2024-2025 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN
10X308

SCHOOL NAME
Bronx Dance Academy School

PRINCIPAL
Sandra Sanchez

Comprehensive Educational Plan Outline

Table of Contents

Main Sections (Customized Based on School Accountability Status):

- Section 1: Overview of Comprehensive Education Planning
- Section 2: School Information
- Section 3: CEP SLT/Stakeholder Signature Page
- Section 4: School Summary
- Section 5: Priority 1 - All students learn to read well
- Section 5: Priority 2 - All students are physically and emotionally safe
- Section 5: Priority 3 - All students have a high-quality academic experience
- Section 5: Priority 4 - All students graduate college and career ready and have a strong plan and pathway to economic security
- 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
- Section 5: Chronic Absenteeism
- Section 5: Quality Individualized Education Program (IEP)
- 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

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 **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**imely-**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:

Bronx Dance Academy

District Borough Number (DBN):

10X308

Grades Served:

6th Grade, 7th Grade and 8th Grade

School Address:

3617 Bainbridge Avenue Bronx NY 10467

Phone Number:

718 515-0410

Fax:

718 653-8725

School Contact Person:

Ms. Sandra Sanchez

School Contact Person Email Address:

Ssanche3@schools.nyc.gov

Principal:

Ms. Sandra Sanchez

United Federation of Teachers (UFT) Chapter Leader:

Danielle O'Connor

Parents' Association President:

Marion Dietrich

SLT Chairperson:

Sandra Sanchez

Title I Parent Advisory Council Chairperson (PAC):

Elizabeth Diazgrandos

Student Representative(s) Middle /High School:

Neo White

Student Representative(s) Middle /High School:

Eduardo Garcia

Community Based Organization (CBO) Representative:

Femi Jobi

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

Elizabeth Diazgrandos

District Information

Geographic District:

10

Superintendent:

Mari Doyle

Superintendent's Office Address:

1 Fordham Plaza 8th floor, Bronx NY 10458

Superintendent's Email Address:

mdoyle23@schools.nyc.gov

Phone Number:

718 741-5852

Fax:

Section 3: CEP SLT/Stakeholder Signature Page

School Leadership Team (SLT) Signature Page

All School Leadership Team (SLT) members are expected to sign this page to confirm their participation in the development of this Comprehensive Education Plan (CEP) and that they have been consulted regarding the alignment of the school-based budget to support this school's educational program, which includes annual goals and action plans, Multi-Tiered Systems of Support (MTSS), 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

Sandra Sanchez	Principal or Designee*	
Danielle O'Connor	United Federation of Teachers (UFT) Chapter Leader or Designee*	
Marion Dietrich	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*	
	District Council 37 (DC 37) Representative (staff), if applicable	
Elizabeth Diazgranados	Title I Parent Advisory Council Chairperson (or alternate)	
Eduardo Garcia	Student Representative (Required for middle and high schools)	
Neo White	Student Representative (Required for middle and high schools)	
Femi Jobi	CBO Representative, if applicable	
Nayeli Escobar	Parent on SLT	
Josephine Melendez	Parent on SLT	
Gil Guzman	Parent on SLT	
Mary Ann Canapi	Parent of SLT	
Jose Vigo	Assistant Principal	
Lauren Bachman	School Social Worker	

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

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

Provide your school's mission statement:

Bronx Dance Academy, a performing arts school, believes in creating a respectful, rigorous, collaborative, and creative environment that promotes success and equity for all members of our community.

Our teachers will work collaboratively to continuously reflect on and deepen their knowledge of instruction using the practices of culturally responsive teaching, data analysis, and knowledge of students to promote equity and develop meaningful relationships with all learners.

Our school will work in partnership with students, families, and the community to develop an environment that will produce high-achieving learners who graduate college and career ready, well prepared to meet the demands and challenges of the 21st century.

Students will engage in a rigorous thematic curriculum that supports connections between the performing arts, content areas, and students' individual identities. The culturally relevant curriculum and connection to their passion in the performing arts will bring joy to the students each day and will help cultivate the skills to become lifelong learners.

Students will leave our school as leaders and critical thinkers with a strong sense of self. They will be able to successfully apply their skills and creativity to make improvements to their community and the world.

Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:

Include demographic information about your school's student population.

The Bronx Dance Academy is a small performing-arts middle school located in the Norwood section of the Bronx. Students audition to join our community and get on the path to achieve their academic and artistic goals. We are focused on a thematic approach to learning that encourages our student artists to connect to each subject through

the lens of the performing and visual arts. Our small school community welcomes creativity, experimentation, and innovation in teaching and learning.

Total number of students: 274 students in grades served 6 – 8
Number and kind of special education classes:
3 ICT classes total, 1 for each grade (6,7,8)
2 12-1-1 self-contained classes total; 1 is a 6th grade self-contained; 1is a 7-8th grade bridge class

Number and range of NYSESLAT levels for ELLs:
35 ELLs
0 Entering
4 Emerging
10 Transitioning
21 Expanding

17 Former ELLs Commanding
18 Ever ELLs (Tested out 2 years+)

Current attendance rate 92%; Current attendance rate for subgroup of SWD students 91%;
Current chronic absentee rate 23%; Current chronic absentee rate for subgroup of SWD students 27%

Student Demographics
Ethnic breakdown:
Latino 80%; Black15%; Asian1.8%; White 1.4%; Multiracial 1%; Native Am. < 1%

Gender breakdown: Female 69%; Male   31%

Countries / home languages represented by student populations:
Spanish speaking 111 students' families;
Bambara 2 students' families
Bengali   2 students' families
French 1 students' family
Urdu   1 students' family

Student populations:
# of special education students and classifications
59 SWD students total; 24 SWDs in 6th grade; 12 in Self Contained Class;12 in ICT

15 SWDs in 7th grade; 4 in self-contained 7-8 bridge class; 11 in ICT class.
  20 SWDs in 8th grade; 8 in self-contained 7-8 bridge class;12 in ICT class.

Other SWD Info:
0 students are alternately assessed; 3 students are assigned paras (1 health, 2 behavior support);
15 students receive busing to school;10 Students are both ELLs and SWDs

# of ELL students and distribution of language proficiency levels
35 ELLs: 0 Entering; 4 Emerging; 10 Transitioning; 21 Expanding

17 Former ELLs Commanding
18 Ever ELLs (Tested out 2 years+)

# of students in temporary housing:

4 students in temp housing / shelters; 39 students are doubled-up;43 Housing insecure students in total

Special/unique features and characteristics of the school:
A performing and visual arts focused program
Thematic interdisciplinary unit planning centered around four core quarterly themes:
1. Identity 2. Change 3. Community and Relationships 4. Perseverance
Audition school- Virtual audition though video entries for dance, and digital portfolio for visual arts.
Extensive academic success tutoring programs (After-school program, Saturday program, Spring and Mid-winter break academies).

CBOs and partnerships:
MMCC - Mosholu Montefiore Community Center afterschool program. Includes tutoring, cooking, mentorship, boys club and girls clubs, drama, step, chorus, choreography, videography, and arts and crafts class.

Afterschool Dance Company program where dance students practice choreography and develop solos alongside their dance teachers. Partnerships with dance artists (coaches) from Alvin Ailey, Martha Graham, and Dancewave for tutoring of dance students during school day.

Briefly summarize the key initiatives your school will implement this school year.

Key initiatives that the school will implement include the following: use of student discussion strategies for increased engagement (Making Thinking Visible routines, Reciprocal team teaching, Socratic Seminar).

Our school was an early adopter of the teacher leadership program, with two teacher leaders on staff to help develop our teachers' instructional practice through mentoring, classroom intervisitation, peer-feedback, and shared instructional strategies and resources. Our peer collaborative teacher (PCT) and model teacher (MT) support school initiatives and teachers professional growth and development.

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

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	6-8	HMH	Unit modifications made by ELA department to ensure appropriate scaffolding, culturally responsive texts, infusion of school thematic curriculum, an emphasis on the arts, etc.
Math	6-8	enVision Math	Unit modifcations made by the Math department to incorporate IXL to provide individual scaffolds in Math. Use of "Focused Mathematics" program for our 12-1-1 self-contained classroom.
n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a

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)
The school needs to continue to prioritize its instructional focus on the quality of questioning in the classroom to deepen the level of rigorous student to student discourse.	The 2022-2023 School Quality Guide Teacher Panorama Survey, related to Quality of Student Discussion, reflects the following teacher responses: Q.1: How many students in your classes... build on each other's ideas during class discussions? Favorable 79% up 18% from last survey Q.2: How many students in your classes... use data or text references to support their ideas? Favorable 89% up 33% from last survey Q.3: How many students in your classes... show that they respect each other's ideas? Favorable 95% up 28% from last survey Q.4: How many students in your classes... provide constructive feedback to their peers/teachers? Favorable 79% up 18% from last survey Q.5: How many students in your classes...participate in class discussions at some point? Favorable 84 % up 11% from last survey As of May 2024, the 2022-2023 Advance Dashboard Evaluator Report reflects: Component Percentage by HEDI: 1a Highly Effective: 17%; Effective: 66% 1e Highly Effective: 18%; Effective: 61% 2a: Highly Effective: 11%; Effective: 87% 2d: Highly Effective: 17%; Effective: 68% 3b: Highly Effective: 10%; Effective: 70% 3c: Highly Effective: 13%; Effective: 74% 3d: Highly Effective: 26%; Effective: 69% 4e Highly Effective: 16%; Effective: 82% Component Average: 1a: 2.81 1e: 2.79 2a: 2.97 2d: 2.86 3b: 2.78 3c: 2.80 3d: 2.89 4e: 2.98	The quality of teachers' questions and questioning techniques is uneven across the school.
The school needs to refine and strengthen the implementation of Tier 2 and Tier 3 Reading Interventions.	As of October 2024, Reading i-Ready progress period 1 results reflect: 36 students scored mid or above 37 students scored early on 73 students scored at proficiency level 54 students scored 1 year below 27 students scored 2 years below 111 students scored 3 or more grade levels below As of May 2024, i-Ready ELA school-wide overall EOY results reflect the following: proficiency (29 students) mid or above (16 students) early on grade level (13 students) 1 grade below (17 students) 2 grades below (5 students) 3 or more grades below (25 students)	Tier 2 and Tier 3 Reading Interventions have not been implemented consistently with fidelity.
The school needs to provide sustained professional development of the new ELA curriculum, HMH, to deepen teachers' knowledge and capacity to provide quality reading and	The spring 2024 NYS ELA exam reflects that: 125 students scored at proficient levels 3 and 4 72 students scored at level 1 The spring 2023 NYS ELA exam reflects that: 113 students scored at proficient levels 3 and 4 62 students scored at level 1 15% of SWIs scored proficient (8 SWI students) 0% of MLs scored proficient (0 students) The 2022-2023 School Quality Guide Student Panorama Survey, related to Cultural Awareness and Inclusive Classroom Instruction: Q.1: My teachers take into consideration how my background affects my learning and interests. Favorable 77% Q.2: My teachers use examples of students' different cultures/backgrounds/families in their lessons to make learning more meaningful for me. . Favorable 81% down 12% from last survey Q.6: I am presented with positive representations of people from a variety of races, ethnicities, cultures, and backgrounds in my classes or studies. Favorable 90% Q.7: In how many of your classes ...do your teachers make their lessons relevant to your everyday life experiences? Favorable 51%	HMH ELA curriculum is in its second year of implementation and teachers are continuing to collaborate to make appropriate adaptations, scaffolds, and supports to address the learning needs

writing instruction.			of diverse student subgroups.

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	113 students	By June 2025, the number of all students who score at proficiency level 3 and 4 will increase by 20 students, from 125 students to 145 students, as measured by NYS ELA exam.
All Students	62 students	By June 2025, the number of all students who score at level 1 will decrease by 20 students, from 72 students to 52 students, as measured by the NYS ELA exam.

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.

Enter a measurement tool:

i-Ready Reading Diagnostic Assessment

Enter a key performance indicator

number of students scoring at Proficiency level

Baseline:

29 students

Enter the date for the baseline data:

spring 2024

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

35 students

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

75 students

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

80 students

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.

Enter a measurement tool:

i-Ready Reading Diagnostic Assessment

Enter a key performance indicator

number of students scoring 3 or more years below grade level

Baseline:

25 students

Enter the date for the baseline data:

spring 2024

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

20 students

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

100 students

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

80 students

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.

Enter a measurement tool:

n/a

Enter a key performance indicator

n/a

Baseline:

n/a

Enter the date for the baseline data:

n/a

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

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
Instructional Coaching
Professional Learning Communities

Root Cause Addressed:

Root Cause Addressed
The quality of teachers' questions and questioning techniques is uneven across the school.
HMH ELA curriculum is in its second year of implementation and teachers are continuing to collaborate to make appropriate adaptations, scaffolds, and supports to address the learning needs of diverse student subgroups.

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
Cycles of professional development will be provided to all teachers, focused on best practices for vocabulary acquisition and language development to strengthen students' ability to access complex fiction and non-fiction texts, with particular attention to the needs of ELLs and SWIs and to support their ability to embed academic tier 2 and tier 3 vocabulary in their writing assignments.

Cycles of professional development will be provided by instructional coach to all teachers, focusing on creating systems, structures, and protocols to promote and implement academic student to student discourse.

Teacher teams will work collaboratively to analyze i-Ready baseline results and NYS ELA exam item analysis report results to determine best scaffolding and supportive practices and embed those into unit and lesson plans. Teacher teams (content and grade team) will review data collaboratively to customize instruction and designate appropriate MTSS Tier 2 and Tier 3 reading interventions.

Teachers and teacher teams will revise HMH units and lessons to meet the needs of students, with consideration for gaps in knowledge highlighted within the i Ready data and ELA item analysis results. Unit modifications will be made by ELA department to ensure appropriate scaffolding, culturally responsive texts, infusion of school thematic curriculum, an emphasis on the arts, etc. The works of Gholdy Muhammad and Zaretta Hammond will inform CRSE classroom practices and curricular/instructional decisions.

Teachers will provide academic support, specifically targeting tier 2 and tier 3 students, during Morning Academy, Saturday Academy, after-school programs, and vacation break programs..

School leaders will leverage the Advance system of observations and support, with particular attention to component 1a, 1e, 3b, 3c, 3d, including during Tier 1 core instruction and MTSS Tier 2 and Tier 3 ELA interventions.

Teachers will analyze students' classroom writing assignments to surface gaps in writing skills, using ELA Curriculum Writing Rubrics, as well as NYSESLAT Writing Rubrics for ELL students.

Teachers will meet with students in small groups and one on one to set goals and targets, based on their i-Ready results, at least 3 times during the year and empower students to take personal responsibility in developing their individualized plans to monitor, track, and self-reflect on their goals and progress throughout the year.

School Leadership Team and other school teams will collaborate to collaboratively reflect on CEP Priority 1 action plan implementation and outcomes to determine successes, challenges, and next steps.

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:
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; NYS ELA exam results; Advance observation reports; teacher and staff PD surveys/questionnaires/reflections; core curriculum unit writing assessments

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)
09/10/2024	06/20/2025	Monthly parent workshops highlighting ELA curriculum HMH	n/a
09/10/2024	06/20/2025	Monthly Parent newsletters with strategies for parents to help support their children's literacy at home	n/a

Priority 1 Budget and Resources

Budget and Resources

Directions: 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.

Human Resources

Instructional Coach. Consultants

Instructional Resources

Consumable Supplies, Instructional Materials, Technology, as needed

Schedule Adjustments

n/a

Other Resources Needed

Per Session, Per Diem, Training Rate

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)
There is a need to continue support for students' social-emotional well-being with research-based SEL strategies that address the students' stress levels when learning in the classroom.	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 51% down 18% from last survey 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 72% down 1% from last survey 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 62% down 5% from last survey 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 69 % down 10% 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 57% down 15% from last survey 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 48% down 17% from last survey	SEL practices take time to impact students' perceptions and lived experiences.
The school needs to provide effective strategies for students to utilize to mitigate bullying and intimidation.	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: 41% down 11% 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: 59% Q.3: At this school students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation. Favorable: 66% up 4% from last survey Q.4: At this school students harass, bully, or intimidate each other because of other differences, like disability or weight. Favorable: 57% 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: 41% down 2% from last survey The 2022-2023 New York City School Quality Guide Student Panorama Survey reflects the following responses related to Safety: Q.1: Conflicts are resolved fairly in this school. Favorable 67% Q.5: I feel safe in my classes at this school. Favorable 90% down 3% from last survey As of May 30, 2024, Insight Portal reflects: 7 suspensions for 2023-2024, with 0 students suspended more than once in the year.	Changing students' mindsets related to interpersonal relationships requires continued time and sustained reinforcement, especially within an ever-changing societal climate.
Sustained continuing professional	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-related disruptions have impacted

learning opportunities need to be provided to teachers and paraprofessionals in how to embed social-emotional and academic support within classroom instruction, with emphasis on individual and small group conferences	health. Favorable 87% down 6% from last survey Q.2: During this school year, I have felt happy when learning. Favorable 70% down 5% from last survey Q.3: During this school year, I have felt safe when learning. Favorable 89% down 3% from last survey Q.4: During this school year, I have felt optimistic when learning. Favorable 61% down 6% from last survey Q.5: During this school year, I have felt bored when learning. Favorable 18% up 1% from last survey Q.6: During this school year, I have felt stressed out when learning. Favorable 24% up 1% from last survey Q.7: During this school year, I have felt worried when learning. Favorable 50 % down 1% from last survey Q.8: There is time at school to talk about feelings and emotions. Favorable 76% down 3% 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: 50 % up 3% from last survey 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: 95% down 5% from last survey Q.2: How many adults at this school...tell their students they believe they can achieve high academic standards? Favorable: 100% no change from last survey Q.3: How many adults at this school...teach students how to advocate for themselves? Favorable: 83% down 5% from last survey Q.4: How many adults at this school...recognize disruptive behavior as social-emotional learning opportunities? Favorable 94% up 6% from last survey The 2022-2023 New York City School Quality Guide Teacher Panorama Survey reflects the following responses related to Classroom Behavior: Q.1: How many students in your classes...listen carefully when the teacher gives directions? Favorable 89% up 28% from last survey Q.2: How many students in your classes...follow the rules in class? Favorable 95% up 12% from last survey Q.3: How many students do their work when they're supposed to? Favorable 79% up 32% from last survey	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.

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	41%	By June 2025, the percent of students who respond favorably to the survey question/prompt #1 related to Preventing Bullying: "At this school students harass, bully, or intimidate other students" will increase by 10% students, from 41% to 51% 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.

