ Days of sessions</li> <li>▪ Time and duration of sessions</li> </ul>	<p>The family engagement will be on the last Thursday of every month. Parents will be notified to attend a zoom link starting December 21st until May 23rd. We will be having a total 5 sessions with our families. The duration of each session will be for 1 hour.</p>
<p><b>Topics to be covered</b></p> <p>For each Title III Immigrant family engagement activity, include topics to be covered.</p>	<p>Every parent meeting provided for families will be an opportunity for them to see their children's work throughout the program. In every session, teachers will be notified to attend a Zoom link and will have an opportunity to see their students' presentations. During these student led presentations , students will be explaining their NEWSLETTER to the families. Utilizing the speaking modality, they will have the chance to express what they have worked on so far and explain the topics they were able to produce in this program. During these meetings, teachers will also have the opportunity to briefly explain student's progress and strategies they have been working on in their program. Topics that will be covered: Class grouping Proficiency levels where there students are Introduction of a Newsletter The purpose of the newsletter. Student-led presentations.</p>
<p><b>Name of provider</b></p> <p>For each Title III Immigrant family engagement activity, include name of provider.</p>	<p>Ms. Nadgar Ms. Pion Ms. Eusebio Ms. Perez Ms. Romero</p>

<p><b>Family Notification of Activities and Translation and Interpretation Supports</b></p> <p>Include how families will be notified of Title III Immigrant family engagement activities (e.g., phone calls, emails). Please include how notification of activities are translated into parent/guardian preferred language and how interpretation supports are provided at events.</p>	<p>Parents will be notified about the family engagement activities via phone call or a letter sent home. Parents are encouraged to participate in our meetings and provide feedback to our students regarding their self led presentations.</p>
<p><b>Additional Details</b></p> <p>Add additional details here:</p> <p>Including how your school will maintain <b>documentation</b> of family engagement activities and notifications to families.</p>	<p>Parents will be provided with google slides with each sections topic. The slides will have date and times for each session as documentation for each meeting.</p>

## PART E: BUDGET

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

This school is (select one):	
Allocation Amount (\$):	

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

