2021-2022

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	10X308
School Name	Bronx Dance Academy School
Principal	Sandra Sanchez

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

This section provides an overview of the education planning process, inclusive of guidance on conducting a comprehensive needs assessment. The Comprehensive Education Plan (CEP) satisfies all regulatory requirements set forth by the New York State Department of Education (NYSED) under the

Every Student Succeeds Act (ESSA) and aligns with the New York City Department of Education (NYCDOE) **Diversity in New York City Public Schools** plan and the NYCDOE four priorities:

Accelerate Learning and Instruction: Provide inclusive, rigorous instruction to every child, in a safe, welcoming, and affirming environment. All aspects of a student's identity—including their race, ethnicity, language, and gender—are assets in the learning process.

Partner with Communities: Improve every community's experiences with the NYCDOE. Empower families with a shared mission for student success and equitable outcomes. "Partner" means we are equals with parents, families, and communities. The work goes in both directions: we all must make important contributions to ensure student success.

Develop People: Cultivate a learning culture by valuing and developing individuals and teams. We are a system of people. People are our most important asset.

Advance Equity Now: Transform outcomes by tackling inequities in all forms throughout the system. This means investing in historically underserved communities (with resources, time, attention, and direction). This also means thinking through investments we have historically made.

To accelerate learning in ways aligned to these priorities, the NYCDOE has adopted a strategy for Comprehensive School Support (CSS) and Progress Monitoring and has rolled out two frameworks for school improvement: The Instructional Leadership Framework (ILF) and the Supportive Environment Framework (SEF). As School Leadership Teams (SLTs) develop the CEP, they should keep these items at the core of their planning, with the Chancellor's Priorities illuminating what we are striving for, the SEF and ILF providing the roadmap for how we get there, and the CSS strategy guiding where we place our focus and how we know when we are doing well.

Instructional Leadership Framework

The **Instructional Leadership Framework** is the NYCDOE systemwide strategy to implement the Chancellor's first priority to Accelerate Learning and Instruction for all students by providing professional learning for adults and fostering a shared language and understanding of:

- Strengthening Core Instruction
- Knowing Every Student Well
- Using a Shared and Inclusive Curriculum

ILF is the vehicle for providing every student with the opportunity to engage in meaningful curriculum and instruction to prepare them for success in college, career, and life. It does this by streamlining their schools' work in order to ensure that every student in NYC experiences instruction that supports them in developing advanced literacy skills in learning environments that affirm students' strengths and their racial and cultural identities, while developing students' abilities to connect across cultures and think critically.

The ILF combines research-based practices outlined in *Teaching Advanced Literacy Skills* with the principles of the NYSED *Culturally Responsive-Sustaining Education* and the NYCDOE Supportive Environment Framework as our lens for instructional planning for all students. Successful schools drive improvement through forming and empowering Instructional Leadership Teams (ILTs) dedicated solely to instruction and leading instructional improvements. This process also supports teachers in decision making regarding the use of academic assessments in order to provide information on,

and to improve, the achievement of individual students and the overall instructional program. An ILT is driven by the belief that collective instructional leadership and strengthening teacher practice has the greatest impact on student learning.

Supportive Environment Framework

The **Supportive Environment Framework** (SEF) is NYCDOE's strategy to ensure safe, welcoming and inclusive school environments that value and affirm the varied identities, experiences, perspectives and needs that students, families and educators bring in to the learning community. Anchored in *Culturally Responsive-Sustaining Education* and a commitment to *Advancing Equity, Now* the SEF is a resource that outlines all aspects that contribute to a supportive environment and create the conditions for optimal student learning and development. It is organized into four core domains of:

- Safety & Restorative Approaches to Behavior
- Collaborative & Trusting Relationships
- Equity & Student Voice
- Physical & Mental Wellness

Comprehensive School Support Strategy and Progress Monitoring Process
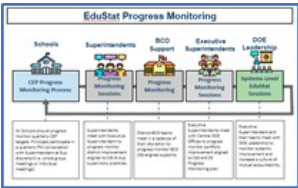
The Comprehensive School Support (CSS) Strategy aims to:

- Accelerate learning in ALL schools
- Close the opportunity gap by addressing disproportionality
- Bring coherence to administrators' use data
- Reallocate support with a lens on equity

As part of the CSS Strategy and ongoing efforts to promote continuous improvement, the NYCDOE has developed the **CSS Progress Monitoring System** that will include five (5) distinct levels of progress monitoring inclusive of: schools, superintendents, BCO support teams, executive superintendents as well as DOE Leadership.