Enter a measurement tool:

school-created student survey

Enter a key performance indicator

percent of students who respond favorably to the survey question/prompt #1, ": At this school students harass, bully, or intimidate other students"

Baseline:

41%

Enter the date for the baseline data:

spring 2023

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

38%

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

45%

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

51%

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.

Enter a measurement tool:

n/a

Enter a key performance indicator

n/a

Baseline:

n/a

Enter the date for the baseline data:

n/a

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

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.

Enter a measurement tool:

n/a

Enter a key performance indicator

n/a

Baseline:

n/a

Enter the date for the baseline data:

n/a

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

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
n/a

Root Cause Addressed:

Root Cause Addressed
Changing students' mindsets related to interpersonal relationships requires continued time and sustained reinforcement, especially within an ever-changing societal climate.
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 analyze the learning environment survey and determine areas of strengths and weaknesses for the prior academic year.
Teachers will revise their unit plans, lesson plans, and make accommodations to their classroom environment based on areas of weakness and areas of celebration. Teachers will use Danielson Framework, CRSE and the work of

Gholdy Muhammad, and Equity for All to guide these revisions with the curriculum and classroom environment.

Teachers will infuse anti-bullying curriculum, with an emphasis on using the internet and social media responsibly, into the curriculum.

Guidance and support staff will conduct monthly anti-bullying PD workshops, with an emphasis on using the internet and social media responsibly.

School leaders will leverage the Advance system of observations and support, with particular attention to components 2a and 2d.

Safety Committee will periodically review OORS data at least 3 times during the year, considering number and level of incidents and infractions; potential disproportionality of occurrences based on gender and race; time of incidents/locations of incidents. Data-driven decisions will be made to address the implications of the data.

Teachers and guidance personnel will prioritize strengthening students' capacity to effectively communicate (verbally and in writing) their thoughts and feelings in order to help them de-escalate possible conflicts among peers. Empowering students through enhanced vocabulary development will be emphasized for all students, and especially for ELLs and SWIs.

Student interviews/surveys will be conducted at least 3 times during the year to elicit students' perceptions, ideas, and feelings about SEL initiatives at the school and about their sense of safety and personal mental and emotional well-being.

School Leadership Team and other school teams will collaborate to collaboratively reflect on CEP Priority 2 action plan implementation and outcomes to determine successes, challenges, and next steps.

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 2 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.

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.
Outcomes include:

Priority 2 data to be collected and analyzed include the following (as applicable): OORS reports; student/parent/teacher surveys, questionnaires, interviews; Advance observation reports

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 focusing on bullying and cyber-safety for students	n/a
09/10/2024	06/20/2025	Monthly parent newsletters highlighting strategies to help students de-escalate conflicts	n/a

Priority 2 Budget and Resources

Budget and Resources

Directions: 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.

Human Resources

parent coordinator, guidance personnel, STH Coordinator

Instructional Resources

instructional materials, consumable supplies, technology, as needed

Schedule Adjustments

n/a

Other Resources Needed

per session, per diem, training rate

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)
The school needs to refine and strengthen the implementation of Tier 2 and Tier 3 Math Interventions.	The spring 2024 NYS Math exam reflects: 98 students scored at proficient levels 3 and 4 75 students scored at level 1 The spring 2023 NYS Math exam reflects: 77 students scored at proficient levels 3 and 4 82 students scored at level 1	Tier 2 and Tier 3 Math Interventions have not been implemented consistently with fidelity.
Broaden students' academic and domain specific vocabulary and terminology, especially for ELLs and SWIs.	The spring 2023 NYS Math exam reflects: 6 SWI students scored at proficient levels 3 and 4 9 ML students scored at proficient levels 3 and 4	There has not been a consistent school-wide focus on intentional, direct instruction of math vocabulary, especially for ELLs and SWIs.
Develop students' ability to unpack multistep procedures and solve math problems that are grounded in multi-culturally relevant real world contexts.	As of October 2024, Math i-Ready progress period 1 results reflect: 10 students scored mid or above 30 students scored early on 40 students scored at proficiency level 72 students scored 1 year below 49 students scored 2 years below 104 students scored 3 or more grade levels below As of May 30, 2024, Math i-Ready spring 2024 EOY results reflect: 6 students scored mid or above 8 students scored early on 14 students scored at proficiency level 5 students scored 1 year below 2 students scored 2 years below 22 students scored 3 or more grade levels below	Some classroom teachers demonstrated inconsistency in expertise in curriculum and needed additional professional development in curriculum and Next Generation Math Standards.
Teachers need to broaden all	The 2022-2023 School Quality Guide Teacher Panorama Survey, related to Strong Core Instruction, reflects the following teacher responses: Q.19: In	There has not been a

students' academic and domain-specific vocabulary and mathematical terminology, especially for ELLs and SWIs,	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 100% 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: 100% 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 100%	consistent school-wide focus on intentional, direct instruction of math vocabulary, using evidence-based language and vocabulary acquisition methodologies.
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.	As of October 2024,the RLAT report for entitled ELL students reflects the following spring 2024 NYSESLAT data: There are 14 entitled ELL students with raw score writing levels between 008-010 (zone of proximal development). There are 4 entitled ELL students with raw score 000 in writing modality There are 0 entitled ELL students with raw score 001 in writing modality There are 3 entitled ELL students with raw score 002 in writing modality There are 2 entitled ELL students with raw score 003 in writing modality There is 1entitled ELL student with raw score 004 in writing modality There are 4 entitled ELL students with raw score 005 in writing modality There are 3 entitled ELL students with raw score 006 in writing modality There is 1 entitled ELL student with raw score 007 in writing modality There are 6 entitled ELL students with raw score 008 in writing modality There are 4 entitled ELL students with raw score 009 in writing modality There are 4 entitled ELL students with raw score 010 in writing modality There is 1 entitled ELL student with raw score 011 in writing modality There are 0 entitled ELL students with raw score 012 in writing modality The March 2024 Mock NYSESLAT Simulation Writing Assessment reflected the following results: Grade 6: 1 student scored 4-Commanding 75%-100% 3 students scored 3-Expanding 37.5%-50% 4 students scored 2-Transitioning 25% 3 students scored 1-Emerging 12.5% 2 students scored 0-Entering 0% Grade 7 2 students scored 4-Commanding 75%-100% 2 students scored 3-Expanding 37.5%-50% 0 students scored 2-Transitioning 25% 2 students scored 1-Emerging 12.5% 0 students scored 0-Entering 0% Grade 8 1 student scored 4-Commanding 75%-100% 3 students scored 3-Expanding 37.5%-50% 5 students scored 2-Transitioning 25% 1 student scored 1-Emerging 12.5% 4 students scored 0-Entering 0% Total 4 student scored 4-Commanding 75%-100% 8 students scored 3-Expanding 37.5%-50% 9 students scored 2-Transitioning 25% 6 students scored 1-Emerging 12.5% 6 students scored 0-Entering 0%	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.
There is a need to build ELL students' academic vocabulary	The spring 2024 RLAT report for entitled students reflects the following NYSESLAT data: There are 33 entitled ELLs with the following overall proficiency levels: 21 ELLs at overall Expanding level; 7 ELLs at overall Transitioning level; 2 ELLs at overall Emerging level; 3 ELLs at overall Entering level The spring 2023 RLAT report reflects the following data: There are 33	Teachers, across grades, have not focused on the intentional,

| and domain-specific terminology in non-fiction and fiction texts | entitled ELLs with the following overall proficiency levels: 19 ELLs at overall Expanding level; 8 ELLs at overall Transitioning level; 4 ELLs at overall Emerging level; 0 ELLs at overall Entering level 17 ELLs had scores to compare between spring 2022 and spring 2023; Out of those 17 students with scores to compare: 7 ELLs increased their overall proficiency level 8 ELLs stayed at the same overall proficiency level 2 ELLs decreased their overall proficiency level Out of those 17 students with scores to compare: 12 ELLs increased their writing raw score 1 ELL stayed at the same writing raw score 4 ELLs decreased their writing raw score There were 11 entitled ELL students with raw score writing levels between 008-010 (zone of proximal development). | explicit, and direct instruction of Tier 2, Tier 3, and academic vocabulary within students' written work products. |

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
All Students	77 students	By June 2025, the number of all students who score at proficiency levels 3 and 4 will increase by 20 students, from 98 students to 118 students, as measured by NYS Math exam.
All Students	82 students	By June 2025, the number of all students who score at level 1 will decrease by 20 students, from 75 students to 55 students, as measured by NYS Math exam.
English Language Learners (ELL)	1 student	By June 2025, the number of eligible ELLs who score between 011-012 raw score in the writing modality will increase by 14 students, from 1 student to 15 students, as measured by the NYSESLAT exam.

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.

Enter a measurement tool:

i-Ready Math Diagnostic Assessment

Enter a key performance indicator

number of students scoring at Proficiency level

Baseline:

14 students

Enter the date for the baseline data:

spring 2024

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

20 students

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

42 students

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

47 students

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.

Enter a measurement tool:

i-Ready Math Diagnostic Assessment

Enter a key performance indicator

number of students scoring 3 or more grade levels below

Baseline:

22 students

Enter the date for the baseline data:

spring 2024

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

16 students

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

97 students

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

77 students

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.

Enter a measurement tool:

Mock NYSESLAT Writing Assessment

Enter a key performance indicator

Number of ELL students who score at commanding level in writing modality (011-012)

Baseline:

1 ELL student

Enter the date for the baseline data:

spring 2024

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

2 ELL students

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

4 ELL students

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

6 ELL 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
Instructional Coaching

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 curriculum and Next Generation Math Standards.

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 teams, comprised of all math and special education teachers, will meet to develop protocols to facilitate rigorous math student to student discussions, with embedded strategies, aligned to SWI students' IEPs and ELL students' language proficiency levels in the 4 language modalities (as per NYSESLAT data).

Based on deep dives into ELL students' progress, using the NYSESLAT writing rubric, professional development will be provided to teachers and paraprofessionals on how to incorporate the WITsi Sentence Tracker to support students' capacity to write complex sentences.

Teachers will plan and utilize culturally-relevant materials with real-world context during math instruction and embedding daily multi-step math word problems, unpacking academic and domain-specific vocabulary in daily lessons.

Principal and assistant principals will engage in i-Ready data reviews with the grade level math teams to assess student progress and support revision of instructional plans.

During the cycles of Advance observations, teachers whose MOTP ratings in components 1a, 1e, 3b, 3c, and/or 3d fall in levels of Developing or Ineffective will be provided with Teacher Improvement Plans (TIPS) with expectations, focused on the specific components that are in need of improvement, with support and training opportunities, professional resources, and timelines for presenting evidence of impact/improvement.

Teachers will provide students with sufficient practice with feedback, focusing on identified areas of need per i-Ready, and using the spring 2024 NYS Math exam item analysis and released math questions.

Math teacher teams, principal, and assistant principal will review lesson plans to ensure that teachers are allotting time during independent work time for students to engage in peer to peer collaboration to review work for errors after solving math problems.

The school will provide professional development on topics, including but not limited to: effective, strategic use of explicit and systematic vocabulary instruction as a complement to strong core math instruction; planning and implementation of embedding social-emotional supports within math instruction; math strategies that include multiple entry points for students and promote rigorous student to student discussion within the math curriculum; language acquisition and vocabulary development, using the NGLS-aligned "Standard 6 Vocabulary/Language Acquisition Student Self Reflection Form"; tiered math strategies that include multiple entry points and appropriate language and vocabulary scaffolds for ELL and SWI students; 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.

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.

Mock NYSESLAT Writing Assessments will be administered 3 times during the year and teacher teams will engage in the Looking at Student Work Protocol, using the NYSESLAT Writing Rubric criteria as the lens to determine ELL students' writing skills. Teacher teams will determine appropriate evidence-based strategies to support the students' writing skills at tiered levels of writing proficiency. 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.

Teachers will engage in engage in intervisitations, with a focus on student engagement and student to student discussions, within the math curriculum. Student interviews will be conducted at least 3 times during the year, to elicit students' perceptions, ideas, and feeling about their learning processes and content learning to inform activities and strategies that are responsive to the students' voices.

SLT stakeholders and ILT stakeholders will participate in analyses of external data and survey data, related to math curriculum and instruction and ELP progress and performance, reflecting on CEP Priority 3 action plan implementation and outcomes to determine successes, challenges, and next steps.

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 for Priority 3
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 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; 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;

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 highlighting math standards and math curriculum and English language learning strategies	n/a
09/10/2024	06/20/2025	Monthly parent newsletters highlighting math standards and math curriculum and English language learning strategies that parents can use at home	n/a

Priority 3 Budget and Resources

Budget and Resources

Directions: 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.

Human Resources

Instructional Coach, Consultants

Instructional Resources

consumable supplies, instructional materials, technology, as needed

Schedule Adjustments

n/a

Other Resources Needed

Per Session, Per Diem, Training Rate

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)
The school needs to provide a robust environment to support students' college and career readiness.	The 2022-2023 School Quality Guide Teacher Panorama Survey related to Additional Questions reflect: Q.1: I am able to...teach students skills about financial I am able to...teach students skills about financial literacy, including earning, saving and spending. Favorable 95% The 2022-2023 NYC DOE School Quality Guide Parent Panorama Survey, related to Additional Survey Questions reflects the following responses: Q 21: "This school provides resources to me and my child to prepare my child for college, career, and success in life after high school." Favorable 74%	Historically, elementary and middle schools were not expected to develop specific CCCR SMART goals or implement comprehensive systems and structures related to CCCR.
The school needs to continue to provide opportunities for students to learn financial literacy skills.	The 2022-2023 NYC DOE School Quality Guide Students Panorama Survey, related to Additional Survey Questions reflects the following responses: Q6: "Adults at this school teach me important skills about money, like earning it, saving it, and spending it wisely." Favorable 72% Q 12: "At this school, I have the opportunity to learn about different careers to help me think about my future." Favorable 71% The 2022-2023 NYC DOE School Quality Guide Students Panorama Survey, related to Guidance reflects the following responses: Q1: "This school provides me with guidance on the high school application process." Favorable 88% down 2% from last survey Q2: ""This school provides my family with guidance on the high school application process." Favorable 83% down 8% from last survey	The competing demands for instructional priorities of literacy and math have limited the opportunity to incorporate financial literacy skills within existing mandated curricula.
The school needs to deepen additional opportunities for students to learn about diverse careers.	The 2022-2023 School Quality Guide Teacher Panorama Survey, related to Academic Press, reflects the following teacher responses: Q.2: How many students in your classes...respond to challenging questions in class? Favorable 58% up 2% from last survey The 2022-2023 School Quality Guide Student Panorama Survey, related to Academic Press: Q.4: My classes at this school really make me think critically (like using information or data to inform an argument, or form my own questions about what we're learning). Favorable 74% down 4% from last survey Q.5: In how many of your classes ...are you challenged? Favorable 61% down 2% from last survey Q.6: In how many of your classes ...do your teachers have high expectations for you? Favorable 79% no change from last survey Q.7: In how many of your classes ...are you	Activities, albeit successful, such as: Career Assemblies, Career Fairs and Career Days, school-wide college banners/posters, etc., have not been expanded

	encouraged to work in small groups? Favorable 58% Q.8: In how many of your classes ...do your teachers want you to become better thinkers, not just memorize things? Favorable 74% down 13% from last survey Q.9: In how many of your classes ...do you get so focused on learning during class activities that you lose track of time? Favorable 48%	to follow up with students' self-reflections or personal goal-setting, based on school-wide events.

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 students	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.

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.

Enter a measurement tool:

school-created NYSED Career Plan Tracker

Enter a key performance indicator

percentage of all students who initiate, develop, and progress monitor a NYSED Career Plan

Baseline:

0%

Enter the date for the baseline data:

May 2024

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

25%

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

50%

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

75%

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.

Enter a measurement tool:

n/a

Enter a key performance indicator

n/a

Baseline:

n/a

Enter the date for the baseline data:

n/a

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

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.

Enter a measurement tool:

n/a

Enter a key performance indicator

n/a

Baseline:

n/a

Enter the date for the baseline data:

n/a

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

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
Professional Learning Communities
n/a

Root Cause Addressed:

Root Cause Addressed
Historically, elementary and middle schools were not expected to develop specific CCCR SMART goals or implement comprehensive systems and structures related to CCCR.
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.

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, focusing on financial literacy.

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 collaborate to progress monitor the Priority 4 action plans to determine successes, challenges, and next steps. School leaders will leverage Advance system to evaluate teachers' pedagogical performance in components 1a, 1e, 3c and provide feedback to teachers for continuous improvement. Career Fairs will be implemented Career-oriented assembly series and class visits with guest speakers will be planned and conducted throughout the year, based on stakeholders' input and engagement.

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, 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.

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 4 include:
Meetings-Rolling agendas, minutes, and attendance are reviewed and feedback to teacher teams is provided by school leaders.
Outcomes include:

Teacher PD reflection forms are collected and results used to influence next PD steps.
Outcomes include:

Data-driven discussion protocols memorialize progress monitoring results.
Outcomes include:

Weekly Supervisory Cabinet meetings include updates on Advance observations, with discussion of normed ratings, feedback, and supports provided to teachers.
Outcomes include:

Stakeholder surveys/questionnaires/interviews are conducted to elicit multiple perspectives related to Priority 4 CCCR initiatives.
Outcomes include:

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

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 workshops highlighting CCCR initiatives	Montefiore Hospital
09/10/2024	06/20/2025	Monthly parent newsletters highlighting students' Career Plans and CCCR activities	Montefiore Hospital

Priority 4 Budget and Resources

Budget and Resources

Directions: 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.

Human Resources

Guidance Personnel, Parent Coordinator

Instructional Resources

instructional materials, consumable supplies, technology, as needed

Schedule Adjustments

n/a

Other Resources Needed

per session, per diem, training rate

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)
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).	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: 100% up 11% from last survey Q.3: At this school...school staff regularly communicate with parents/guardians about how parents/guardians can help students learn. Favorable: 100% up 11% from last survey	Health-related disruptions and challenging family circumstances have continued as competing demands that parents face.
The school needs to enhance systems and structures for monitoring effective communication between school staff and families.	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 87% up 3% from last survey Q.3: During the school year, have you...attended a general school meeting or school event (virtually or in-person)? Favorable 82% 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 76% down 10% from last survey The 2022-2023 New York City School Quality Guide Parent Panorama Survey reflects the following responses related to Inclusive Leadership: Q.1: I see feedback from parents/guardians put into action at this school. Favorable 79% Q.2: The principal/school leader at this school puts decisions made with families into action. Favorable 86% Q.3: The principal/school leader at this school works to create a sense of community in the school. Favorable 92% Q.4: The principal/school leader at this school ensures families are comfortable communicating with the school. Favorable 88%	Accountability and progress monitoring of school-family communication had not been prioritized.
Teachers need to highlight students' progress and	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 87% up 3% from last survey	Outreach to and communication with some

performance during parent-teacher interactions on a consistent, ongoing basis.	Q.3: During the school year, have you...attended a general school meeting or school event (virtually or in-person)? Favorable 82%	parents and families have been limited due to individual, personal family circumstances

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	76%	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 10%, from 76% to 86%, 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.