All schools are expected to participate in regular progress monitoring of their Comprehensive Education Plan (CEP). At the end of each progress monitoring period, the principal and School Leadership Team (SLT) should review the progress monitoring targets in the CEP to determine if the school is on track to meet its CEP goals. Since the CEP is a living document, the SLT may decide to make modifications to the school's CEP in the **iPlan Portal**, based on progress monitoring findings. To support the progress monitoring efforts, superintendents will engage in a progress monitoring activity with principals once every quarter. Principals are expected to share any key learnings from progress monitoring activity with the SLT. In addition to the progress monitoring activity, schools designated as Comprehensive Support & Improvement (CSI), Targeted Support & Improvement (TSI) or Receivership will also to be subject to NYSED progress monitoring expectations.

Plan-Do-Study-Act Cycle

School Leadership Teams (SLTs) should engage in Progress Monitoring using the Plan-Do-Study-Act (PDSA) cycle depicted in the figure below and reflect on efforts to improve outcomes in their CEPs.
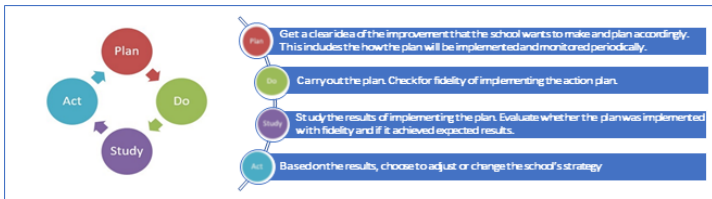
This data-driven reflection practice allows the SLT to assess the implementation and impact of the CEP action plans toward meeting annual goals. The SLT should return to the CEP and can update action steps and professional learning as needed throughout the school year. The expectation is that:

- SLTs should periodically review progress monitoring targets in the CEP to determine if the school is on track to meet CEP goals.
- Schools, districts, and BCOs continuously monitor the implementation and impact of the CEP toward achieving annual goals.
- Based on progress monitoring, schools will adjust practices in their action plans in **iPlan**, when necessary.

The Education Planning Process

The CEP is a document that engages stakeholders in continuous improvement practices. The SLT should follow these steps to develop the CEP.

The CEP development process begins with the identification of Areas of Concentration (AOCs). Through a comprehensive needs assessment informed by an analysis of the school's most current data. Once the SLT clearly understands school needs priorities and root causes, the team will use this data analysis to set a **s**pecific, **m**easurable, **a**ttainable, **r**elevant and **t**imely—SMART goal(s) for AOCs. To support the analysis of data and decision making, the SLT should work closely with the ILT to leverage the knowledge gained through the use of an **Instructional Priority Area Inventory** to closely align their respective work. Next, the SLT determines a target to measure progress toward meeting the annual goal. The SLT creates progressive action steps including professional learning for each SMART goal and identifies strategies to support parent, family and community empowerment. The SLT should collaborate with the ILT and the school's Professional Development Committee to seek places where progressive action steps can support alignment to the ILF Priority area and achievement of CEP goals. The SLT should align the school-based budget with human and instructional resources to support the implementation of the action plan and achieve the annual goal.

When identifying goals and planning action steps schools should remember to:

- provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement;
- use effective methods and instructional strategies that are based on evidence-based research that:
    - strengthen the core academic program in the school;
    - increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
    - include strategies for meeting the educational needs of historically underserved populations;
- include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards.
- Indicate how you are addressing 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 Plan that are required as part of

the Comprehensive Education Plan.

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

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

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

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

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

Additional resources and supports are available below.

- Use this **CEP Needs Assessment Worksheet** to help your SLT and stakeholders identify appropriate data sources, data trends, priority needs and root causes.

- For guidance and best practices on engaging stakeholders in a comprehensive needs assessment and root cause analysis, see this **deck**.
- For additional questions and resources on root cause analysis, see this **one-pager**.
- A current list of all CEP/Title I resources can be found on this **CEP/Title I Resource Directory**.
- Use SED's **guidance on conducting student interviews** to engage students in education planning.
- Engage in an **equity self-reflection** using NYSED's protocol.

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:	Stuart Cadenhead
Parents' Association President:	Shareen Walker
SLT Chairperson:	Sandra Sanchez
Title I Parent Advisory Council Chairperson (PAC):	Elizabeth Diazgrandos

Student Representative(s) Middle /High School:	TBD

Student Representative(s) Middle /High School:	TBD

Community Based Organization (CBO) Representative:	Mamie Summers

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

District Information

Geographic District:	10

Superintendent:	Maribel Torres-Hulla

Superintendent's Office Address:	1 Fordham Plaza 8th floor, Bronx NY 10458

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

Phone Number:	718 515-0410

Fax:	