Enter a measurement tool:

school-created parent survey

Enter a key performance indicator

percent of favorable parent responses to survey prompt # 1, related to Outreach to Parents, "School staff regularly communicate with me about how I can help my child learn."

Baseline:

76%

Enter the date for the baseline data:

spring 2023

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

70%

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

75%

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

80%

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.

Enter a measurement tool:

n/a

Enter a key performance indicator

n/a

Baseline:

n/a

Enter the date for the baseline data:

n/a

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

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.

Enter a measurement tool:

> n/a

Enter a key performance indicator

> n/a

Baseline:

> n/a

Enter the date for the baseline data:

> n/a

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

>

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

> n/a

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

> 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
Accountability and progress monitoring of school-family communication had not been prioritized.
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
Collect and analyze data from parents using the In-house Parent Survey using Google Forms that mimic the NYC School Survey questions for "Parent Involvement" at least 3 times during the year. Collect and analyze data from parents using the In-house Parent Survey using Google Forms that mimic the NYC School Survey questions for "Outreach to Parents" at least 3 times during the year. Schedule a variety of opportunities for parents to participate in school-wide events, including: SLT, parent workshops, celebrations, high school fairs, Bronx Borough Arts fair, Science Fairs, School Assemblies around the Arts aligned to our capstone projects around themes, field trips,

curriculum night, open houses. 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 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 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 CEP 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 continue to be developed, based on parents' input and feedback about previous events 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 School will continue to offer a range of incentives to increase parent participation and attendance at school-wide meetings and events.

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 5 include:
Meetings-Rolling agendas, minutes, and attendance are reviewed and feedback to SLT is provided by school leaders.
Outcomes include:

Data-driven discussion protocols memorialize progress monitoring results.
Outcomes include:

Stakeholder surveys/questionnaires/interviews are conducted to elicit multiple perspectives related to parent/family engagement.
Outcomes include:

Parent Coordinator Activity Report (PCAR) and parent workshop attendance results are reviewed and shared with PTA and SLT to determine next steps.
Outcomes include:

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

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 focusing on family empowerment	Montefiore Hospital
09/10/2024	06/20/2025	Monthly Family events that highlight students' performances and accomplishments	Montefiore Hospital

Priority 5 Budget and Resources

Budget and Resources

Directions: 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.

Human Resources

Parent Coordinator

Instructional Resources

instructional materials, consumable supplies, technology, as needed

Schedule Adjustments

n/a

Other Resources Needed

Per Session, Per Diem, Training Rate

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)
CBOs and school attendance personnel need to coordinate efforts to provide needed physical and mental health services to individual students representing subgroup populations (and families) to close the disproportionate gaps in attendance.	As of May 31, 2024, New Visions Portal reflects: For all students: 91% YTD Attendance 31% Chronic Absenteeism rate For SWIs: 89% YTD Attendance 38% Chronic Absenteeism rate For MLs: 91% YTD Attendance 32% Chronic Absenteeism rate	Students representing subgroup populations and their families have experienced disproportionately high levels of stress, anxiety, illness, and death due to health-related issues and have not had access to adequate resources in the community to enable students and their families to focus on their academic learning.
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.	As of May 2024, New Visions Portal reflects: For Housing Insecure students: 90% YTD Attendance 48% of 42 Housing Insecure students Chronic Absenteeism rate	Teachers have not received sufficient training in how to help students cope with related stresses that continue to impact their learning as a result of living in temporary housing situations.
Students need strategies to self-monitor their attendance and participate in setting attendance goals and achievement of goals	As of May 2024, New Visions Portal reflects: For students living in "doubled up" conditions: 90% YTD Attendance 45% of 38 students living in "doubled up" conditions Chronic Absenteeism rate As of May 2024, New Visions Portal reflects: For students living in shelters: 88% YTD Attendance 67% of 3 students living in shelters Chronic Absenteeism rate	The school has not systematically engaged students in their own attendance monitoring.

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	35%	By June 2025, the percentage of all students with the number of absences that puts them on track to be chronically absent for All Students will decrease by 10%, from 31% to 21%, as measured by the New Visions Chronic Absenteeism Report.

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.

Enter a measurement tool:

New Visions Chronic Absenteeism Report

Enter a key performance indicator

percentage of all students with the number of absences that puts them on track to be chronically absent

Baseline:

31%

Enter the date for the baseline data:

May 2024

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

21% of all students with the number of absences (6 or fewer) that puts them on track to be chronically absent by the 55th day of school

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

21% of all students with the number of absences (8 or fewer) that puts them on track to be chronically absent by the 105th day of school

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

21% of all students with the number of absences (10 or fewer) that puts them on track to be chronically absent by the 170th day of school

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.

Enter a measurement tool:

n/a

Enter a key performance indicator

n/a

Baseline:

n/a

Enter the date for the baseline data:

n/a

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

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.

Enter a measurement tool:

n/a

Enter a key performance indicator

n/a

Baseline:

n/a

Enter the date for the baseline data:

n/a

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

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:

Key Strategies
Professional Learning Communities
Student Empowerment

Root Cause Addressed:

Root Cause Addressed
Teachers have not received sufficient training in how to help students cope with related stresses that continue to impact their learning as a result of living in temporary housing situations.
The school has not systematically engaged students in their own attendance monitoring.

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
The Attendance Team consisting of designated school staff, such as parent coordinator, social worker, guidance counselor, teachers, STH coordinator, use attendance data to inform the development of a system to reward students with 100% attendance and improvement in attendance rate. The Attendance Team introduces a student reward system to improve attendance rate and promote 100% attendance. The Attendance Team will develop routine of weekly collection and review of classroom and school-level attendance and chronic absence data at the weekly

meeting, tracking interventions, and making adjustments, as needed. The Attendance Team will review the RSSA report weekly to identify students who have been chronically absent five or more days in the first quarter.

Teachers and other school staff will engage in parent outreach by phone, email, and use of school communication messaging systems to communicate concerns regarding attendance and collaborate with parents to support in improving attendance. The parent coordinator and Attendance Team will send out letters to the families of students who are identified with five or more absences to help families set targeted attendance goals to reduce chronic absenteeism. Appropriate outreach efforts will be made to families living in temporary housing to ensure that families living in temporary housing are provided with the logistical information and supports needed to ensure students attendance such as transportation passes for students and parents, most convenient shelter options, schedules, and relevant MTA schedules.

Principal hosts monthly breakfasts with parents to build trusting relationships, supporting families' level of comfort and willingness to share confidential, accurate and personal information necessary to improve students' attendance. School nurse will coordinate with medical doctors to arrange examinations, screenings and follow up visits for students with chronic health conditions, such as asthma and childhood diabetes. School nurse and parent coordinator will plan, organize and implement a school-wide Health fair to highlight healthy living, preventative care and medical information to students and families.

The Attendance Committee will share strategies for improving attendance and attendance data with Instructional Leadership Team. The Attendance Committee will then plan to communicate effective strategies for improving attendance of chronically absent students with all staff at professional meetings and through newsletters/emails. 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 members will meet daily with students to check-in and encourage regular school attendance.

The school will conduct a series of PD opportunities for school staff to communicate the connection, with data that has been collected and analyzed, between increasing attendance and instructional time with academic performance. Teachers will be trained in differentiated activities and supports to target students who are chronically absent. This includes the process for referring students and families for additional personalized services, as needed. Teachers will differentiate activities and supports to target students who are chronically absent and refer students and families to additional services, as needed.

School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. Attendance Team, SLT, and school leaders will review the RSSA to evaluate the effectiveness of this action plan and its impact on the desired outcomes. The school will administer at least 3 student interview experiences in order to elicit the students' perceptions and opinions about school in order to encourage and support their best attendance. The school leaders will share these results with stakeholders throughout the school community to inform next steps on behalf of the students and including the students in changes and developments for the future, giving them opportunity for agency, input, and engagement. School Leadership Team and other school teams will collaborate monthly to collaboratively reflect on CEP Priority Chronic Absenteeism action plan implementation and outcomes to determine successes, challenges, and next steps.

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.
Outcomes include:

Data-driven discussion protocols memorialize progress monitoring results.
Outcomes include:

Stakeholder surveys/questionnaires/interviews are conducted to elicit multiple perspectives related to attendance and chronic absenteeism.
Outcomes include:

Parent workshop attendance results are reviewed and shared with PTA and SLT to determine next steps.
Outcomes include:

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

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.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/10/2024	06/20/2025	Monthly family workshops focusing on the importance of attendance and its connection to achievement outcomes	Montefiore Hospital
09/10/2024	02/20/2025	Monthly parent newsletters focusing on the importance of attendance and its connection to achievement outcomes	Montefiore Hospital

Chronic Absenteeism Budget and Resources

Budget and Resources

Directions: 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.

Human Resources

parent coordinator, guidance counselor, social worker, STH coordinator

Instructional Resources

instructional materials, consumable supplies, technology, as needed

Schedule Adjustments

n/a

Other Resources Needed

per session, per diem, training rate

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)
There is a need to elevate students' voice in the IEP process by including direct quotes and statements by students	As of June 4, 2024, the 2023-2024 IEP Review Dashboard reflects that: for Question 15A-50% of IEPs (in particular PLOPS) include quotes and statements by students for Question 18-50% of student invites are uploaded to SESIS.	Historically, the IEP Review Dashboard did not track this specific aspect of IEP quality leading to limited prioritization.
There is a need to elevate parents' voice in the IEP process by including direct quotes and statements by parents/families	As of June 4, 2024, the 2023-2024 IEP Review Dashboard reflects that: for Question 16A-50% of IEPs (in particular PLOPS) include quotes and statements by parents/families The 2022-2023 New York City School Quality Guide Parent Panorama Survey reflects the following responses related to Additional Survey Questions: Q.22: I am satisfied with the educational planning and Individualized Education Program (IEP) development process at this school. Favorable: 78% down 15% from last survey Q.25: This school works to achieve the goals on my child's Individualized Education Program (IEP). Favorable: 78% down 7% from last survey	Historically, the IEP Review Dashboard did not track this specific aspect of IEP quality leading to limited prioritization.
There is a need to improve the quality of IEPs by including information pertaining to students' strengths and learning styles as they relate to students' access, participation, and progress in the general education curriculum.	As of June 4, 2024, the 2023-2024 IEP Review Dashboard reflects that: for Question 23A-50% of IEPs contain statements about students' strengths for Question 23B-50% of IEPs contain statements about the students' strengths that are specific, observable, and based on assessments For Question 23C-0% of IEPs contain cultural and linguistic strengths that are documented 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: 94% (up 6% from last survey) Q.8: I am able to...monitor progress on Individualized Education Program goals for my students with disabilities. Favorable: 95% (up 13% from last survey) Q.9: I am able to...distinguish linguistic/cultural differences from learning difficulties. Favorable: 100% (no change from last survey) The 2022-2023 New York City School Quality Guide Teacher Panorama Survey reflects the following responses related to Additional Survey Questions: Q.4: This school educates students with disabilities in the least restrictive environment appropriate. Favorable 100% up 5% from last survey	Prioritizing an assets-based approach to IEP writing was not consistently considered in the IEP process.

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)

Target Population	Baseline Data	SMART Goal
Students with Disabilities (SWD)	50%	By June 2025, to strengthen the quality and implementation of IEPs for Students with Disabilities (SWD), we will improve elevating student voice related to Question 15A, by a 50% increase, from 50% to 100%, as measured by IEP Review Dashboard.

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.

Enter a measurement tool:

school-created IEP Review

Enter a key performance indicator

percent of IEPs that reflect quotes and statements by students

Baseline:

50%

Enter the date for the baseline data:

May 2024

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

65%

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

75%

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

100%

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.

Enter a measurement tool:

n/a

Enter a key performance indicator

n/a

Baseline:

n/a

Enter the date for the baseline data:

n/a

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

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.

Enter a measurement tool:

n/a

Enter a key performance indicator

n/a

Baseline:

n/a

Enter the date for the baseline data:

n/a

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

n/a

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

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 meets twice a month to discuss special education students and to review IEPs. During the discussion, teacher suggestions regarding student performance and programming is reviewed and any opportunities to mainstream students for certain subjects for a certain amount of time. The SIT team'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. Prioritizing an assets-based approach to IEP writing will be consistently considered in the IEP process. IEP Team will ensure that contain students' cultural and linguistic strengths that are documented in IEPs.
09/10/2024	06/20/2025	Develop appropriately rigorous standards-aligned annual goals	The administrative team 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 schoolwide focus to develop annual goals that reflect the integrity of the standards and mission of the school overall. IEP Team will elevate students' voice in the IEP process by including direct quotes and statements by students. IEP Team will elevate parents'/families' voice in the IEP process by including direct quotes and statements by parents/families.
09/10/2024	06/20/2025	Ensure "impact of disability" statements reflect the effect of the student's disability on access,	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. IEP Team will include information pertaining to students' strengths and learning styles as they

		participation and progress in the general education curriculum	relate to students' access, participation, and progress in the general education curriculum and prioritize an assets-based mindset and approach.
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.
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]	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 will be created to list the compliance dates of all IEPs. The document will include a date three weeks prior to submit the IEP draft for feedback, 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.
09/10/2024	06/20/2025	Monitor referrals to Special Education to ensure appropriate referrals only	A system will be created where the special education supervisor is contacted when a parent requests a referral. The supervisor will meet with 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.
09/10/2024	06/20/2025	Ensure that students in foster care, their birth parents, and	SBST members will reach out to families of students in foster care, their birth parents, and foster care agency points for all initial, annual reviews, and re-evaluation Individualized Education Program (IEP) services

		foster care agency points are reached out to for all initial, annual reviews, and re-evaluation Individualized Education Program (IEP) services.	

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.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/10/2024	06/20/2025	Monthly Parent Workshops focusing on the IEP Referral and Review process	n/a
09/10/2024	06/20/2025	Monthly Parent newsletters highlighting parents rights and responsibilities in the the IEP Review process	n/a

Quality Individualized Education Program (IEP) Budget and Resources

Budget and Resources
Directions: 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.

Human Resources

social worker, IEP teacher, parent coordinator

Instructional Resources

instructional materials, consumable supplies, technology, as needed

Schedule Adjustments

n/a

Other Resources Needed

per session, per diem, training rate

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 ELA	Reading i-Ready 2 years below grade level	i-Ready	small group	Saturdays	yes
Tier 3 ELA	Reading i-Ready 3 or more years below grade level	i-Ready	small group and one-on-one	during school	yes
Tier 2 Math	Math i-Ready 2 years below grade level	i-Ready	small group	Vacation Breaks	yes

Tier 3 Math	Math i-Ready 3 or more years below grade level	i-Ready	small group and one-on-one	during school	Yes

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2 SEL	students who have been involved in 2 or more OORS incidents/suspensions	Advisory Groups	Small Group	During School	No
Tier 3 SEL	students who have been involved in 3 or more OORS incidents/suspensions	Counseling	one-on-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.

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.

Number of students in temporary housing who are:
- Doubled up (with friends or relatives because they cannot find or afford housing):
- Living in a shelter or transitional shelter:
- Living in a hotel/motel:
- Living in a car, bus, or train:
- Living in a park or public place:
- Living in an abandoned building

*Note: In keeping with established practices regarding personally identifiable information, use the letter "s" to identify a number less than five (5).

As of May 30, 2024, based on New Visions Portal, the following reflects the housing status of students:
1 student in temporary housing
0 students living in hotels
38 students doubled up
3 students living in shelters
16 % of students identified as Housing Insecure

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 STH Title I Survey to select services aligned to need?

As of May 30, 2024, based on New Visions Portal, the following reflects attendance and achievement data for the STH population:
YTD attendance-90%
Chronic Absenteeism rate- 42 students

For Housing Insecure students,

48% of 40 students scored at Proficient level in spring 2023 ELA exam
26% of 39 students scored at Proficient level in spring 2023 Math exam

Describe the services you are planning to provide to the STH population. How were those services selected to best meet students' needs?

BDA sent out the STH Title 1 survey to all eligible families, in their home language, and the results of the 23 surveys were as follows:
1. 22/23 families responded yes to needing assistance with at least 1 goods/service listed in the survey.
2. Of the 8 goods/services listed in the survey, 17/23 responded yes, that assistance was needed, in 5 or more categories.
3. Three families responded yes, assistance needed, to all goods/services needed.
4. More than ¾ of the families responded to needing help with the following categories: uniforms/school supplies, after school activities, after school tutoring, mentoring, academic help during school, field trip costs, and coats/clothes/food.

Based on the STH Title 1 parent survey, administered in May 2024 and school leadership determinations, the following goods and services may be provided, under the 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.

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.

Parent and Family Engagement Policy

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

Support for Parents and Family Members of Title I Students

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

Parental Involvement and School Quality

The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents and family members and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent and Family Engagement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent and Family Engagement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:
• actively involve and engage parents and family members in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Education Plan, including the implementation of the school's Title I Parent and Family Engagement Policy and School-Parent Compact;
• engage all parents in discussion and decisions regarding the required Title I, 1% set-aside funds, which are allocated directly to the school to supplement parent and family engagement activities, including family literacy and parenting skills;
• ensure that the Title I funds allocated for parent and family engagement are utilized to implement activities and strategies as described in the school's Parent and Family Engagement Policy and the School-Parent Compact;
• support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional learning, especially in developing leadership skills;
• maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
• conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
• provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review

Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent and family engagement requirements under Title I, Part A, Section 1116 and other applicable sections under ESSA;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed.

Encouraging School-Level Parental Involvement

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

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

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

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

I. School Responsibilities: Supporting Home-School Relationships

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

I. School Responsibilities: Providing General Support to Parents

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

II. Parent/Guardian Responsibilities

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

advisory groups, e.g., Title I Parent Advisory Council, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

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

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.

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

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.

District implementation for professional learning, 60 minute Professional Learning Cycles, MTSS teams, department teams, ILT, etc. Training on and modification of HNH ELA curriculum with support from Center For Integrated Teacher Education ELA instructional specialist with Humanities team supporting the ELL's in writing modality. Training on and modification of Savvas Envision Math Curriculum and Modules with support from the BCC math coach, and math specialists from Educators for Student Success, and Edvanced Solutions' school-wide instructional coach.

Practice HIT tutoring to support targeted small group instruction in math classrooms.

Brainpower for support in social and emotional learning

Restorative Circle training for ICT/ENL and support staff

i-Ready assessment and data analysis trainings (teachers and parents)

DESSA training and data analysis

CRE with Gholdy Muhammad for thematic planning and curriculum revision

Equity for all

Implicit Bias training

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes1. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated2</u>. **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 <u>Column A</u> 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	$330,665.00	x	Section 5: Priority 1, 2, 3, 4, 5, Chronic Absenteeism, Quality IEP
Title I, School Improvement 1003(a)	Federal	27,759.00	x	Section 5: Priority 1, 2, 3, 4, 5, Chronic Absenteeism, Quality IEP
Title II, Part A	Federal	n/a	n/a	n/a
Title III, Part A	Federal	12,193.00	x	Section 5: Priority 1, 2, 3, 4, 5, Chronic Absenteeism, Quality IEP
Title III, Immigrant	Federal	n/a	n/a	n/a
Title IV, Part	Federal	2,379.00	x	Section 5: Priority 1, 2,

A					3, 4, 5, Chronic Absenteeism, Quality IEP
Tax Levy (Fair Student Funding)	Local	$2,680,810.00		x	Section 5: Priority 1, 2, 3, 4, 5, Chronic Absenteeism, Quality 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.

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.

Member Title	Name
Principal	Sandra Sanchez
Assistant Principal	Jose Vigo
Coach	Troy Akiyama
Coach	Millie Goodman
English as a New Language (ENL)/Bilingual Teacher	Katalin Harsaczki
School Counselor	Ashley Triglia
Teacher/Subject Area	Tara O'Reilly, 6th Grade ELA
Teacher/Subject Area	Impirika Quinzon, Special Education 8th Grade ICT
Parent/Guardian	Josephine Melendez
Parent Coordinator	Aleia Howell (currently on leave)
Speech Related Services Provider	Carmen Pina

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:

> 1

Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K–6]:

> 0

Number of certified ESOL teachers not currently teaching ENL:

> 0

Number of teachers who hold both content area/common branch and ESOL certification:

> 0

Number of ESOL certified teachers with a bilingual extension:

> 0

2. Certified Teachers with a Bilingual Extension

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

0

Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:

0

Number of teachers certified to teach students with disabilities that also have a bilingual extension:

0

3. 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:

0

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):

268

Total number and percentage (%) of current ELLs:

34 (12.7%)

Total number and percentage (%) of former ELLs:

19 (7.1%)

Total number and percentage (%) of ELLs who are Newcomers (0-3 years of service):

9 (26.5%)

Total number and percentage (%) of ELLs who are Developing ELLs (4-6 years of service):

15 (44.1%)

Total number and percentage (%) of ELLs who are Long-Term ELLs (7 or more years of service):

10 (29.4%)

Total number and percentage (%) of ELLs who are Students with Inconsistent/Interrupted Formal Education (SIFE):

2 (5.9%)

Total number and percentage (%) of ELLs with an Individualized Education Program (IEP):

10 (29.4%)

Part II: Bilingual Programs

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language Bilingual Education (DLBE)?

> No

Provide the number of classrooms for each bilingual program, by grade, at your school <u>for the 2024-25 school year</u>. **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	N/A																0
TBE	N/A																0
TBE	N/A																0
DLBE	N/A																0
DLBE	N/A																0
DLBE	N/A																0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

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]).

a. English as a New Language (ENL)
Stand-alone ENL:

All ENL students will be appropriately programmed into STARS and all English as a New Language (ENL) classes will be delivered by a certified ENL teacher to provide instruction in English with home language support to help the development of English language skills, so that students can succeed in their core content resources. We have begun incorporating strategies from professional development trainings provided through Continuous Learning into classroom instruction and we will continue incorporating the sparks related to increasing student engagement and proficiency in academic language. These shifts are directly aligned to our CEP goal for increasing student engagement. ELLs and former ELLs up to 2 years after existing ENL status will receive the required number of units of ENL instruction, which will be delivered in two ways: Stand Alone and Integrated ENL. For the Stand Alone model, Entering and Emerging mixed-group ELLs will be brought together in small groups from various classes for English acquisition and strategy-focused instruction using ENL methodology. For Entering students, a minimum of 180 minutes of Stand-Alone ENL instruction is required per week, while for Emerging students, a minimum of 90 minutes of Stand-Alone ENL instruction is required per week. The ENL Teacher also utilizes ENL Standalone Units accessible on TeachHub as a way to enrich the ENL curriculum and ensure solid entry points for our Entering and Emerging ELLs. ML's with Entering and Emerging levels receive Stand-Alone instruction, where the ENL teacher plans and delivers content and language based lessons that are aligned with the students' standard ELA, SS, or Science curriculum. The ENL and Content-Area teachers carefully monitor these students' progress when in their content classes and strategically select the proper language-based interventions needed, so that the students are able to access content and participate in class activities fully. In addition, we use success criteria tools that are aligned with the learning targets that will support the areas in which the most improvement is needed. Students will use these criteria to understand and analyze what supports need to be put in place for all students to accomplish this outcome, and how it helps them individually.

Integrated ENL:

In the Integrated model, the ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support in all content areas, so that ELLs can properly engage in the learning of content. There is a common preparation time between the ENL, ICT, and content area teachers to meet and discuss best practices and strategies that support all content areas. Lesson plans are reviewed collaboratively using the data from the NYSITELL, NYSESLAT, DESSA, unit assessments, and iReady periodic assessments. The students are strategically grouped by proficiency level in ungraded classes, which means that all students regardless of grade are in one class as long as they don't span more than two grade levels. The ENL teacher plans carefully with general education teachers to address all 4 modalities (speaking, listening, reading and writing) and to ensure curricular alignment and continuity of instruction using Gholdy Muhammad's CRE scorecard and Atlas Data Analysis Note-Catcher. The ENL teacher co-plans and co-teaches with the general education teacher in a literacy-based subject area to provide language support in the classroom by pushing in and offering supplemental, culturally and linguistically appropriate oral and written instruction to heterogeneous groups of ELLs of mixed proficiency levels, so they can access the content. Furthermore, the teacher teams are involved in inquiry cycles in partnership with Continuous Learning so that we can continue to implement research-based practices to support ELLs through increased engagement and improvements in their academic language proficiency (Tier II & Tier III words). We do this work by modifications and revisions of curricula to include banks of tier II words

that students will zoom in on each quarter to ensure that students are being exposed to academic language that they will come across in all contents so that we can improve their reading and writing skills. Teacher teams will examine students' writing to observe the effectiveness of these school-wide practices to improve these students' proficiency in the four modalities (speaking, listening, reading and writing).

As a school, we focus on supporting MLs with writing standards through support to hone in on effective skills and strategies for the writing modality. We will be doing this by examining the questions in the written response of the NYSESLAT and integrating them in our daily instruction. We will also align teachers' writing rubrics for ELLs to mimic the rubric used for the NYSESLAT writing modality. We will also continue to support students' success in the reading and speaking modalities through the presentation, reading and revision of written responses. Another opportunity to integrate the ENL strategies in instruction will be through the use of Socratic Seminars, Reciprocal Team Teaching and the Give One, Get One Protocol to allow students to exercise all four modalities.

The programming structure for Integrated ENL is as follows: for Entering and Emerging students a minimum of 180 minutes of Integrated ENL instruction is required per week, and for Emerging students an additional 90 minutes of ENL instruction can either be Stand-Alone or Integrated. For Transitional students, this ratio is 90 minutes of Integrated ENL/ELA required per week with 90 minutes of Stand-Alone or Integrated ENL instruction per week. Expanding students receive a minimum of 180 minutes of Integrated ENL in ELA/Core Content Area per week, and Commanding students receive 90 minutes of integrated ENL in ELA/Core Content Area and/or other approved Former ELL services for two additional years. Our ELLs and former ELLs will be supported by lessons designed with an ELL component from our HMH ELA and Envision Math curricula. These supports will be uploaded to Google Classroom and aligned to the units and lessons. After core subject teachers and the ENL teacher have collaborated on creating unit and lesson plans that are fully integrated into the core subject curriculum, the ENL teacher will deliver the lessons in a small-group setting to support ELLs with strategies needed to access core content and become independent learners. This can take the form of small-group instruction, individual or group conferences, close reading, group discussions using accountable talk (Reciprocal Team Teaching, project-based learning, & Socratic Seminar), or explicit teaching and practicing of literacy skills using the TeacherToolbox section of the IReady program. We have also begun incorporating strategies from trainings provided through Continuous Learning into classroom instruction and we will continue incorporating the sparks related to increasing student engagement and proficiency in academic language. These shifts are also directly aligned to our CEP goal for increasing student engagement.

b. Bilingual Education (If applicable)
Transitional Bilingual Education (TBE):

N/A

Dual Language Bilingual Education (DLBE):

N/A

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?

Based on Part 154-2 (K-8) English as a New Language (ENL) Units of Study and Staffing Requirements, students on the Entering and Emerging levels are required to receive 360 minutes (2 units/week) of ENL instruction, while students on the Transitioning and Expanding levels will receive 180 minutes (1 unit/week). Finally, students who have reached the Commanding level will receive 90 minutes (0.5 unit/week) of service for two years. All current ELLs are serviced by the ENL teacher, whereas former ELLs can receive their mandated minutes by someone other than the ENL teacher through progress monitoring and feedback or project-based learning. Students will receive ENL instruction that is integrated into all content areas, not isolated. However, because ENL instruction tends to be literacy based, it's integrated mostly into ELA and Social Studies (depending on the proficiency level). The school ensures the mandated number of ENL instructional minutes by identifying all ELLs using the RLAT and RFSF reports by proficiency level and developing an ENL schedule around the master student schedule and based on the mandated minutes, and grouping students by grade level and content so they can all be serviced by the ENL teacher. For instance, currently all students receive 5 periods of ELA and 1 period of English Lab per week, and the ENL teacher provides integrated ENL services 4 ELA periods per week. In addition, the monthly ELL Data Update Reports also contain important reminders and checklists about ATS data and STARS programming, to ensure that the mandated number of instructional minutes are provided according to each student's proficiency level. In case of remote instruction, our students will interface through Google Classroom to meet the required instructional minutes. We will schedule students in STARS for small-group instruction and integrated instruction using the Google Classroom platform.

3. How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?

All current ELLs are serviced by the ENL teacher, whereas former ELLs can receive their mandated minutes by someone other than the ENL teacher through progress monitoring and feedback or project-based learning. Students will receive ENL instruction that is integrated into all content areas, not isolated. However, because ENL instruction tends to be literacy based, it's integrated mostly into ELA and Social Studies. The school ensures the mandated number of ENL instructional minutes by identifying all ELLs using the RLAT and RFSF reports by proficiency level and developing an ENL schedule around the master student schedule and based on the mandated minutes, and grouping students by grade level and content so they can all be serviced by the ENL teacher. Although we do not offer Home Language Arts in our school, we make every effort to support our ELLs academically and linguistically. We group students according to their grade and proficiency levels and IEP status. We are using the following tools to inform our practices and to create a plan of action: NYSITELL, NYSESLAT, DESSA, Atlas Data Analysis Note-Catcher, LAB-R Report, Language Allocation Policy and Survey, ELL Data Update Report (EDUR), New Visions Portal, and other school-based assessments.

4. For schools with Dual Language Bilingual Education (DLBE) programs:

a. Which Dual Language Bilingual Education model is implemented? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated.

N/A

b. In which language(s) is each core content area taught?

N/A

5. For schools with [Transitional Bilingual Education](#) (TBE) programs:

a. Which core content areas are taught bilingually?

N/A

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.

1. What is the composition of the ELL subgroups at your school?
What percentage of ELLs are Newcomers? How does effective instruction for Newcomers differ from those provided to Developing or Long-Term ELLs?

The composition of our ELLs is as follows: 26.5% of our ELLs are Newcomers, while Long-term ELLs make up (29.4%) and Developing ELLs (44.1%). Our Newcomer ELL population is somewhat larger than in recent years (26.5%). In general, our school tends to have few newcomers, but this trend may change. Support services for Newcomers include 1 unit of study of Stand-Alone classes where the students meet the ENL teacher in a separate location with explicit language instruction, vocabulary, pronunciation, grammar, syntax etc. coupled with 1 unit of study of Integrated Instruction where the ENL Teacher would serve as a co-teacher in the core subject area classes such as ELA and Social Studies to make content more accessible. This would comprise of bringing in additional audio/visual materials to frontload vocabulary and concepts specific to what is being taught, so that these students can reach the content as well as the language learning targets and objectives of the lesson. This group has great dependence on supports and structures to advance his or her academic language skills. These students are engaged in the same curriculum as the rest of the student body, but they receive additional linguistic support and more small-group instruction in an ENL setting. Classroom teachers focus heavily on the 4 modalities of Speaking, Listening, Reading and Writing and they maximize the use of technology to evoke high student interest and ensure ongoing student participation in collaborative activities and discussions to give opportunities for the practice of all 4 skill areas. The students can engage in interactive work online and build linguistic skills in that manner. In addition, using pictures and other visuals, gestures and movements also help their comprehension as well as a lot of repetition and drills and the benefit of having a learning buddy who speaks the native language, so that the students at the beginning stages of language development would be able to rely on more substantial L1 support. Other strategies involve using graphic organizers, asking yes/no and either/or questions and further newcomer friendly questioning techniques, accepting one- or two-word responses and increased wait time. Teachers will continue providing plenty of opportunities for newcomers to participate in activities where students interact and move around. When teachers and students use an online platform like Google Meet, using the caption feature, using multimedia or displaying information orally and visually at the same time, or modeling strategies are all more important and more accessible than ever and should be utilized. Finally, we plan to integrate the explicit teaching of language structures and vocabulary into a daily program and focus instruction on speaking opportunities for students and provide first language support in order to facilitate the transfer of skills to English. Overall, effective services for Newcomers differ from those provided to Developing or Long-Term ELLs because Newcomers must have their basic every day, emotional and social needs met besides their academic needs and they still rely on substantial amount of explicit language instruction using their first language or using other language supports such as sentence starters/frames or cloze exercises, word banks, clear directions and multiple entry points for students who may be initially unable to respond with words. Developing and Long-Term ELLs may have other behavioral and

special needs that stand in the way of succeeding academically, but if the ENL and the general education teachers can assess the whole student, they can develop an intervention plan to help these students. In addition, the ENL teacher can support these students with NYSESLAT-specific skills and strategies, so that they can test out of ENL.

What percentage of ELLs are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do you differentiate effective instruction for SIFE?

Currently we have two SIFE students in our ELL population (5.9%). In general, our goal is to introduce or reintroduce SIFE students into the school setting and provide them with the tools that they need to successfully learn English, make academic gains, and learn to navigate American culture. We differentiate instruction within the classroom by providing them with materials that are both age appropriate and meet them at their linguistic and instructional level. We help them get engaged in learning by pairing them up with learning buddies who speak their native language. Additionally, we provide support to SIFE students and their families with the assistance of our Guidance Counselor to address social-emotional needs using the SIFE Oral Questionnaire and Writing Screener from the State (MLS) http://www.nysed.gov/bilingual-ed/students-interruptedinconsistent-formal-education-sife and using Class Dojo.

What percentage of ELLs are Long-Term ELLs? How does effective instruction for Long-Term ELLs differ from instruction designed for Developing ELLs?

We know that our largest group of ELLs, Developing students (44.1%) are traditionally stronger in listening and speaking, but they struggle to gain proficiency in reading and writing, and engaging in content area knowledge. Therefore, the content area teacher in conjunction with the ENL teacher creates separate content, language and discussion objectives for each lesson. These objectives address their specific areas of need and motivate students to work beyond their former expectations. Teachers and students assess and realign objectives in one-on-one conferences based on the assessment data and using rubrics and checklists, students are able to self-assess the quality of their work. This individual attention and progress-monitoring is key to preventing students from becoming long-term ELLs. The content and ENL teacher adapt and use various co-teaching models to teach the content and the language knowledge the students need to be able to succeed. The school also created a more effective learning environment for ELLs by implementing ELL teaching strategies school-wide in all content areas and mainstream classrooms by making content area teachers more aware of what it means to be an ELL. Explicit vocabulary instruction of word meaning, pronunciation (choral repetition) and usage supported by the first language and visuals or making thinking visible using graphic organizers like the Frayer Model, supporting writing on the word, sentence and paragraph level with sentence stems and frames, activating students' prior knowledge by using anticipation guides or the KWL chart when introducing a new unit, lesson and discussion protocols promoting student discourse are all ways that support language learning, not just content learning and makes students more aware of the language they use and how they can improve it to show evidence of their language proficiency on the NYSESLAT. All teachers are able to use this toolbox of strategies through Google Classroom and Google Meet or in person in their lessons.

Long-term ELLs, still a larger group (29.4%) are students who have not benefited enough from the traditional classroom experience including differentiated instruction and standard ENL strategies. Therefore, their needs necessitate a more intense form of academic intervention. For each English Language Learner who scores below expected levels of performance on assessments, such as the NYSESLAT, ELA or Math state assessments, we determine additional supports for the student while taking the following factors into consideration: the number of years being an ELL or being in an ENL program, English versus home language literacy levels, socio-emotional needs in the case of SIFE students, NYSESLAT results, students work, parent anecdotes and teacher observation. The interventions provided such as MTSS (Multi-Tiered System of Supports), AIS (Academic Intervention Services) or RTI (Response to Intervention) are based on the specific needs identified and always include some type of

progress monitoring. Additionally, these long-term ELLs may be struggling due to other learning problems that may need to be assessed and addressed in order to show improvement. The IEP or ENL teachers may need to consult the Committee on Special Education if the student is with a disability or is suspected of having a disability that may impact their ability to speak, listen, read or write in English. The principal must provide additional support services to the student, which must be aligned to a NY intervention plan (e.g., Academic Intervention Services) the school is already providing to all students. In the remote learning environment, these students and their families may also have difficulties with technology and staying connected, so the school must make sure to monitor these students' attendance and progress.

What percentage of students are former ELLs? How is your school providing mandated instruction to former ELLs?

Former ELLs or ELLs who scored on a Commanding level on the 2022-23 NYSESLAT (5.6%) will continue to receive services for an additional two years through Option C: Project-based learning. Also, they will continue to receive testing accommodations for up to two years. Developing and Long-Term ELLs need less language support, especially when it comes to basic, everyday vocabulary or syntax. However, these populations can also benefit from visual support tools to brainstorm and organize ideas and develop writing, student-friendly rubrics and checklists to self-monitor and assess their own performance orally and in writing. And finally, we should not underestimate the importance of offering language support to Long-Term ELLs who have mastered their English especially in speaking, but still lack the academic language to access and give evidence of having understood the content. By creating awareness of the importance of academic vocabulary and discourse and providing more clarity and opportunities for practicing the usage of this language will help these students gain confidence in actively participating in class, allowing them to further take advantage of learning opportunities in class.