Borough Information

Borough / Citywide Office:	Bronx Field Support Center, Team 4

Executive Superintendent:	Erika Tobia

Borough Office Address:	1230 Zerega AvenueBronx, NY 10462

Executive Superintendent's Email Address:	etobia@schools.nyc.gov

Phone Number:	(718) 828-7789

Fax:	(718) 828-7776

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

School Leadership Team (SLT) Signature Page

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

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

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

SLT Member Name	Position and Constituent Group Represented	Signature	
Sandra Sanchez	Principal or Designee*		
Stuart Cadenhead	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Shareen Walker	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Brandon Rosado	District Council 37 (DC 37) Representative (staff), if applicable		
Elizabeth Diazgranados	Title I Parent Advisory Council Chairperson (or alternate)		
Alexa Quintero	Student Representative (Required for middle and high schools)		
Madison Campbell	Student Representative (Required for middle and high schools)		
Jody Parker	CBO Representative, if applicable		
Florella Olsen	Parent of SLT		
Shanequa Smith	Parent of SLT		
Jennifer Rodriguez	Parent of SLT		
Desiree Solano	Parent of SLT		
Venecia Concepcion	Parent of SLT		
Elizabeth Diazgranados	Pupil Accounting Secretary		
Danielle O'Connor	Teacher		
Dominique Martin	Teacher		
	Member/		

Additional Stakeholder Signature Page

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

- List the names of additional stakeholders in the first column on the chart below.
- Specify the constituent group represented.
- Stakeholders should review this document and sign in the Signature column. If the stakeholder does not wish to sign this plan, the member must check the box under the column "Opt Out of Signing, if applicable" and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of the

additional stakeholders indicates participation in the development of the CEP, not approval.
- ■ The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	In good standing

Provide your school's mission statement:	Our mission at the Bronx Dance Academy School, is to provide a comprehensive and nurturing learning environment where students excel. Our focus is on raising student achievement by infusing the arts into the school's entire curriculum. Dancing and the visual arts are an important part of the fabric of our school. Staff and parents work collaboratively, to improve the quality of standards-based instruction, while celebrating the diversity of our school community.

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.	Middle School 308, The Bronx Dance Academy, is a small performing arts school located in the Woodlawn neighborhood of the Bronx with a student population of less than 300. The school teaches concepts and content in ways that make learning meaningful, interesting, and encourage students to apply the skills they've learned in real-life contexts. We integrate the performing arts (dance and art), as a vehicle to enhance academic success and to ensure that students are prepared and ready for the demands of the 21st century. Our primary goal is to assist students in becoming self-directed learners through project-based learning and helping them in a supportive environment where they can explore the world around them, formulating investigative questions and hypothesis. We are highly invested in making revisions and modifications to our curriculum, scope and sequence, units, lessons, assessments, and activities to ensure that we are developing and deepening our knowledge around teacher best practice and student learning, with the mindset of equity for all. Our school-community will continue to deepen our knowledge, sharpen our skills and look at best practices that will continue to allow us to set and maintains high academic standards and expectations for every child. Teachers are supported by the administrative team, outside coaches, and district coaches, to support our work around the district and school-wide priorities (tracking and monitoring through data, student engagement, and student-led discussion) while still ensuring that we are using the arts as a vehicle to enrich the academic success and enjoyment of our students. Teachers reflect on their teaching practices and actively engage in purposeful learning activities that encourage constructive interaction among students. Teachers at BDA maintain a safe learning environment in which all students are treated fairly and respectfully. We embrace parents as partners and share leadership to enrich our school community. In order to continue to deepen our knowledge around the goals our teachers, staff, parents, and students view themselves as key stakeholders and partners in the continuing partnership to develop scholars with a strong foundation of success, trust, and enjoyment that leave them prepared and ready for the 21st century's demands.

What are the primary remote 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	Remote 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	NTN	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.

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

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

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

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

AREA OF CONCENTRATION – ELEMENTARY/MIDDLE SCHOOL ELA

Priority Needs and Root Causes

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

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

Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	51%	By June, 2022, as measured by iReady Typical Growth Goals for ELA, the total number of students meeting their typical growth goal will increase by 20%, from 51% to 71%.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Baseline Data September 2021	Quarterly Progress Monitoring Targets		
			P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
iReady	iReady Proficiency Rate Projection	iReady Baseline Diagnostic Data	100% of students complete iReady diagnostic to serve as a comparison point for growth on the midyear assessment.	40% of students have met their annual typical growth goal as evidenced by the midyear diagnostic.	71% of students have met their annual typical growth goal as evidenced by the end of year diagnostic.

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/31/2021	10/29/2022	Students will complete iReady baseline assessments and teachers will review data to customize instruction.
08/31/2021	01/31/2022	Teachers will revise units and lessons to meet the needs of students, with consideration for gaps in knowledge highlighted within the iReady data.
01/01/2021	01/31/2022	Teachers will provide support for IEP and MLL students and students identified as in need of further support by the MTSS team. Teachers will work to analyze best practices and embed those into the unit and lesson plans.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2022	06/15/2022	Students will complete iReady midline and endline assessments and teachers will review data to customize instruction and make unit revisions for the current and upcoming academic year.
02/01/2022	06/15/2022	Teachers will revise units and lessons for units 3 and 4 to meet the needs of students, with consideration for gaps in knowledge highlighted within the iReady data.
02/01/2022	06/15/2022	Teachers will provide support for IEP and MLL students and students identified as in need of further support by the MTSS team. Teachers will work to analyze best practices and embed those into the unit and lesson plans, with special focus on Domain 3 within Danielson's Framework. In addition, teachers will look at the modalities for MLL students to ensure that we have lessons that support those areas in need of improvement.

Family and Community Empowerment

Directions: Indicate the strategies/activities that will be implemented to support and empower families and community collaborations in the implementation of this action plan?

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/31/2021	06/15/2022	informing parents	parent coordinator Aleia Howell and iReady specialist Nando Prudhomme
08/31/2021	06/15/2022	iReady parent workshop	iReady specialist Nando Prudhomme

Human Resources	iReady specialist Nando Prudhomme, Generation Ready ELA coach, school-wide instructional coach Troy Akiyama, Goldie Mohammad
Instructional Resources	IXL, iReady, HMH ELA curriculum, Goldie Mohammad curriculum scorecards, thematic and culturally relevant independent reading books for classroom libraries, "Coaching for Equity", Danielson Framework, Framework for Great Schools
Schedule Adjustments	Additional skills lab for 6th grade students to target gaps in ELA knowledge as a result of learning loss during the pandemic and aligned to iReady baseline data
Other Resources Needed	N/A

AREA OF CONCENTRATION – ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

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

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive

impact on student outcomes.

- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.

Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Highest Third	Based on iReady baseline for 2022SY, students who were at grade-level showed minimal or no progress towards their growth goal in Math.	due to interruption of instruction (Covid-19) with impacted attendance, SEL, academics, lack of internet access.
ICT		

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	56	By June, 2022, as measured by iReady Typical Growth Goals for Mathematics, the total number of students meeting their typical growth goal will increase by 15%, from 56% to 71%.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Baseline Data September 2021	Quarterly Progress Monitoring Targets		
			P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
iReady Diagnostic	Annual Typical Growth	iReady Baseline Diagnostic Data	100% of students complete iReady diagnostic to serve as a comparison point for growth on the midyear assessment.	40% of students have met their annual typical growth goal as evidenced by the midyear diagnostic.	71% of students have met their annual typical growth goal as evidenced by the end of year diagnostic.

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/31/2021	10/29/2021	Students will complete iReady baseline assessments and teachers will review data to customize instruction.
08/31/2021	01/31/2022	Teachers will revise units and lessons to meet the needs of students, with consideration for gaps in knowledge highlighted within the iReady data.
08/31/2021	01/31/2022	Teachers will provide support for IEP and MLL students and students identified as in need of further support by the MTSS team. Teachers will work to analyze best practices and embed those into the unit and lesson plans.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2022	06/15/2022	Students will complete iReady midline and endline assessments and teachers will review data to customize instruction and make unit revisions for the current and upcoming academic year.
02/01/2022	06/15/2022	Teachers will revise units and lessons for units 3 and 4 to meet the needs of students, with consideration for gaps in knowledge highlighted within the iReady data.
02/01/2022	06/15/2022	Teachers will provide support for IEP and MLL students and students identified as in need of further support by the MTSS team. Teachers will work to analyze best practices and embed those into the unit and lesson plans, with special focus on Domain 3 within Danielson's Framework. In addition, teachers will look at the modalities for MLL students to ensure that we have lessons that support those areas in need of improvement.

Family and Community Empowerment

Directions: Indicate the strategies/activities that will be implemented to support and empower families and community collaborations in the implementation of this action plan?

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/31/2021	06/15/2022	Informing parents	parent coordinator Aleia Howell and iReady specialist Nando Prudhomme
08/31/2021	06/15/2022	iReady parent workshops	iReady specialist Nando Prudhomme

Human Resources	iReady specialist Nando Prudhomme, Generation Ready math coach, District math coach
Instructional Resources	IXL, iReady, NTN math curriculum
Schedule Adjustments	Additional skills lab for 6th grade students to target gaps in mathematics knowledge as a result of learning loss during the pandemic and aligned to iReady baseline data
Other Resources Needed	N/A

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

Priority Needs and Root Causes

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

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive

impact on student outcomes.

- ■ Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.

Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Teachers supporting students' social emotional needs	59% of students respond favorably to "my teachers support me when I am upset" (2021 NYC School Survey)	One root cause is teachers prioritizing academic achievement over student social emotional success. An additional cause is the large proportion of remote learners last year. Despite daily check-ins with students using the mood meter, the lack of face to face interaction made identifying and supporting upset students more difficult.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Collaborative & Trusting Relationships	68%	By June, 2022, practices related to Personal Attention & Support will improve 7%, from 68% to 75%, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Baseline Data 2/14/2022-2/18/2022	Quarterly Progress Monitoring Targets		
			P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
School created student survey	Student responses related to social emotional learning	School created student survey responses	70% of students will respond favorably to questions related to personal attention and support	72% of students will respond favorably to questions related to personal attention and support	75% of students will respond favorably to questions related to personal attention and support

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/15/2021	09/30/2021	Teachers 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, CRE and the work of Goldie Mohammed, and Equity for All to guide these revisions with the curriculum and classroom environment.
08/15/2021	10/30/2021	Teachers will attend DESSA trainings and complete DESSA modules. Teachers will work collaboratively to norm their scoring for the DESSA applying the knowledge learned throughout the modules.
11/05/2021	01/31/2022	Teachers will administer and analyze the DESSA data within their teacher teams to inform MTSS, support services (school counselor and social worker), curriculum modifications, entry points across content, differentiation, assessments, and SEL implementation throughout the school.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2022	06/15/2022	Teachers will administer and analyze the DESSA data within their teacher teams to inform MTSS, support services (school counselor and social worker), curriculum modifications, entry points across content, differentiation, assessments, and SEL implementation throughout the school. This will improve the school wellness, safety, and create opportunities to increase trust and relationship among the community members.
03/01/2022	03/25/2022	Teachers will administer NYC school survey.
04/01/2022	06/15/2022	Teachers will analyze the learning environment survey and determine areas of strengths and weaknesses for the current 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, CRE and the work of Goldie Mohammed, and Equity for All to guide these revisions with the curriculum and classroom environment.

Family and Community Empowerment

Directions: Indicate the strategies/activities that will be implemented to support and empower families and community collaborations in the implementation of this action plan?

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
08/15/2021	06/15/2022	Improving student/school wellness and trust	Brainpower, other outside organizations, parent coordinator
08/15/2021	06/15/2022	School-wide communication	Town hall meetings, student government, school website, student-led discussions

Human Resources	Student government, PTA, school leadership team (SLT), MTSS team, teachers, parents
Instructional Resources	Brainpower, school website, translation, DESSA, New Visions, ATS
Schedule Adjustments	Additional advisory classes embedded into the schedule, weekly SIT team meetings, AIS, Saturday program, specialized programs (mid-winter break academy, spring break academy, morning tutoring), MMCC
Other Resources Needed	N/A

AREA OF CONCENTRATION – CHRONIC ABSENTEEISM

Priority Needs and Root Causes

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

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

Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Economically Disadvantaged	90	By July 2022, the attendance rate for economically disadvantaged students will increase 3%, from 90% to 93%, as measured by ATS Attendance Report.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		September 2021			
ATS	YTD Attendance % for Students listed as "Housing Insecure"	92.7%	93.7%	Feb 2022- 87% Overall Attendance (49% Chronically Absent)	June 2022- TBD% Overall Attendance (

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/31/2021	10/29/2021	Identify all students with chronic absenteeism for development of a customized attendance action plan.
10/01/2021	01/31/2022	Monitor school attendance progress and make adjustments to the action plans for students who have been identified as chronically absent.
08/31/2021	01/31/2022	Conduct two schoolwide celebrations highlighting students and families with perfect attendance and improving attendance.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2022	02/28/2022	Attendance team will analyze the attendance data for students identified as at risk for being chronically absent. Team will identify strengths within the data and intervention plans and apply those strategies to students in need of further support.
03/01/2022	06/15/2022	Attendance team will analyze the attendance data for students identified as at risk for being chronically absent. Team will cross reference the attendance data with other risk factors (for example: STH, suspension students, etc.) to determine next steps.
02/01/2022	06/15/2022	Conduct two schoolwide celebrations highlighting students and families with perfect attendance and improving attendance. Conduct year end celebration for students with the most improved attendance for the year.

Family and Community Empowerment

Directions: Indicate the strategies/activities that will be implemented to support and empower families and community collaborations in the implementation of this action plan?

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2021	06/15/2022	parent workshop	parent coordinator
09/01/2021	06/15/2022	Improving student/school wellness and trust	Brainpower, other outside organizations, parent coordinator

Human Resources	Brainpower, school counselors, pupil accounting secretary, school Dean, school social worker, performing arts teachers
Instructional Resources	Seven Habits, the Leader in Me, New Visions
Schedule Adjustments	N/A
Other Resources Needed	N/A

AREA OF CONCENTRATION – QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

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

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

Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Students with Disabilities (SWD) in ICT Classes	90	By June 2022, 25% of 8th grade students with IEP's in ICT classrooms will be moved to a less restrictive environment as a result of an improved present level of performance.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Baseline Data September 2021	Quarterly Progress Monitoring Targets		
			P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
SESIS	Timelines of IEP Completion	90	A close analysis will be done by the IEP team of 100% of 8th grade ICT student levels of performance to identify any student who may be able to be moved to a less restrictive environment.	10% of 8th grade ICT students identified as academically ready to move to a less restrictive environment, as evidence by midyear iReady assessments.	25% of 8th grade ICT students identified as academically ready to move to a less restrictive environment, as evidence by midyear iReady assessments.