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?

The early warning system for at-risk ELLs shows that our ELLs in total fall in 7 at-risk indicators. Two indicators of most serious concern are the ELLs who scored level 1 or 2 last school year in ELA (29 students or 85.3%) and ELLs who scored level 1 or 2 last school year in Math (28 students or 82.4%). Another indicator demonstrates that there were 22 ELLs (64.7%) scoring 1 or 2 two years in a row on the ELA state test, and 24 ELLs (70.6%) who scored 1 or 2 two years in a row on the Math state test. We also noticed that our students did not perform well on the 2023 NYSESLAT because 21 students didn't demonstrate sufficient ELP progress, which accounts to 61.8%. We also have 7 ELLs (20.6%) in temporary housing, which may affect their social emotional state and academic performance. We are monitoring attendance to determine its impact on our students' performance on all summative and formative assessments throughout the course of the school year. We will as a school prioritize and incorporate strategies that address chronic absenteeism through a holistic approach. We can't forget about the role families play in the complex task of addressing student absenteeism and enabling students to reach their potential in the classroom. Clearly it is crucially important to involve families and communities in purposeful, authentic and ethical ways to provide students with every opportunity to reach their potential.

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?

The early warning system for at-risk former ELLs shows that our ELLs in total fall in 7 at-risk indicators. Two indicators of concern are the former ELLs who scored level 1 or 2 last school year in ELA (13 students or 68.4%) and ELLs who scored level 1 or 2 last school year in Math (13 students or 68.4%). Similarly to risk indicators of ELLs, a

larger number of former ELLs scored 1 or 2 two years in a row on the ELA (12 students and 63.2%) and Math state tests (12 students and 63.2%). We also noticed that 6 former ELLs (31.6%) are in temporary housing, which may affect their social emotional state and academic performance. Finally, we are monitoring attendance of former ELLs too to determine its impact on our students' performance on all summative and formative assessments throughout the course of the school year. We will as a school prioritize and incorporate strategies that address chronic absenteeism through a holistic approach. We can't forget about the role families play in the complex task of addressing student absenteeism and enabling students to reach their potential in the classroom. Clearly it is crucially important to involve families and communities in purposeful, authentic and ethical ways to provide students with every opportunity to reach their potential.

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?

At the time when diversity, equity and inclusion for all students and families is a major topic of discussion, it's really important that we recognize our school demographics, and whether we are adequately supporting all of our students. While current ELLs make up 12.7% of the school's student population (268), we have many students in the entire school population who are Spanish speaking as their home language is identified as Spanish (31 students total). We also have one student who speaks Bengali and two students speaking Bambara. It has been our practice to task Spanish-speaking staff with interpreting for parent meetings and parent-teacher conferences and with translating different documents. However, it's very important to have additional interpretation and translation services be part of daily communication. All school correspondence to families, official letters and flyers are translated to the most commonly used home language, Spanish as well as the other 3 home languages present in the school if preferred.

5. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?

As per the racial and ethnic classification of ELLs at our school, we can say that out of 34 ELLs 30 ELLs define themselves as Hispanic, while 4 ELLs define themselves as non-Hispanic. Hispanic can include Hispanic, Latino or of Spanish origin meaning a person of Cuban, Dominican, Mexican, Puerto Rican, Central or South America, or other Spanish culture or origin. Within Hispanic students, 10% of ELLs identify as American Indian, meaning a person having origins in North, Central or South America, 40% as Black or having origins in any of the Black racial groups of Africa, 6.7% as Multiracial, a person belonging to two or more races and 36.7% as White or having origins in Europe, North Africa or the Middle East. Within non-Hispanic students, 0% of ELLs identify as American Indian, meaning a person having origins in North, Central or South America, 0% as Asian, 75% as Black or having origins in any of the Black racial groups of Africa, 0% as Multiracial, a person belonging to two or more races and 0% as White or having origins in Europe, North Africa or the Middle East. The Culturally Responsive-Sustaining framework is about creating student-centered learning environments that affirm cultural identities; foster positive academic outcomes; contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking. The framework was designed to support the education of all students effectively and equitably, as well as provide appropriate supports and services to promote positive student outcomes. In the past there were traditionally marginalized groups due to race, culture, language, gender identity, ability, religion, nationality, migrant/refugee status, socioeconomic status, housing status, and other identities that were largely silenced or omitted from the curriculum. This system of inequity which was often imposed on English Language Learners based on linguistic background, gender, skin color, and other characteristics must be eliminated. English Language Learners are welcome in our community and are invited to become a part of our student government. We make great effort to

learn about ELLs' prior academic experiences, cultural and religious traditions, hobbies, personality, family circumstances, and backgrounds, or about the students' home community or native country, so that we can make inclusive instructional decisions in the classroom. Also, we have developed a library that offers culturally relevant and appropriate books for students to read. And finally, we offer guidance and social-emotional support to students who need it.

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?

New York State is using seven indicators as part of its overall ESSA plan, and this includes an indicator for English language Proficiency (ELP). To ensure that ELLs/MLLs are showing adequate progress, the state is using a growth model that is based on student performance on the NYSESLAT. A student can show sufficient progress by either exiting ELL status because he's/she tested Commanding on the NYSESLAT or because he/she tested Expanding on the NYSESLAT and earned a 3 or 4 on the ELA State Exam in the same year. Another way to show progress is by meeting the growth expectations for that year based on initial ELP. Finally, a student can show progress if the student meets the level targets (also referred to as Safe Harbor) for that specific year based on the initial ELP.
In our school, based on 2023 NYSESLAT results, out of a group of 43 ELLs and Formal ELLs, 15 students ((34.9%) met progress by exiting ELL status, 6 met the annual progress target by moving up at least one level (14%), 1 student met safe harbor cumulative growth by showing growth but remaining on the same proficiency level ((2.3%) and 21 students didn't meet progress (48.8%). As a school, we need to improve the quality and consistency of and increase the amount of explicit daily instruction in academic vocabulary and language scaffolding to meet the needs of our ELLs and to increase the number of ELLs who can meet sufficient progress year after year.

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?

The spring 2024 RLAT report for entitled students reflects the following NYSESLAT data:
There are 33 entitled ELLs with the following overall proficiency levels:
21 ELLs at overall Expanding level; 7 ELLs at overall Transitioning level; 2 ELLs at overall Emerging level; 3 ELLs at overall Entering level

There are 14 entitled ELL students with raw score writing levels between 008-010 (zone of proximal development).

There are 4 entitled ELL students with raw score 000 in writing modality
There are 0 entitled ELL students with raw score 001 in writing modality
There are 3 entitled ELL students with raw score 002 in writing modality
There are 2 entitled ELL students with raw score 003 in writing modality
There is 1entitled ELL student with raw score 004 in writing modality
There are 4 entitled ELL students with raw score 005 in writing modality
There are 3 entitled ELL students with raw score 006 in writing modality
There is 1 entitled ELL student with raw score 007 in writing modality
There are 6 entitled ELL students with raw score 008 in writing modality
There are 4 entitled ELL students with raw score 009 in writing modality
There are 4 entitled ELL students with raw score 010 in writing modality
There is 1 entitled ELL student with raw score 011 in writing modality
There are 0 entitled ELL students with raw score 012 in writing modality

As per the 2024 Spring EDAT, we noticed that the majority of ELLs who took the 2023 NYSESLAT scored on the Expanding level (38.3%), 31.9% of the ELL population scored on the Commanding, 19.1% on the Transitioning, 10.6% on the Emerging Levels and 0% scored on the Entering Level. In terms of NYSESLAT results by grade and language modality, an overwhelming majority of ELLs showed more ability in Speaking, whereas less students demonstrated strength in Listening, Reading and Writing. In terms of modalities of strength (if a student answered more than 90% of questions correctly in each modality), we are still noticing more students overall across the 3 grades in Writing than in either Reading or Listening. In terms of modalities of need (if a student answered less than 15% of questions correctly in each modality), no students tested in the modality of Listening and Speaking, but 3 students tested in writing and 1 student in Reading in grades 6 and 7. Overall, our students across all grades are in need of strong language support with the Listening, Reading and Writing modalities.

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?

Based on the Spring 2023 NYSESLAT and Spring 2023 ELA 3-8 State Test, it is evident that our ELLs are struggling with ELA content. This connects to the way the data is trending on the NYSESLAT modality breakdown. Out of all ELLs and Former ELLs who took the NYSESLAT (41), 23 scored 1 on the ELA state test, 16 scored a 2, and only 2 students scored a 3. The 23 students who scored a 1 consist of 2 Emerging level students, 8 Transitioning level students, 6 Expanding level students and only 2 Commanding level students. Additionally, our ELLs are also having difficulty performing at grade level on the NYS Math Exam. The majority of ELLs and former ELIs who took the 2023 Math state exam scored on level 1 (22 out of 41), 16 scored on level 2, and 2 scored on level 3. We noticed that even when students scored Commanding in the NYSESLAT, they scored only a 1 or a 2 in Math (6 students scored 1, and 6 students scored 2). We can deduce that content language is the core issue for our learners. This necessitates the building of ELLs' vocabulary acquisition and language development to support their ability to comprehend rigorous fiction and on-fiction texts. Also, there is a need to routinely engage in rigorous student to student discourse that allows the exploration of new literacy and Math concepts, processes and relationships.

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?

The EDAT provides us with a snapshot of Spring 2021 NYSESLAT test-takers, their proficiency levels and whether they had an IEP. Based on what we know about this subgroup of students, we can determine that their struggle is not English language acquisition with the exception of the ELLs on the Entering and Emerging Levels. We can conclude however, that ELLs without an IEP were more successful at scoring on the Expanding Level than ELLs with an IEP. Out of 14 IEP students, 4 students tested Commanding, 4 tested Expanding, 4 Transitioning and 2 Emerging. However, out of 33 general education ELLs, 11 students tested Commanding, 14 treated Expanding, 5 Transitioning and 3 Emerging. Overall, NYSESLAT takers with an IEP were overall less successful than test takers without an IEP. In terms of SIFE students, both of our SIFE students tested on the Emerging level, while students who didn't have SIFE designation reached higher proficiency levels: out of 45 NYSESLAT test takers, 15 tested Commanding, 18 tested Expanding, 9 tested Transitioning and only 3 tested Emerging. We believe that the method with which ELA content is delivered may be what is impacting the students' ability to test out on the NYSESLAT. The team recognizes that the students need a lot of support with vocabulary, specific reading strategies like main idea and supporting details, author's purpose or making inferences. We will continue to provide them with ENL supports, but they will be grounded with ELA strategies to help them engage more strongly in literacy. We are aware that some

ELLs with IEPs may have had gaps in their educational experiences or the intensity and quality of the instruction may have been insufficient to address their disability. We also need to check their emotional stability developmentally and culturally and if there are any individual or family circumstances that may explain their behavior, so that we can better serve their academic needs. In our school there is one student with Interrupted Formal Education. This student tested on the Emerging Level, but there was another student who tested on the same level who is not SIFE. We can still say that as their instruction has been interrupted or inconsistent, SIFE students may have social and psychological needs due to possible trauma, frustration with their academic delays in relation to their peers, a lack of familiarity with school culture, and feelings of isolation in school. Some may not possess the academic knowledge demonstrated by their peers who have consistently attended school. Also, in addition to learning English, SIFE students often have not been exposed to the content knowledge and they also do not have the home language level we may assume they have. Therefore, instruction for SIFE must build language, literacy, and content knowledge. SIFE students may not have been exposed to the same school behaviors and routines as other ELLs in the school environment. Finally, most ELLs have learned to use abstract thinking, while SIFE students have not yet learned to use these skills in a US school setting and require additional support in building language, literacy, and appropriate content.

10. (For grades 9-12 only) Please review your data in the [Insight Tool](#) and STARS to answer the following questions:
a. How many ELLs are on-track towards graduation?

N/A

b. How many ELLs in grades 11-12 have a documented postsecondary plan in STARS or ATS?

N/A

c. What targeted strategies and interventions are in place to support ELLs who are currently off-track to graduate in four years?

N/A

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?

N/A

Part V: ML/ELL Instruction

Tier 1: Core Instruction

For additional information, refer to [ML/ELL Instruction Professional Learning Module](#).

Tier 1 Core Instruction

1. How does your school provide ELLs with a high-quality academic experience that leads to deeper learning?

Our school continues to provide ELLs with a high-quality academic experience that leads to deeper learning by working hard to create successful school-wide practices that make daily instruction in all classrooms meaningful and engaging as well as rigorous and consistent for all students. By setting the goal of closing the gap between ELLs and general education students in literacy, we are generating new opportunities for students to gain access to knowledge and content more rapidly and smoothly and be able to provide evidence of the learned content in meaningful ways. We will continue to deepen our knowledge around the practices that we have explored in our work with Continuous Learning. These best practices include careful and consistent pairing of MLLs throughout the school day to allow the development of close partnerships with a more language-proficient peer. This supports our work around CL Spark 7: Designing collaborative learning activities to promote language production and acquisition. Another support we will continue to use is the use of success criterion checklists to allow students to self-assess their own progress towards individual goals for the use of academic vocabulary in their speaking and writing. This strategy supports Spark 3: Academic vocabulary. We can't overestimate the importance of providing daily explicit vocabulary instruction within the core subject areas, especially to meet the language needs of ELLs. Additionally, teachers will continue to frequently use small group discussion strategies that allow MLL students to communicate and exchange their learning verbally with multiple peers in a low-risk environment through the use of RTT (Reciprocal Team Teaching), Give One, Get One, Making Thinking Visible routines, and Socratic Seminar. Finally, we will continue to use our ILT team as a source of data and inquiry cycles. The goal is to ensure that we are focused on the strengths and weaknesses around best practices that support the continuum of learning for our MLLs. By doing this, we will continue to deepen our knowledge on how teachers can best help students with meaningful instructional practices and scaffolds that support the four modalities measured within the NYSESLAT. This will ensure that we are monitoring the achievement gaps, so that we are creating a pathway to successfully monitor student improvement towards English language fluency and proficiency.

2. How does your school's leadership team ensure ELLs have access to core instruction/curriculum?

The school's Instructional Leadership Team (ILT) considers MLLs in the school's instructional design by building school-wide coherence to accelerate learning for every student. We are committed to deepening and expanding our commitment to equity and excellence to ensure that every student will be ready for the next stage of their education, and ultimately, their career and future. The Instructional Leadership Framework combines research-based practices outlined in Teaching Advanced Literacy Skills and Culturally Responsive-Sustaining Education. The Instructional

Priority Areas are Strengthening Core Instruction, Knowing Every Student Well and Using Shared and Inclusive Curricula. MLLs are included because these frameworks focus on issues affecting culturally and linguistically diverse students. The following practices can support MLLs in the school's instructional design: tailoring instruction to best reflect the communication styles of students, incorporating and value the use of diverse community practices in the curriculum, adapting instruction to accommodate the acculturation needs of students, developing linguistic competence through functional and purposeful dialogue in the classroom, connecting students' prior experiences with current skills being taught, or contextualize learning by reflecting and placing value on students' native cultural values, norms, and languages when implementing the curriculum. Also, the diverse cultural and linguistic backgrounds represented by MLLs in the school makes it crucial for teachers to implement culturally and linguistically responsive practices throughout the school. Our schools' Instructional Leadership Team follows the Four Hallmarks of Core Instruction. This includes working with a variety of texts that feature big ideas, rich content and multiple perspectives, discussion to build language and knowledge, using extended writing as a platform to build language and knowledge and studying high-utility vocabulary to master language and knowledge. All of these hallmarks work together interconnectedly to promote advanced literacy. The ILT considers MLLs/ELLs in the school's instructional design the following ways: the four hallmarks of core instruction are research-based practices that support strong core instruction that meets the needs of diverse students. For multilingual and English language learners, all floor hallmarks occur in both English and the home language. To support MLLs/ELLs, we provide access to academic content areas to accelerate English language development by doing the following: using printed and digital text, pictures, maps etc. These should also represent a range of perspectives for language and knowledge building and various abilities for cultural, racial and ethnic groups to ensure a culturally responsive orientation teaching. The use of home language supports and helps students access grade level texts and tasks. When planning for students with IEPs, we'll increase home language supports and interventions and increase English language supports and interventions. Finally, the ILT will work in partnership with the NYCDOE's Continuous Learning (CL) team in strengthening core instruction and support for Black and/or Latin multilingual learners (MLLs) and deepening teachers' knowledge of students. The teachers within the ILT will use improvement science to analyze student work, identify supports and practices proven to support BDA MLLs, and then bring these strategies and protocols to their content team for whole school implementation.

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.

Integrated ENL instruction takes place in ELA and/or Social Studies classes (to foster literacy) in all three grades using ENL strategies. The ENL teacher works to support MLLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. The teachers create an environment where MLLs can feel secure and prepared to take risks and where MLLs' languages and cultures are valued. As students build on the understandings of their own language (primarily Spanish), they are encouraged to use their first language as well, but instruction is in English. Instruction focuses on the MLLs' oral language development in order to support writing. The teachers support MLLs' language skill development through scaffolding their language by modeling, visualization, text analysis, and metacognition. Through the workshop model, the new language, which includes vocabulary, grammar and pronunciation, is taught explicitly in the context of a theme or topic, while pair and group work maximize language interaction supported by accountable talk stems, sentence starters, or talk moves, which is monitored and assessed by the teacher. All or most of the above strategies are used to support not just MLLs in the classroom, but all the students in a whole class setting or in small group instruction in order to ensure that all MLLs can access the ELA and/or Social Studies curriculum and perform successfully on the Next Generation Learning Standards. To effectively accelerate language acquisition, the language of instruction is predominantly English with some home language support (Spanish) using the English only and Collaborative instructional approach to develop literacy in English. Therefore, all instruction is in English adapted to the students' proficiency level supplemented by visuals, gestures, manipulatives and home language support, and methods to make language comprehensible in

each program model. The Stand-Alone instruction delivered by the ENL teacher is tailored to provide extra support in addressing students' areas of weakness and needs, so that they can succeed in ELA, other content areas and on the NYSESLAT. Our MLLs and former MLLs are supported by lessons designed with an ELL component from our ELA curriculum. These supports as well as further ELL resources are regularly uploaded to Google Classroom and aligned to the lessons. In a Stand Alone class, the MLLs with the lowest proficiency levels (Entering and Emerging) meet with the ENL teacher for small group instruction where they focus on language building using the 4 modalities: Speaking, Listening, Reading and Writing. High-quality instruction in the Stand-Alone model helps students develop English proficiency and grade-level concepts and skills while providing authentic opportunities for students to develop language and discourse. Ideally, students will become self-aware about their developing skills and knowledge, so that they can apply those in a variety of academic areas and settings.