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
08/31/2021	06/15/2022	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Teachers will hold weekly SIT team meetings to review student related services and program.
08/31/2021	06/15/2022	Develop appropriate, rigorous goals-aligned to students' individual PLOP and NYS Standards	Teachers will modify unit plans and lessons to ensure that SWDs has multiple entry points for each lesson with consideration for the work of Goldie Mohammad and equity for all.
10/16/2021	06/15/2022	Ensure PLOP is written to support areas of strength and need in ELA and math to increase performance levels, achievement, and proficiency.	Teachers will meet to review PLOP during SIT team meetings and ensure that scaffolds are in place so that students have access to the curriculum and content prerequisites.
11/02/2021	06/15/2022	Ensure that programs and services mandated on each student's IEP are delivered	Teachers will hold weekly SIT, SLT, and MTSS team meetings to review student related services and program.
11/02/2021	06/15/2022	LRE and high school transition for 8th grade IEP students	Ensure that ICT and SETTS students in the 8th grade are being mainstreamed into their least restrictive environment (LRE) while still ensuring that their supports and interventions are in place based on the PLOP. School will focus on ICT group as the subgroup to study for inquiry.
12/02/2021	06/15/2022	Conduct IEP meetings within specified compliance dates	SWD teachers will meet to review IEP timelines
01/01/2021	06/15/2022	Monitor referrals to Special Education to ensure appropriate referrals only	SWD teachers and the school Psychologist will meet to discuss all student referrals. The MTSS team will be leveraged to ensure that all referrals are aligned to students' academic needs.

Family and Community Empowerment

Directions: Indicate the strategies/activities that will be implemented to support and empower families and community collaborations in the implementation of this action plan?

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2021	06/15/2022	IEP meetings	Special education teachers, content area teachers, school psychologist, guidance counselor, school administration, speech teacher, OTP teacher, students
09/01/2021	06/15/2022	Engaging families in supporting students' academic needs as evidenced by their PLOP and assessments (iReady, school based assessments, etc.)	iReady consultant Nando Prudhomme, special education teachers, content area teachers

Human Resources	Special education teachers, content area teachers, school psychologist, guidance counselor, school administration, speech teacher, OTP teacher
Instructional Resources	iReady, IXL, SESIS, New Visions, student IEPs, classroom libraries aligned to student levels, interests, and CRE
Schedule Adjustments	Schedule adjustments will be ongoing to ensure that students are put into their least restrictive environment.
Other Resources Needed	N/A

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

Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Saturday Academy	student performance in class and on iReady beginning of the year assessment.	TBD	small group	Saturdays	iReady
Winter Break Academy	student performance in class and on iReady beginning of the year assessment.	TBD	small group	Winter Break	iReady
Spring Break Academy	student performance in class and on iReady beginning of the year assessment.	TBD	small group	Spring Break	iReady

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)
Advisory Groups		Advisory Groups	Small Group	During School	No

Students in Temporary Housing (STH) Support

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

Part A set-aside to support your STH population, please refer to **TITLE I, Part A: Homeless Set-aside Guidance on Allowable and Unallowable Expenditures**.

Identify the number of Students in Temporary Housing who are currently attending your school. Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.	25

Describe the services you are planning to provide to the STH population.	The school will provide support in the form of: Uniforms Bookbags School Supplies Support Services to Foster Equity Hygiene products Attendance Incentives

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

Parent and Family Engagement Policy

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

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

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

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

Support for Parents and Family Members of Title I Students

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

Parental Involvement and School Quality

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

Encouraging School-Level Parental Involvement

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

School-Parent Compact (SPC)

School-Parent Compact (SPC)

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

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

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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

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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

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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

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

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

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

2021-22 Grades K-12 Language Allocation Policy (LAP)

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

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

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

PART I: SCHOOL ML/ELL PROFILE

This section should reflect the school's demographics for the 2021-22 school year. If completing before the 2021-22 school year begins, questions should be based on the anticipated population served by the school.

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

A. School Information

District:	10
Borough:	Bronx
School Number:	308

B. Language Allocation Policy Team Composition

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

Member Title	Name
Principal	Sandra Sanchez
Instructional Leadership Team Leader	Jose Vigo
Advanced Solutions School-wide Coach	Troy Akiyama
NTN Math Coach	Tracy Wallace
ENL Teacher	Katalin Harsaczki
School Counselor	Ashley Triglia
Teacher/Social Studies	Stuart Cadenhead
Teacher/ELA	Tara O'Reilly
Parent	Shareen Walker
Parent Coordinator	Aleia Howell
Related-Service Provider	Katelyn Barrett and Carmen Pina/ Speech

C. Teacher Qualifications

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

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

Number of ESOL certified teachers currently teaching ENL:	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]:	1
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 not currently teaching in a bilingual program:	1
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	1

3. Foreign Language/World Language Certified Teachers

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

D. Student Demographics

Total number of students at your school (excluding pre-K):	249
Total number of current ELLs at your school:	38
Total percentage (%) of current ELLs at your school:	15.26%
Total number of former ELLs at your school:	4
Total percentage (%) of former ELLs at your school:	1.61%

PART II: BILINGUAL PROGRAMS

Provide the number of classrooms for each bilingual program, by grade, at your school _for the 2021-22 school year_. If submitting before the 2021-22 school year begins, this should be the anticipated number of classrooms based on anticipated enrollment.

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

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

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

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

PART III: ML/ELL PROGRAMMING

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

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

1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]). Stand-alone English as New Language (ENL)	All ENL students will be appropriately programmed in 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 develop English language skills, so that students can succeed in core content courses. All ENLs and former ENLs up to 2 years after existing ENL status will receive a minimum number of units of ENL instruction, which will be delivered in two ways: Stand-Alone model: Entering and Emerging mixed-group ELLs will be brought together in small groups from various classes (mostly from Science or Social-Studies) for English-acquisition and strategy-focused instruction using ENL methodology. For Entering students, 180 mins. minimum of ENL instruction is required per week, while for Emerging students, 180 mins. minimum of ENL instruction is required per week. Students are strategically grouped by grade level (no more than two grade levels, modalities, and level of proficiency) and the ENL teacher plans carefully with general education teachers to ensure curricular alignment and continuity of instruction using Gholdy Muhammad's CRE scorecard and Atlas Data Analysis Note-Catcher. Only ENLs with Entering, Emerging and Transitioning 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 when back in mainstream classes and strategically select the proper language-based interventions needed, so that the students would be able to access content and participate in class activities.

Integrated English as New Language (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 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 NYSTELL, NYSELAT, DESSA, unit assessments, and iReady periodic assessment. The ENL teacher co-plans and coteaches 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. The programming structure for Integrated ENL is as follows: for Entering students, it's 180 mins. minimum of integrated ENL/ELA required per week, for Emerging students it's 180 mins. minimum of integrated ENL/ELA required per week, for Transitioning students, it's 180 mins. minimum of integrated ENL/ELA required per week, for Expanding students it's 180 mins. minimum of integrated ENL in ELA/Core Content Area required per week, and for Commanding students it's 90 mins. minimum 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 NTN 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 a literacy skill using the Teacher Toolbox section of the IReady program.

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

2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?	Based on Part 154-1 (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); 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 mostly into all content areas, not in isolation. The school ensures the mandated number of ENL instructional minutes by identifying all ELLs using the RLAT and RSFS 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. 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 case of remote instruction, our students will interface through Google Classroom and Google Meet to meet the required instructional minutes. We will schedule students in STARS for small group instruction and integrated instruction using this platform and group students according to their grade and proficiency levels, IEP status, student and teacher schedules. Tools we are using to inform our practice to create a plan of action are the following: NYSETLL, NYSELAT, DESSA, Atlas Data Analysis Note-Catcher, LAB-R Report, language allocation policy and survey, New Visions Portal, and other school-based assessments.

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

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

PART IV: ASSESSMENT ANALYSIS

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

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

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers?	The composition of our ELLs is as follows: the majority (more than 50%) of our current Ells are Long-term ELLs, a larger group (31.8%) is Developing and just a small segment (about 10%) of students are Newcomers. a. Currently we have no SIFE students, but 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 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 as well as Remind. b. In our school we tend not to have newcomers, but there are exceptions. 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 reading, writing, listening, and speaking through the use of technology because we have found that it evokes a high student interest and ensures ongoing student participation in collaborative activities and discussions to give opportunity for the practice of all 4 modalities. They engage in interactive work online, and build linguistic skills in that manner. 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 and further newcomer-friendly questioning techniques, accepting one or two word responses and providing plenty of opportunities for the student to participate in activities. When using an online platform like Google Meet, using the caption feature when using multimedia or displaying information orally and visually at the same time, or modeling strategies are all more important and more accessible than ever. Finally, we plan to integrate language structures and vocabulary into a daily program, emphasize and focus instruction on speaking opportunities for students and provide first language support in order to facilitate the transfer of skills to English. c. We know that Developing students (31.8%) are traditionally stronger in listening and speaking, but they struggle to gain proficiency in reading, writing, and engaging in content area knowledge. Therefore, the content area teacher in conjunction with the ENL teacher create separate content and language 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. 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 in. 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 and making content area teachers more