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 nd language materials with consideration to specific ELL subgroups.
a. ELLs with IEPs

MLLs may use the same instructional materials as other students, but they may use them in different ways or with different frequency. For example, MLLs tend to use math manipulatives and hands-on materials more often to help demonstrate understanding. They also require additional resources, particularly in literacy like translations of learning targets, prompts and directions, vocabulary word support with visuals, picture dictionaries, thesauruses, books/materials in the native language or both languages, bilingual checklists and anchor charts. Additionally, MLLs benefit greatly from using technology and incorporating interactive digital solutions such as Peardeck, Kahoot, iReady, Brainpop, flocabulary, unitedstreaming, teachervision, educationplace, and starfall. These solutions and websites create a visual and auditory learning experience for students and help them to gain English proficiency, content area knowledge, and literacy skills. Materials are made available to the various subgroups of MLLs in order to participate in supplemental programs on Google docs and Google Classroom. The ENL teacher uploads resources such as word and cognate lists, instructional videos, strategy cards, graphic organizers, exemplary work, rubrics and checklists just to mention a few and makes them available on Google Classroom for all MLLs to use.

b. SIFE

We make sure our SIFE students have access to grade level content by offering opportunities to introduce or reintroduce SIFE students into the school setting and provide them with the tools that they need to successfully learn English, make academic gains, and learn to navigate American culture. We differentiate instruction within the classroom by providing them with materials that are both age appropriate and meet them at their linguistic and instructional level. We screen students for reading and math and may notice if a student lacks a foundational skill in order to be a successful reader. We help them get engaged in learning by pairing them up with buddies who speak their native language. Finally, we offer students the opportunity to spend their lunch periods with a guidance counselor and other students, so that they could develop social and linguistic skills in a small and nurturing environment. Additionally, we will provide support to SIFE students and their family with the assistance of our Guidance Counselor to address social emotional needs using the SIFE Oral Questionnaire and Writing Screener from the State (MLLS).

c. Newcomers

We make sure our Newcomer MLLs have access to grade level content by providing high quality differentiation, so the students could access the content despite having limited English proficiency. In our school we tend not to have newcomers, but there are exceptions. These students are engaged in the same curriculum as the rest of the student body, but they receive additional linguistic support predominantly in the first language and more small-group instruction in an ENL setting. As a supplement, classroom teachers use online programs like IReady or RAZKids to teach and assess speaking, listening, reading and writing and ensure ongoing student participation in collaborative activities and discussions to give opportunity for the practice of all 4 modalities. Using pictures and other visuals, gestures and movements also help their comprehension as well as a lot of repetition of English and the benefit of having a learning buddy who speaks the native language. Other strategies involve using graphic organizers, asking yes/no and either/or questions, accepting one or two word responses and providing plenty of opportunities for the student to participate in activities. Newcomers must have their basic everyday, emotional and social needs met besides their academic ones and they need a substantial amount of explicit language instruction using their first language or using other language support such as sentence frames or cloze exercises, word banks, clear directions and multiple entry points for students who may be unable to respond with words. ENL services for Newcomers include 1 unit of study of Stand-Alone classes where the students meet the ENL teacher in a separate location with explicit language instruction, vocabulary, pronunciation, grammar, and syntax coupled with 1 unit of study of Integrated Instruction where the ENL Teacher would serve as a co-teacher in the core subject area classes such as ELA and Social Studies to make content more accessible. This means bringing in additional audio/visual materials to frontload vocabulary and concepts specific to what is being taught, so that these students can reach the content as well as the language learning targets and objectives of the lesson.

d. Long Term ELLs

We make sure our Long-Term MLLs have access to grade level content by constructively developing a strong targeted language instruction intervention model, so that they are able to move up or test out. First, it's critical that there is enough time and opportunity for students' data analysis, collaborative curriculum mapping, ongoing planning and reflection and ELL-related professional development for all the teachers of MLLs. Besides a rigorous ELA instruction geared towards Long-Term MLLs, it is very important that they receive explicit instruction of academic vocabulary and some grammar. In addition, we are making it clear that all teachers are teachers of MLLs and even when the ENL teacher is not present, all teachers can set language objectives and help students access content and develop their language and literacy skills. This year in content and grade meetings, we'll go through our Professional Learning Cycles and zoom in on a group of MLLs or students with IEPs to monitor student data and discuss next steps for interventions, review curriculum structures and share teaching strategies that support Long-Term MLLs. Finally, to integrate these students who may face particular challenges, the school plans to provide opportunities to become members of the broader school community through advisories, celebrations or student government. Long-term MLLs are students who have not benefited enough from the traditional classroom experience including differentiated instruction and standard ENL strategies. Therefore, their needs necessitate a more intense form of academic intervention. This involves additional tutoring in both English and their native language, if possible. Additionally, these long-term MLLs may be struggling due to other learning problems that may need to be assessed and addressed in order to show improvement. The IEP orENL teachers may need to consult the Committee on Special Education if the student is a student with a disability or if the student is suspected of having a disability that may impact his/her ability to speak, listen, read or write in English. The principal must provide additional support services to the student, which must be aligned to a NY intervention plan (e.g., Academic Intervention Services) the school is already providing to all students.

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?

All MLLs with IEPs are in their least restrictive environment. Most ENL classes and groupings include both general education and special education populations in an ICT setting. Flexible scheduling is used to maximize time spent with non-disabled peers when possible and appropriate. In our school, class assignment decisions are based partly on student achievement and special population classification. We have found that if MLLs are grouped in the same class, the ENL teacher is better able to provide the ENL services by providing Stand-alone and Integrated ENL models. Other considerations include planning for home language support for MLLs strategically like including newcomer MLLs and non-MLLs with a shared home language to participate in the same group or assigning teachers with knowledge of a home language to newcomer ELL students with the same home language. In our school ICT classes are where both general and special education populations are integrated in an ICT setting. There is a maximum of 12 IEP students in these classes and MLLs with an IEP are placed into these classes. When there are MLLs in these ICT classes, the ENL teacher schedules meetings with them and other ENL students, grouping them according to modality and proficiency level. The teacher is able to deliver instruction by displaying information both orally and visually, elicit student feedback or have students respond and engage in discussions orally. Students are also assigned work they are supposed to complete independently on their own time. This work is aligned with core content curricula and is supposed to help students access content by applying the learnt strategies such as previewing a text, annotating for a purpose, providing a gist for a text or generating questions after reading a text. We also have a self-contained bridge class with a 12 to 1 or a 12 to 1 to 1 ratio where MLLs with IEPs are placed. The ENL teacher provides Integrated ENL instruction in both types of settings, in mostly ELA classes to support the language development of these students. Teachers maximize the time students can spend in the classroom in person, so that the students can receive the best face-to-face instruction possible to enable them to achieve their IEP goals in the least restrictive environment.

6. How is home language assessed in each program model (DLBE, TBE, and ENL)?

In our English as a New Language program, native language support is more subtle than in dual language or bilingual programs. Our Entering and Emerging Level students receive some oral and written support in their first language, which consists of translations of directions, prompts, texts, word banks and other vocabulary additions and can include books in the first language. MLLs may choose from a library of books on various levels including those from Spanish authors, those that are both in English and Spanish and those that are only in Spanish for Independent Reading. Assigning a learning-buddy or cross-subject tutor is also helpful because they can communicate in their students' native language providing support and contributing to the students' gain in self-esteem. Besides, the ENL teacher who provides some native language support embedded in the daily instruction, can also use strategies that allow MLLs to interact and participate despite having limited proficiency. These include learning simple instructions in the student's native language, using questioning that allows students to answer yes or no, this or that, using basic syntax, using lots of visuals, routines and having a co-teacher or paraprofessional to provide one-on-one support to students with limited English proficiency. Some examples of home language support provided include documents, instructions, manuals, thesauruses and other resources in the students' home language uploaded on Google Classroom.

7. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?

Currently all BDA students receive one period of Spanish as a foreign language instruction per week. This class focuses on students' ability to read, write, and speak in Spanish. For native Spanish speakers, this class period will focus on reading and writing in Spanish to ensure that by the end of grade 8 the MLLs have obtained the New York State Seal of Biliteracy.

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.).

Co-teaching for MLLs and ELLs in an integrated ENL class is about students learning a new language at different proficiency levels. In addition to learning English, they need to have entry points to be able to access the general education curriculum. ENL co-teaching fully integrates language and literacy instruction in content area classes and includes a co-assessment piece using two "lenses" of academic and linguistic demands and opportunities for learning. The ELA content teacher may be assessing whether the students have shown conceptual or skill development, whereas the ENL teacher may be assessing the students for language and literacy development. We have been looking for ways to improve the collaboration of these two teachers until they become full-grown partnerships where the works of two teachers are organically linked, which could be a model for curriculum development across the school. The benefits of these partnerships include opportunities to teach academic language, literacy along with rigorous content, the students being able to see what collaboration between two teachers looks like and use that model in their own discussions and learning or being exposed to a lot more opportunities of authentic discourse and interactions with their English-speaking peers than if they would be taught in "isolation".

In an Integrated ENL class, the ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support in all content areas, so that ELLs can properly engage in the learning of content. There is a common preparation time between the ENL, ICT, and content area teachers to meet and discuss best practices and strategies that support all content areas. Lesson plans are reviewed collaboratively using the data from the NYSITELL, NYSESLAT, DESSA, unit assessments, and iReady periodic assessments. The ENL teacher and the content area teacher (literacy-based ELA and Social Studies) integrate the following practices to support MLLs in their curricula: adapting instruction to accommodate the acculturation needs of students, developing linguistic competence through functional and purposeful dialogue in the classroom, connecting students' prior experiences with current skills being taught, or contextualize learning by reflecting and placing value on students' native cultural values, norms, and languages when implementing the curriculum.

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 MLs/ELLs. Professional learning topics might include co-teaching strategies, or integrating language and content instruction.

Part of the school's annual professional learning plan includes our Professional Learning Cycles. Our instructional focus is to track and monitor data to create tiered groups to meet the needs of the different groups of ENL students on different proficiency levels, so that we can create targeted intervention that is going to move students to proficiency. We also plan to track and monitor student engagement to see how engaged students are in learning and discussion. For this too we use data to create targeted intervention to support groups of students where instruction is tailored to students' individual needs. Through this practice, we'll be able to come up with questions to reflect on our practices and whether they were successful in moving students up in their language proficiency. As far as including all staff in the professional learning plan related to the academic and social needs of MLLs, everybody is included in the professional development plan of MLLs in the school because we believe that every teacher is a teacher of MLLs. As a mandate, for bilingual and English as a New Language teachers, ELL-related professional development makes up a minimum of fifty percent (50%) of the required professional development hours, while for all teachers a minimum of fifteen percent (15%) of the required professional development hours is to be related to MLLs. This professional development is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The ENL teacher receives professional development during the monthly faculty conferences, during grade and content

meetings, learning walks or walk-throughs, meetings with administrators and outsourced professional development events of teachers' choice that are aligned with content instruction for MLLs. The professional development in the school to teachers of MLLs this year will include, but is not limited to ELL Liaison Meetings as well as topics such as Supporting MLLs/ELLs with Grade Level Content Area Learning series, Preparation for The ML School Support Survey, IReady Data Analysis: MLL Students and Extended Response Writing, Teaching Strategies by Proficiency Level to Support Our ELLs, VirtuELL "Unpacking the EDUR" just to mention a few. The school is working on including additional PD sessions in the school agenda in support of the needs of ELLs/MLLs and FormerELLs. The school's ENL Team will attend Bronx Borough Office professional development sessions monthly such as ELL Liaison Meetings, District-wide Professional Development events, or Professional Development events from the Division of Multilingual Learners and other outside events to get instruction and curriculum aligned with the Next Generation Learning Standards (NGLS). Finally, the ENL teacher also has the opportunity to present ELL-specific topics to the school to turnkey important information about teaching practices pertaining to MLLs. Agendas and attendance documents are filed in the school's MLL Binder and/or PD Plan Binder. Our instructional focus is to track and monitor data to create tiered groups to meet the needs of the different proficiency levels of ENL students, so that we can create targeted intervention that is going to move students to proficiency. We also plan to track and monitor student engagement to see how engaged students are in learning and discussion. For this we use data to create targeted intervention to support groups of students where instruction is tailored to students' individual needs. Through this practice, we'll be able to come up with questions to reflect on our practices and whether they were successful moving students up in their language proficiency.

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).

The ENL teacher looks for Professional Development events that would accommodate the needs of MLLs and their teachers' in addressing the learning needs of the school's ELL population. Later this information is turn-keyed to other content area teachers, so that there can be consistent practices implemented school-wide in all content areas and across grades. Teachers need to have the same understanding about the expected levels of rigor and standards in the classroom, and what the students need to be prepared for the Next Generation Learning Standards (NGLS). Our school will provide professional development to all teachers and administrators that will specifically address the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a New Language teachers, a minimum of fifty percent (50%) of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The school intentionally structures time and designs learning opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons with MLs/ELLs in mind by developing and following Professional Learning Cycles to gather and analyze student data specifically related to MLLs and organizing Lunch and Learns where the ENL teacher shares insights on ELL topics such as differentiation of content, collaborative learning for MLLs to prepare MLLs for NYSESLAT-specific tasks and skills in all content areas.

Assessment

SCREENERS

11. Which screening assessments (e.g.iReady, MAP Growth, Acadience, or STAR Reading) does your school use to guide instructional planning for your ELLs?

The screening assessments that we use to guide instructional planning for our students including our ELLs are the SEL Screener (DESSA), to understand each student's social emotional needs. Teachers and other staff members answer questions about each and every student that focus on a student's social-emotional skills such as decision-making, self-awareness or personal responsibility. The i-Ready Diagnostic Assessment is a type of computer adaptive test that matches the difficulty of test questions to the ability of each student. As students answer questions correctly, the test gets more difficult. As students answer questions incorrectly, the test gets easier. In both scenarios, the test adapts to find the precise ability of each student in the quickest, most efficient way possible. It tests Phonology, Phonics and High-Frequency Words as well as Vocabulary and Comprehension of Literature and Informational Text. When we are able to see that a student is below grade level, specific interventions targeting the area of weakness are designed in integration of the core curriculum, so the students can meet the literacy standards set. Other screeners include the Home Language Survey, which helps determine if a newcomer is an ELL because the home language is other than English. The NYSESLAT as well as ELA and Math State Test Simulations created an opportunity to analyze student understanding and attitude to these assessments and testing in general. School staff track and record attendance on ATS that shows patterns of absenteeism or lateness and other issues that can impact academic success. A new platform for looking at and analyzing data for intervention purposes is New Visions, where ATS and IReady data converge. Finally, all teachers conducted surveys called Interest Surveys where they gathered information about student interest and need. The grade teams then took this data compiled in binders and highlighted the ones that were unusual or out of the ordinary to plan intervention targeting those students: this may take the form of a quick meeting, conference or setting up a time with the Guidance Counselor.

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.

Over the past few years, data has shown that intervention is most needed in ELA for all students, including MLLs. In our recently adopted curricula and model of teaching and learning, students are inspired to think critically and realize their potential to be prepared for college and career. Additionally, we have been utilizing iReady reading and writing programs to supplement the ELA curriculum, HMH. iReady can predict student performance on state assessments and the Diagnostic for reading and mathematics can pinpoint student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. Based on students' work, IReady offers personalized instruction through a never-ending list of My Path Lessons. Teachers are available to confer with students in need focusing on content or skill that needs reinforcement or clarification. We also hold an early morning program, after school program, Saturday Academy, and break programs focusing largely on literacy and Math. Our instructional focus is to track and monitor data to create tiered groups to meet the

needs of the different proficiency levels of MLL students, so that we can create targeted intervention that is going to move students to proficiency. Therefore, we have incorporated daily meetings into our schedules to create opportunities for teachers to be engaged in meaningful thinking and discussion around strategizing and inquiry on how to incorporate best practices to ensure that we are improving the quality of teaching and learning for all of our MLLs. These are demonstrated through a weekly facilitation of meetings by content and grade, Lunch and Learns organized around a focus area and PLCs that support best practices and strategies for MLLs. In these meetings teachers use student work and assessments to track and monitor progress students are making after each unit and revise lessons as a tool to check and monitor whether students obtained mastery of the goal and to discuss what other supports are needed. Teachers also discuss inquiry of best practice as a study around a common question or hypothesis to study what and how best practices support and improve the progress MLLs make throughout the year. The data that we use to inform us of the progress they're making are but not limited to the NYSITELL, the NYSESLAT, iReady, IXL, or Mathletics. Once the data have been gathered, teachers engage in meaningful thinking to make modifications to lessons and units. In addition, they conduct visits and share feedback to set S.M.A.R.T goals across all content. The ENL specialist also facilitates workshops to turnkey strategies shared with her by the MLLs District Liaison around best practice to improve the quality of learning and teaching for all MLLs. Learning Walks are then conducted to ensure that all MLLs are sitting in classrooms where there are multiple entry points that allow them accessibility to demonstrate academic progress, so that we can close the gap in reading comprehension. The intervention services offered in BDA include individual and group conferences during independent practice time focused on a particular literacy skill designed for students who need extra support acquiring a specific skill. It also includes after school instruction in Math, ELA, Technology and Dance where students can receive explicit instruction regarding language, a certain concept or skill. The ENL, the Special Education teachers and the SETTs teacher all provide intervention services in literacy and math in a small group setting if student data indicates there's a need. Finally, content area teachers or support service teachers can assign a lesson or task on the iReady program that is also designed for students needing interventions that is going to also provide data on whether the intervention was successful or not. All interventions are dominantly in English, except when the student has a substantially low proficiency level (Entering or Emerging), then first language support is a must.

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 [Instructional Leadership Tool for MLs and ELLs](#) and [MTSS Guide for MLs and ELLs](#) to help in the development and implementation of your school's plan for MLs/ELLs.

In ILT meetings and content meetings, teachers use ATLAS protocols to guide data analysis of assessments and student work. Teams collaboratively identify strengths and weaknesses, consider the implications of this analysis, and determine next steps both for individual students and the MLL subgroup.

Instructional leaders must nurture and instill the culture, systems, and structures necessary for staff to make ongoing data-based decisions that center their MLs and ELLs. Using this tool, instructional leaders can engage in an analysis and self-reflection of how school-wide teams, assessments, core instruction, and targeted supports serve their MLs/ELLs alongside all students. As the first action step, an expert leadership team knowledgeable across instructional areas is established and meets regularly to do the following: taylors the school's vision and mission to center the needs of MLs/ELLs and other unique subgroups, plans and monitors student progress particular for MLLs, examines quantitative and qualitative data across domains (i.e. academic, physical, social-emotional, and mental health) to improve learning outcomes for MLs/ELLs, identifies and supports at risk students, works to strengthen core instructional practices across classrooms and promotes the use of home languages as an asset. The team plans and schedules to administer school-wide assessments at the beginning of the year and reviews multiple forms of qualitative and quantitative data to uncover student strengths and needs, such as: attendance, grades, reading, writing, language, math, and social-emotional indicators and screening results. It also provides ELL demographic data to enable true peer comparisons, such as: home language, English language proficiency levels, years of ELL service, and IEP or SIFE status. The families are informed about the purpose of the assessments in the

home languages and they receive updates about it throughout the school year. MLLs' racial, cultural, and linguistic backgrounds are clearly valued and when newly admitted students arrive, there is a structured process to be welcomed into the school community. In terms of Core Instruction, professional learning, coaching, and feedback are all aligned to school curriculum and instructional goals in support of MLs and ELLs and there are consistent school-wide protocols for reading, speaking, and writing using high-utility vocabulary. Scaffolds for grade-level tasks are provided as needed, content, and texts are strategically designed across classrooms based on English proficiency levels and home languages of MLs/ELLs. The ENL teacher and content teachers who implement ENL integrated co-teaching must have consistent planning time and are in agreement on their roles and responsibilities for co-planning and co-delivery of instruction. Struggling students who are identified for more support receive supplemental intervention targeting specifically to each student's needs based on assessment data.

FORMATIVE

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?

The vast majority of our MLLs are identified as MLLs before coming to our school and their home language and proficiency level are already identified based on the Home Language Survey and the NYSITELL and subsequent NYSESLAT assessments conducted in their previous school. As the data suggest, the support they need is in reading and writing in English. Therefore, most assessments are in the target language, English except the Spanish LAB-R. To assess the early literacy skills of MLLs, our school has been using the iReady assessments and additional teacher-created writing assessments (base-mid and end-lines) graded on the New York State Writing from Sources Rubric. Based on these assessments we are not just able to show the overall reading level of a student, but the specific areas of strength and weakness such as vocabulary or comprehension of literary and informational text. These same assessments are administered throughout the year such as the IReady Diagnostic, Baseline, Midline and Endline Assessments and End of Unit Assessments per subject area to monitor progress and student growth. Students use iReady not just for assessments, but for lessons that target their areas of weakness. The majority of our MLL students tend to read below grade-level. Therefore, one of our goals is to heavily focus on and provide instructional support on reading strategies and skills to improve not just reading fluency and accuracy, but also comprehension. One way to provide this support is through guided reading groups in all content areas. Teachers will then use DOE protocol to examine student work and gain new insight into students' performance on assessments, to then use this insight to determine next steps in practice.

15. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?

When a newly arrived ELL is admitted, the school must initiate the formal ELL identification process to all newly enrolled students, which includes the in-person administration of the Home Language Identification Survey (HLIS) to determine the student's home language and to determine NYSITELL eligibility. Students whose home language is Spanish are also given the Spanish Language Assessment Battery (Spanish LAB) that tests literacy skills in the student's first language, Spanish. However, the vast majority of our MLLs are identified as MLLs before coming to our school. As the data suggests, the support they need is in reading and writing in English. Therefore, most assessments are in the target language, English. If and when our population and its needs change, we will consider additional methods of assessing in the native language.

SUMMATIVE

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).

One key summative assessment used at BDA to evaluate the effectiveness of our MLL/ELL programs is the iReady assessments for ELA and Math. When analyzing the iReady data for MLLs, both the student growth (typical annual growth and stretch growth) and student proficiency levels are considered. BDA teams (ILT, grade, content) also closely analyze MLL data in relation to the general student population to ensure that our MLL students are moving at a rate equal to, or greater than, the general population. An additional summative assessment data that is used to evaluate the effectiveness of our program is the NYSESLAT results. We consider how many MLLs move up one or more proficiency levels or end up testing out of ENL based on the results on the NYSESLAT. However, additional measures of student growth (including running records, IEPs, Lexile levels, iReady standard mastery assessments, unit assessments, student work, conference notes, portfolio pieces, writing endlines, etc.) are also considered when measuring the progress of our MLL students. These are analyzed closely to determine new instructional plans and learning goals. Teachers meet in grade and content teams to discuss assessment results and make strategic decisions to address students' needs.

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.

Due to the small number of ELLs tested each year, our NYSESLAT administration involves three teachers: 1 ELA teacher, 1 Special Education teacher, and a certified ENL teacher who has had special training in administering the NYSESLAT. The ENL teacher is in charge of the planning and facilitation of all parts of the NYSESLAT and making arrangements for the scoring of the written portion of the test. First, the ENL teacher prints the RLER report from ATS to show which students are eligible to take the NYSESLAT that year. She creates a schedule considering the various grade bands of students, their schedules and group sizes for the testing space that is available. The NYSESLAT is administered annually to all MLLs in two grade bands: 5-6 and 7-8 to assess the four language modalities: Speaking, Listening, Reading, and Writing. Since teachers may not score their own students' responses for the Speaking and Writing questions, the principal makes the final decision to assign a teacher other than the student's teacher to simultaneously score the Speaking test, while it's being administered by the ENL teacher. Additionally, all student responses to the constructed-response Writing prompts must be scored by committees of teachers where no teacher who is a student's English as a New Language, Bilingual Education, or English Language Arts teacher may score any of the constructed-response questions. As a rule, the Speech teacher, or any of the Special Education Teachers are usually invited to be part of the scoring team. A few days before its administration, the ENL teacher notifies parents/guardians of the dates of NYSESLAT testing and the purpose of the test. The ENL teacher informs MLL students and their families about the importance of the NYSESLAT so that they can make preparations to be ready for this important assessment on the day it takes place as well as to increase students' interest while alleviating test anxiety. Prior to this time, the ENL teacher also provides in the form of an after-school student workshop a preparatory course for this specific exam, so the tasks and questions specific to the NYSESLAT should be familiar to the students. The ENL teacher reviews the general types of test questions anticipated on the test and the procedures the students should follow in recording their answers. Additionally, the ENL teacher offers professional development to all teachers of MLLs to better prepare them for the test and create awareness of the types of skills the students need to show proficiency in. Each content team is then responsible for creating

assignments that are geared towards these types of NYSESLAT-specific tasks in a coherent way and providing feedback to their MLLs to support them with their language acquisition. The ENL teacher decides on which days and in which room to administer the NYSESLAT Listening/Reading/Writing group sessions, so it's least disruptive to the students' schedules, the school master schedule (considers school-wide events, trips and other assessments), but it's accommodating to take the test and perform their best. Throughout the testing administration, the secure materials are kept in a secure place and by the specified deadline and according to specific directions are sent back to MetriTech. The answer documents are printed from ATS by the Testing Coordinator, checked for accuracy, then bubbled in considering special accommodations for MLLs with an IEP, and scanned into ATS by the Testing Coordinator. After scanning the answer sheets, the testing coordinator acquires a confirmation page as well, to ensure proper scanning of all documents. MLLs who scored on a Commanding level on the NYSESLAT will continue to receive services for an additional two years through Option C: Project-based learning. Also, they will continue to receive testing accommodations for up to two years.

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?

MLLs/ELLs may receive the following testing accommodations on New York State and New York City assessments: directions read more than the standard number of times, directions simplified, key words in directions highlighted, student highlights key words in questions, presenting test in smaller segments, test read aloud, text-to-speech, student reads test aloud to self, use a reading "window" to maintain place, use of magnification device, use of interactive whiteboard, change print color, on paper and computer-based tests, enlarged print, reduced number of items per page, Braille, scribe, speech-to-text, recording answers directly in test book, word processor, verbally record responses in recording device, spell check device, extra paper, enlarged graph paper, adapted keyboard, adapted mouse, switch interface, touch screen, keyboard access features, word prediction software, extended time, breaks, administration of texts over multiple days, test sessions not to exceed a certain length of time, separate location/setting, redirection/refocusing, specialized seating, special lighting, flexible setting (1:1 or small group; separate location), bilingual glossary: direct word translations, not definitions, test form: use of English and alternate language test forms at the same time, oral translation: only available for New York State tests that do not have alternate language forms, or flexible response format: written responses in native language, if using alternate language test forms or receiving oral translations. MLLs/ELLs may not receive testing accommodations for the New York State English as a Second Language Achievement Test (NYSESLAT) unless they have an IEP or a 504 Plan. To receive testing accommodations, a student's IEP or 504 Plan team must include the testing accommodations a student requires on the student's IEP or 504 Plan. Before testing, the testing coordinator must review these accommodations and consider them when creating student testing groups and assigning the groups to proctors and must include the specific accommodation, the accommodation tools and the people involved (scribe).

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.

a. ELL Program Orientation 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.

In the Bronx Dance Academy, the ENL teacher will individually meet with the parents or guardians of English language learners multiple times a year if needed. Such meetings may be to conduct the Home Language Survey and the parent interview or a specific scheduled meeting with the parent during Parent Engagement time on Tuesday afternoons. The ENL teacher also attends IEP meetings pertaining to MLLs with IEPs and discusses with parents any academic or behavioral issues the student may have. In addition, the ENL teacher meets with parents or guardians annually to discuss the goals of the ENL program, which is for all MLLs to achieve a command of English, so they can function as commanding in a general education setting. In this meeting parents will be updated on their child's progress as well as academic strength and areas of need by teachers who support the student. In anticipation of testing (NYSITELL or NYSESLAT), the teachers will inform the parents about the demands of the test and their expectations for the child's linguistic growth as well as the results of the test if it already took place. The meeting provides opportunities to discuss their child's language development progress, language proficiency assessment results, and language development needs in all content areas. This meeting includes school staff or Interpretation Services necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in their preferred language, so the meeting may be conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. The school records attendance establishes protocols and assigns qualified and trained staff to manage these meetings. Meetings will be held in person when possible and virtually as needed like in case of parents who are unable to come to the school. These parents will have an option to attend the annual conference through digital platforms like Google Meet or Microsoft Teams. Sign-in sheets and agendas will be uploaded and filed in a google folder for parent participation.

To inform parents/guardians of these options, schools must provide parents/guardians of newly enrolled ELLs with a parent orientation where they can view the parent orientation video (which explains the three program options and is available in multiple languages). The parent orientation must also provide a high-quality orientation section on the Next Generation Learning Standards, assessments, and school expectations for English Language Learners, as well as 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. The orientation must be in a language or mode of communication that the parent or guardian best understands. Schools should refer to NYC DOE's language access supports if they require an interpreter for any language that is not spoken by the school staff. Session agendas, attendance records, staff members present at the orientation, and languages used other than English must be recorded using existing procedures established in the school.

b. Annual Individual Meeting to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. Note: this meeting is separate from and does not include the mandated ELL program orientation meeting and DOE-scheduled parent-teacher conferences.

Every year, the school is mandated to hold an annual meeting to inform parents of English language learners about their academic and language progress in school. This is a great opportunity for parents to meet individually with members of the staff including guidance counselors and discuss the child's progress as well as the services the school is providing. This is in addition to the initial parent orientation, regular parent-teacher conferences, and other meetings. At the Annual Parent Meeting, parents can learn about their child's language development progress, their child's New York State English as a Second Language Assessment Test (NYSESLAT) results and the Services and Program entitlement in the school. The ENL teacher explains the goals of the program, language development progress, English language proficiency assessments results, and language development needs in all content areas. With parents they can discuss any questions or issues related to academics or behavior. The ENL teacher regularly uses Class Dojo and Google Classroom to communicate with parents besides via phone or text message. The parents can sign up for a time slot during the course of the year using Sign Up Genius that the ENL teacher posted on Class Dojo or/and Google Classroom. These time slots can be during parent engagement time on Tuesdays, during teacher prep periods or after school. The meeting can be in person or take the form of a phone call or zoom meeting (Google Meet). There may be a need for a qualified interpreter or translator in the parent's preferred language, in which case the Translation and Interpretation Unit can be contacted. In a zoom meeting), translated captions can make the meeting easy to follow and transparent. Parents can ask about how long their child will remain in the program, what their child is expected to learn at his/her grade level, what their child is doing well or struggling with, or whether he or she needs extra language supports and what resources are available to help their child. The meeting is to be documented using school letterhead, accompanied by the attendants' signatures and meeting notes of student's proficiency level, modality focus, current observations, goals and next steps.

A sample agenda of the individual teacher-parent meeting includes:
Teacher Name
Parent Name
Student Name
Date
Progress Noted: Strengths, Areas of Need, Next Steps, current results from relevant assessments, such as i-Ready, NYSESLAT (across the 4 language modalities), curriculum unit assessments, etc.
Strategies that parent can do at home to support students' next steps
Questions and Answers

Additional Opportunities for Family Engagement

2. Beyond the mandated meetings and orientations, describe how your school:

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?

Firstly, all school-wide parent activities include parents of MLLs and it's open to all parents. Since we are using Google Classroom as a school management software and online grade book, it allows the parents to read any comments on their child's progress. In addition, Class Dojo allows teachers and staff to communicate with parents in the parents' preferred language. Feedback to parents through Class Dojo has been regular and current. Also, the Language Access Coordinator has received and will receive additional training in order to turnkey vital and new information about the language and interpretation services provided by the DOE and school to all parents. Parents are occasionally invited to join a classroom presentation and/or debate by sending out letters in multiple languages describing the lesson and activity. This way, students develop self-confidence and trust in their abilities to present/debate information to an audience which includes their parents, while parents will trust teachers and their skills to teach their children.

b. Develops activities that foster empowerment for families of MLs/ELLs. Include how your school determines the needs of your community.

BDA hosts multiple events throughout the year that provide opportunities for families to come to the school and engage with their students' school environment. Such events include multicultural events (Hispanic Heritage celebration, Black History Month celebration, etc.), High School Fairs, Mothers' Day & Fathers' Day celebrations, Parent Association parent events (sip & paints, etc.), Open Houses for new incoming families, and more. We don't differentiate between all of our parents and parents of ELLs because we include everybody.

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.)

BDA families receive notification of opportunities to join the Parent Association and School Leadership Team using the parents' preferred language. These notifications go out on Class DoJo and flyers are backpacked home so that all families have the information they need. All families are encouraged to attend all meetings/events regardless of whether they hold a position or not.

3. What culturally and linguistically responsive partnerships do you currently have that support the needs of your school community?

Bronx Dance Academy forms partnerships with parents that encourage the exchange of culture. We survey students and families to learn their home language, nationality, and culture. We also incorporate a whole quarter of culturally responsive lessons and activities centered around identity at the start of each school year that allow students to share a variety of the cultural identities they identify with, including shared linguistic heritage in Spanish, Bengali, and Bambara language families, Hispanic heritage, African diaspora, Caribbean heritage, Asian and Pacific Islander

heritage, and LGBTQ+ identity. We include multicultural celebrations throughout the year to encourage and celebrate pride in these different identities. Our performing arts department complement important best practices aligned with the arts to support an environment inclusive for all families, with diverse background, culture, nationality, and linguistic heritage to celebrate our community and the communities our students come from. We do this through the implementation of our thematic units, capstone projects for each grade, and the four celebrations held each year to celebrate our quarterly themes that are an integral component to the livelihood of the whole school community. We believe that these capstone projects not only celebrate individuality, but they also develop transferable skills to support students in college and career readiness and lifelong skills used beyond school. Therefore, we believe strongly in advocating the importance of student voice and partnership with families.

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.

We will continue to deepen our knowledge around the practices that we have explored in our work with Continuous Learning. Some examples of these practices include careful and consistent pairing of MLLs throughout the school day to allow the development of close partnerships with a more language-proficient peer. This supports our work around CL Spark 7: Designing collaborative learning activities to promote language production and acquisition. Another support we will continue to use is the use of a success criterion checklists to allow students to self-assess their own progress towards individual goals for the use of academic vocabulary in their speaking and writing. This strategy supports Spark 3: Academic vocabulary. Additionally, teachers will continue to frequently use small group discussion strategies that allow MLL students to share their learning verbally with multiple different peers in a low-risk environment through the use of RTT (Reciprocal Team Teaching, Give One, Get One, Making Thinking Visible routines, and Socratic Seminar). In addition, we will continue to use our ILT team as a source of data and inquiry cycles. The goal is to ensure that we are focused on the strengths and weaknesses around best practices that support the continuum of learning for our MLLs. By doing this, we will continue to deepen our knowledge on how teachers can best help students with meaningful instructional practices and scaffolds that support the four modalities measured within the NYSESLAT. This will ensure that we are monitoring the achievement gaps, so that we are creating a pathway to successfully monitor student improvement towards English language fluency and proficiency.

Part VIII: ELL Identification Attestation and Principal Certification

Identification Plan

For additional information, refer to [ELL Identification Attestation Professional Learning Module](#).

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.

Overall, the initial transition into our school community is important, and we want to be sure that we are supporting the needs of ELLs within and beyond the the regular school-day. When the school receives our ENL students, we have welcome activities prepared for that particular classroom. We also have staff members in the main office who can aid with supporting the welcoming of families and students especially during the first few days of the school year. We welcome newly enrolled ELLs to Bronx Dance Academy, and their families are invited to a Parent Orientation. In addition students are paired up with a buddy student in each class as school starts. New and current families of ELLs get informed about school programs and get updates about different activities through family orientations for parents of ELL students in September conducted by the ENL teacher and the grade teams. Parents of ELL students also are invited to attend the BDA curriculum night sessions with Ms. Katalin (ENL teacher) during the first parent teacher conference in September. ENL students who scored in the lower 12% on last year's ELA State Test and Math State Tests are selected for Academic Intervention Services, where students receive small-group instruction during the regular school-day. The ENL teacher (Ms. Katalin), the parent coordinator (Ms. Howell), and the guidance counselor (Ms. Triglia) invite all students to attend our Saturday Academic Success Academy to participate in targeted small-group instruction with their teachers each Saturday. All ELL students are also invited to attend BDA Academic Success program, where they receive small-group instruction in ELA and math. BDA Academic Success Afterschool Program is held from Tuesday though Friday.

2. What are the titles of the members of your ELL identification team?

Our ELL identification team includes the ENL teacher, Assistant Principal, Principal's Secretary, the 8th grade ELA teacher and the 8th grade Special Education and ICT teacher. A responsibility matrix and schedule has been created to show each member's availability during each school day to make sure there's always someone who can represent the team and fulfill its role without disrupting the daily instruction in the classrooms. The English Language Learner (ELL) Screening, Identification, Placement, Review, and Exit Criteria flow chart and the accompanying ELL ID Chart Guidance are accessible to all members to ensure that everybody knows their roles and can follow the guidelines set by the district uniformly and consistently to implement the ELL identification process to determine if a student is eligible to take the NYSITELL when he or she initially enrolls in or reenters a New York State (NYS) public school.

3. Describe the structures and process in place for identification of ELLs year-round as required by the NYC DOE Policy & Reference Guide for MLs/ELLs. 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.

Upon receiving new students into our school, first the principal's secretary or assistant principal (whoever is available) checks if the student had been enrolled in a NY public school within the last 2 years and if yes, obtain NYSITELL or NYSESLAT scores, Home Language Survey, ELL and SIFE status, the type of service the students had been receiving and ELA state exam scores from the sending school by completing a NYS Transfer ELL Data Request Form and when completed, send it to ELLTransfersNYS@schools.nyc.gov. After obtaining the necessary data, relevant fields must be updated on ATS by either the principal's secretary, assistant principal or the ENL Teacher. If the student is new to NYS public schools or is returning after more than 2 years, the parent is invited to complete the Home Language Survey (HLIS) with an available member on the ELL Identification Team: the ENL teacher, Assistant Principal, Principal's Secretary, the 8th grade ELA teacher and the 8th grade Special Education and ICT teacher by printing the document in the parent's preferred language, entering the HL Code in ATS (BIOU screen) and updating the HLIS flag to "Y". If the student's home language is other than English, the team member conducts an oral interview to assess language proficiency and whether the student is eligible to take the NYSITELL. The NYSITELL is administered to eligible students to test the student's English language skills and determines if they are an ELL and are entitled to supports and services to learn English as a new language. Parents/guardians must be notified by the ENL teacher regarding the student's assessment results and English Language Learner status in the parent's preferred language. The school maintains a schedule of the ELL identification team to minimize disruption to the instructional process and adhere to guidance from DML if timelines are altered for the ELL identification during the school year. The Language Proficiency team (LPT) must make the determination of NYSITELL eligibility for students with IEPs, If the student should not take the NYSITELL, the principal's secretary, assistant principal or ENL Teacher must update the ELLO screen on ATS and file all relevant documents in the student's cumulative folder. Otherwise, the ENL teacher must administer the NYSITELL within the designated timeline by printing answer sheets from ATS (RLBA). As the next step, the ENL teacher will send all necessary parent notification letters to the student's family in the parent/guardian's preferred language: an entitlement letter after the NYSITELL to inform families that the student is an ELL because he/she scored below Commanding, or a non-entitlement letter for students who score Commanding and therefore are not ELLs. A copy of all notification letters must be filed in the student's cumulative folder by the ENL teacher. In case the newly arrived student scored below Commanding on the NYSITELL and whose home language is Spanish, the ENL teacher will administer the Spanish LAB by printing answer sheets on ATS (RSLA) and referring to the Spanish LAB Scanning Book. To check SIFE status (students with interrupted or inconsistent formal education, within 30 days of enrollment the ENL teacher must administer the Multilingual Literacy SIFE Screener (MLS) to evaluate the student's abilities in their home language and enter SIFE status in the BNDC screen on ATS.

Next, the ENL teacher with interpretation services will provide the families with a parent orientation meeting about all ELL program types (Dual Language Bilingual Transitional Bilingual and English as a New Language) and which ones are available. The parent must complete the survey to indicate they agree to the placement of their child in a particular ELL program and the ENL teacher will retain a copy of this agreement in the student's cumulative folder. If a bilingual program is not available, the school must open one if the conditions are met.
The assistant principal will then program the student for the mandated minutes of English as a New Language into STARS. In case there's a need to appeal the ELL status, a parent or teacher can do so within 45 days of initial determination. Members of our ELL Identification Team are available to assist students and parents with this process and placing the student in a classroom that will meet the student's needs. Our ELL identification team includes the ENL teacher, Assistant Principal, Principal's Secretary, the 8th grade ELA teacher and the 8th grade Special Education and ICT teacher. Our ELL team includes a diverse set of teachers with expertise that they bring to the school community to meet student needs in academic English language proficiency and content-area mastery. Once relevant data was gathered from the former school or the mandated assessments were administered, the student can be programmed accordingly into STARS and the parent notification letters can be sent home in the parent's

preferred language.

At the beginning of the school year, current ELLs receive all relevant parent notification letters from the ENL teacher indicating their most recent NYSESLAT results, ELL status and their proficiency levels. A copy of these letters will be filed in students' cumulative folders. Current ELLs are required to receive all or part of their ENL through a stand-alone and integrated model depending on their proficiency levels. Students receiving Stand-alone instruction receive English language development instruction taught by a New York State certified ESOL teacher to acquire the English language needed for success in core content areas (mostly ELA and Social Studies).
In the integrated model, students receive core content area (mostly ELA and Social Studies) and English language development instruction including home language supports and appropriate ELL scaffolds that best meets the needs of the student.
Students who test out and become former ELLs are entitled to one of these transition services for 2 years: 90 minutes of ENL to monitor and support the students' language development and academic progress, one of the Alternative Pathways to Support Former ELLs and receiving testing accommodations. As an Alternative Pathway, our ELL Team opted for Option C: Project-based Learning. The ENL teacher will also notify the parents by sending out exit/non-entitlement letters to families and retaining a copy in the student's cumulative file.
Our ENL program taps into and enhances ELLs' existing home language skills, which naturally occur when cohorts of ELLs with the same home language are in the same classroom. In these classrooms, students can access content by interacting with each other at varying levels of language proficiencies. Teachers with ELLs who have a common home language can organize collaborative tasks that target content and generate interactions in the home language among peers. Tasks are enriched with academic English language development. In addition, home language resources are available in every classroom and the school's library is an additional resource that can accelerate learning.

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:

Sandra Sanchez

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)

Office of Language Access (OLA) Contact:
- **Contact Information:**
  - **Cunneely Elena, ECunneely@schools.nyc.gov**
  - **Rivera Ricardo, RRivera60@schools.nyc.gov**
  - **Williams Robert. RWilliams32@schools.nyc.gov**

Please do not edit

Ricardo Rivera

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)
Corey	Rodriguez	School Aide More Than 20 Hrs/wk		
Jose	Vigo	Assistant Principal 10 Month	12/06/22	Y

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

First Name	Last Name	Title
Corey	Rodriguez	School aide
Aleia	Howell	Parent Coordinator (currently on leave)

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

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:

- **Part III of the Home Language Identification Survey (HLIS)**
- **Automate The System (ATS) reports**
- **Student Emergency Contact cards**
- **Surveys conducted by your school.**

Part III of the Home Language Identification Survey (HLIS) is given to all families during the ELL identification process.
Automate The System (ATS) reports include the home language previously recorded by students in elementary school before arriving at the school. In September, new Student Emergency Contact cards will be collected from all families. The data related to home language will be cross referenced with the data in ATS and the Home Language Survey.
Surveys will be conducted to all parents in the fall to collect information from parents on the preferred language for different types of communication (school events, calendars, legal notices, IEP's, etc.). Individual parents will be consulted on an ongoing basis to make sure that they are receiving notices and information in their preferred language.

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
BENGALI (BANGLA IN BANGLADESH)	2	0.3%	3	0.45%		
ENGLISH	191	49.66%	185	48.755%		
SPANISH	147	50.04%	152	50.79%		

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	Translate in school with bilingual staff for Spanish speaking parents. Translate through translation service provider for low incidence languages.
School Calendars and notices	Translate in school with bilingual staff for Spanish speaking parents. Translate through translation service provider for low incidence languages.
Routine Notices and Fliers	Provide centrally provided translated notices when available. Use translation services to translate as needed for low incidence languages or fliers that have not been translated by Central.
IEP'S	Translated professionally through the DOE language access.
Letters and Notices Related to ENL and Special Education Services	Translated professionally through the DOE language access.

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.	How does your school plan to provide interpretation service(s)? Include

parent workshops, PTCs)	procedures/resources to ensure timely provision of interpretation to parents.
Parent Workshops	Translation and interpretation through bilingual school staff for Spanish. Use language access line for other languages.
Parent Teacher Conferences	Translation and interpretation through bilingual school staff for Spanish. Use language access line for other languages.
Monthly ELL Parent workshops	Translation and interpretation through bilingual school staff for Spanish. Use language access line for other languages.

3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:

(A) a school-wide emergency (i.e. lockdown, fire, etc..)

> A DOE School Message int he families home language will be sent out to families through email, text, and voice message.

(B) a student-specific emergency (i.e. student attendance, nurse/hospital visit, etc..).

> A phone call will be made to the student's guardian in their home language by a bilingual staff or using the over-the-phone translation services.

(C) If a parent has an emergency and needs to contact the school.

> A staff member will be identified who is bilingual in the parent's home language, or interpretation will be provided using over-the-phone translation services.

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.

Teachers will be provided with information regarding policies related to Chancellor's Regulation A-663 and Language Access during our annual back to school professional development. In addition, teacher will be reminded of these policies through preceding parent teacher conferences. Mr. Vigo will provide this information to school staff and make sure that teachers and staff are aware of language access policies. Teachers and staff will be informed that they must provide all information to parents in their preferred language, and not allow minors to translate or interpret for their parents.

Part D: Parental Notification

Parental Notification

Provision of notice to parents on the available language assistance services

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

Parent's Guide to Language Access is provided to all parents with whose home languages is not English.
NYC Public School Guidebook is provided to all parents in their home language (when available).
Translated signage is posted in the lobby and around the school for high incidence languages.
Brochures/flyers/letters in parents preferred languages are shared with parents both electronically and in print.
Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..)
DOE Message phone application is used to contact parents and provide notice of school events, assemblies, and other information.

Part E: Monitoring

Monitoring

Monitoring Provision of Language Assistance Services

1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive.

> We will survey limited-English proficient parents on the language services they received in fall and again in Spring. Parents will have the option of filling out a Google Form or a paper survey.

2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.

> We have added space in our lobby for bins and racks to hold literature in a variety of languages.
> We have purchased dedicated electronic translators for staff in the main office and safety desk. These devices allow for real-time translations of questions and concerns for parents who have low incidence home languages (Bambarra).
> We have increased the use of over the phone translation services by sharing the flier with all staff before each parent teacher conference. We have also posted the flier in the main office, guidance office, and social workers workers to increase their use of over the phone interpretation services.

Appendix 3: Title III (ELL) Application

Title III Outline

Title III Supplemental Program for ELLs for SY 2024-25

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

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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your 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)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

,Saturday Academy

Total number of ELLs to be served:

40

Grades to be served in this program. Select all that apply.

,6,8,7

Total # of teachers in this program:

2

# of certified bilingual education or ESOL teachers (include teachers that are dually certified with TESOL certification/bilingual extension & common branch/content area certification):

1

# of content area teachers (include teachers that have common branch/content area licenses only):

1

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**

> At Bronx Dance Academy we plan to use our Title III funds to develop a Saturday Program for all ELL students (entering, emerging, transitioning, and expanding) focused on improving students' command within all four modalities and across the content areas.

Rationale for Title III ELL Funded Programs

Describe the rationale for each Title III ELL funded program. For each program, include:
- **Qualitative and quantitative data analysis that support the need for program**
- **Data sources used to justify the need for the program**

> Despite the majority of ELL students meeting their growth goals on the Spring 2024 iReady diagnostics, this assessment did show that 28/36 ELL students are reading 3 years or more below grade level. Additionally, 14/36 are performing 3 or more years below grade level in mathematics.

Students and Grade Levels to be Served

For each Title III ELL funded program, describe the students that will be served. Include:
- **Grade levels for ELLs in program**
- **[Describe subgroup of ELLs](#) (Newcomer, Developing, etc).**

> All ELL students across grades 6-8 will be invited to this program. We will target all ELL subgroups: Newcomer, Developing, SIFE, ELLs with IEPs and Long Term ELLs. Rosters and attendance will be maintained on file.

Schedule and duration

For each Title III ELL funded program, include:
- **Start and end dates**
- **Total number of sessions**
- **List the days of the week the program will be offered**
- **Time and duration of sessions**

This program will run from November 11th 2024 to March 9th 2025. It will take place over these 22 Saturdays from 8:30 AM-12:30 PM.

Language of Instruction

For each Title III ELL funded program, include language of instruction and how home language support is provided.

The program will run in English with home language supports where possible.

Number and Types of Certified Teachers

For each Title III ELL funded program, include number and types of certified teachers (ESOL, bilingual, content area):

Two teachers will run the program: 1 ESOL teacher and 1 content area teacher. The ESOL teacher will provide the content area teacher with scaffolds and supports, in home language when possible, to improve the quality of instruction for ELLs.

Types of Materials

For each Title III ELL funded program, include types of materials and whether they are at cost to Title III ELL:

This program will be a continuation of the instructional core at BDA using iReady and BrainPop ELL as support.

Additional Details

Add additional details here, including:
- **How your school will [maintain records](#) of ELLs served in this program**
- **Your school's plan for implementation**

Saturday program attendance will be collected weekly.
Parent Notification will be given through dated, translated program invitation letters that reference Saturday Program's status as a Title III program. These will be backpacked home and shared electronically through the school website and ClassDojo.

Evidence of ELL's served will be retained using the following:
- Copies of school-developed needs assessment surveys for parents/families will be kept on file.

- Copies of Title III ELL Supplemental Program Student Rosters, Proficiency Levels, and?Attendance?Sheets
- Student rosters with the names of the Title III teacher/s serving the students.
- Student Rosters with ELL proficiency?level and attendance for each date the program has?taken?place?
- Attendance sheets will be sorted by class, reflective of all the dates?the program ran.?
- The dates/ times of the program will match those included in the approved?plan and in the parent letter.

Parental Engagement activities will be documented with a record of each activity that has taken place (attendance?sheets, invitations, translations, evidence of interpretation,?PowerPoints)

Part C: Professional Development

Professional Development Summary

Provide a summary of your school's plan for professional development under your Title III ELL program. Please make sure to describe:
- **Professional development to be provided**
- **Activities that teachers will engage with by topic**
- **Whether the professional development provided will be at cost to Title III ELL funds**

Targeted professional development around teaching academic vocabulary and increasing student engagement will be provided to teachers though Monday professionals development sessions facilitated by school staff. These professional development sessions will be at no cost to Title III LEP funding. Bronx Dance Academy staff will be continue their work in The Continuous Learning (CL) team's work to accelerate progress for Black and Latinx low-income multilingual students by building the capacity of adults across the system to disaggregate data to prioritize acting on racially disproportionate outcomes, iterate new approaches, measure impact, disrupt systems of inequity, and develop sustainable improvement.

Rationale for Professional Development

Describe the rationale for the professional development to be provided. For each activity, include:
- **Qualitative and quantitative data analysis that support the need for the professional development**
- **Data sources used to justify the professional development**

If BDA teachers have a better understanding of research-based best practices for supporting Black and Latinx MLs, of our specific student strengths/areas of need, and the tools/knowledge to support student learning, English proficiency and content area knowledge for ELLs will improve.

Teachers to receive professional development

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.

The content area teacher involved in Saturday Academy will work closely with the CL coach during school hours (not utilizing title III funding) to analyze student data and improve ability to support students across the 4 modalities, thus making the quality of instruction during the Title III Saturday Academy program stronger. Professional development will be at no cost to Title III funding. Agendas and sign-in sheets will be maintained on file.

Schedule and duration

For each Title III ELL professional development activity, include:

- **Start and end dates**
- **Total number of sessions**
- **Days of sessions**
- **Time and duration of sessions**

Professional development targeting teacher capacity in support ELLs will be weekly throughout the course of the year.

Topics to be covered

For each Title III ELL professional development activity, include topics to be covered.

Topics to be covered include the following: understanding levels of proficiency, analyzing ELL data, building background knowledge, building vocabulary, subject-specific vocabulary, reading supports for ELLs, content-specific supports for ELLs, etc.

Name of provider

For each Title III ELL professional development activity, include name of provider.

Professional development will be provided through school staff and district instructional coaches. Professional development will be at no cost to Title III LEP funding.

Additional Details

Add additional details here, including your school's plan for maintaining documentation of professional development provided using Title III ELL funds.

Professional development records will be kept on record in the principal's office and electronically in the school's shared drive.

Part D: Family Engagement Activities

Family Engagement Summary

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.

Parents will be invited to workshops and information sessions regularly to learn about ways to support their child in building fluency and encouraging literacy. Parents will also be invited to information sessions regarding the Saturday Program and BDA Afterschool Academic Success programs. Parent activities will be at no cost to Title III LEP funding.

Rationale for Family Engagement Activities

Describe the rationale for the family engagement activities to be provided: For each activity, include:
- **Qualitative and quantitative data analysis (reasons for topics, time it is being offered)**
- **Data sources used to justify the need for activities**

Parent activities will be at no cost to Title III LEP funding. However, BDA will continue to work to involve the parents of ELL students in workshops that inform and involve them of the school's programs, ways to monitor their child's academic progress, and SEL supports provided to to their child as research shows these will positive impact on all facets of a child's ' education. Parent feedback on what topics should be covered in family engagement activities was collected through parent workshops and meetings, SLT meetings, parent surveys, and individual parent interviews. All parents surveyed and interviewed wished to participate in workshops on these topics.

Schedule and duration

For each Title III ELL family engagement activity, include:
- **Start and end dates**
- **Total number of sessions**
- **Days of sessions**
- **Time and duration of sessions**

Parent activities will be at no cost to Title III LEP funding. However, ENL teacher Ms. Katalin will provide 12 monthly workshops to ELL parents on the third Tuesday of each month from 2-3pm. Agendas and sign in sheets will be maintained on file.

Topics to be covered

For each Title III ELL family engagement activity, include topics to be covered.

Parent activities will be at no cost to Title III LEP funding. However, some topics to be covered during workshops include the following: using iReady at home, accessing students grades in Google Classroom, art/dance workshops, and supporting the SEL needs of our students. Translation and interpretation will be made available where possible.

Name of provider

For each Title III ELL family engagement activity, include name of provider.

BDA parent coordinator, Aleia Howell.

Family Notification of Activities and Translation and Interpretation Supports:

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.

Parent activities will be at no cost to Title III LEP funding. BDA will notify parents of bimonthly parent engagement sessions for ELLs through the following: ClassDojo (message automatically translated to home language), backpacked letters (in English and Spanish), and School Messenger.

Additional Details

Add any additional details here, including how your school will maintain documentation of family engagement activities and notifications to families.

Records related to parent engagement activities will be kept on record in the principal's office and electronically in the school's shared drive.

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):

Conceptually consolidated (skip Part E of this document)

Allocation Amount ($):

n/a

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