What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?	aware of what it means to be an ELL. Teachers then are able to use this toolbox of strategies remotely through Google Classroom, Google Meet or in person. d. Long-term ELLs 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 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 a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen 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. e. ELLs who scored on a Commanding level on the NYSESLAT (12%) 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. Effective 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. Developing and Long-Term ELLs need less language support especially when it comes to basic, every day vocabulary or syntax, but these populations can also benefit from visual supports, 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 mostly acquired 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 we help these students gain confidence in actively participating in class allowing them to further take advantage of learning opportunities in class. Overall, effective services for Newcomers differ from those provided to Developing or Long-Term ELLs because 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. 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 Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	Long-Term ELLs, ELLs who have received support for 7 or more years make up a larger segment of our ELL population. Out of our current ELLs, 4.5% are Former ELLs. This population still shows some dependence on supports and structures to advance his or her academic language skills. Instruction for Long-Term ELLs differ from instruction provided for Developing ELLs because there is more scaffolding and intervention needed to support the students who often have an IEP. In many cases, the issue turns out to be not language-related, but rather a disability. Some examples of effective services designed for this population include graphic organizers to preview vocabulary and content, frontloading a text and providing audio-visual support for better understanding, activating prior knowledge and making connections to self, the world and text, explicit vocabulary instruction so that students can understand new concepts and provide vocabulary or word banks so that students can learn to use academic vocabulary to respond to a task, check for understanding and rate one's understanding during a lesson for engagement, checklists to students to hold themselves accountable, sentence frames and starters for varied and correct syntax support or reinforcing word solving skills including methods for multi language learners that take advantage of their knowledge of the first language and discussion protocols with language scaffolds of accountable talk like in Reciprocal Team Teaching or Socratic Seminar. Many Long-Term ELLs earlier may not have received the highest quality language instruction that they should have, so they seem not to have been able to move up or test out, but the following practices we are planning this year could be very successful with this population. 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 ELLs. Besides a rigorous ELA instruction geared towards Long-Term ELLs, it is very important that they receive explicit instruction in the home language. In addition, we are making it clear that all teachers are teachers of ELLs 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 students possibly ELLs or students with IEPs to monitor students data and discuss next steps for interventions, review curriculum structures and share teaching strategies that support Long-Term ELLs. 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. With Developing ELLs, lighter and less heavily-scaffolded differentiated instruction and ELL support can help them move up in proficiency more rapidly and consistently. This group shows great independence in advancing his or her academic language skills. These students are more capable of working independently and completing multi-step processes, so the supports include the idea of releasing more responsibility because there is more intrinsic motivation to do well in school. There can be study guides, vocabulary lists or paragraph and essay building organizers available uploaded on Google Classroom in case the students need that extra scaffold. These students are also more likely to ask questions or ask for extra help, so conferencing is available and they can find the ENL teacher in case they need assistance. Finally, students are to be mainstreamed into the core literacy content areas, while at the same time continue intensive academic vocabulary instruction in the content areas and increase opportunities for oral discussion to reinforce academic discourse.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	The percentage of Former ELLs tends to be about half of the population of Current ELLs. Former ELLs have met the State standard to demonstrate proficiency and are now designated as Former ELLs entitled to receive two years of ELL/MLL services. Selected content area and grade teachers along with the ENL teacher will team up to discuss, monitor and support ongoing English language development and academic progress of our Former ELLs at least 2 times a year. Content area teachers will have the students work on content-related projects and take project-based assessments to demonstrate understanding of content and the targeted skills and fulfilling the 90-minute mandate per week.
2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?	As per the 2021 EDAT, we notice that students had more ability in Speaking and Listening, but are demonstrating Writing as their major area of need. In the 2018 NYSESLAT, while there were some students across all grades that had approximately 80% of the questions answered correctly in Reading, Listening and Speaking, none of the students did so in the Writing modality. In the 2019 NYSESLAT, more students demonstrated proficiency across all four modalities. Our students across all grades are in need of support with all modalities.
3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?	Based on the Spring 2019NYSESLAT and Spring 2019 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. Additionally, our ELLs are also having difficulty performing at grade level on the NYS Math Exam. We can deduce that content language is the core issue for our learners that have achieved Transitioning, Expanding, Commanding proficiency levels.

4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?	The early warning system for at-risk ELLs shows that our ELLs in total fall in 8 at-risk indicators. Two indicators of concern are the Potential and Long-Term ELLs which totals 19 students (56% of our ELL population). We also noticed that our students are not performing well on the NYSESLAT as per ELP and the NYS ELA and Math Exams. 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 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.
5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?	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 ELL students make up less than 10% of the school's student population, we have almost as many students in the entire school population who are considered Spanish-speaking as many most of them are classified as Spanish-speaking (113), but we also have one students who speaks Arabic, two students speaking Bengali, and another two students speaking Bambara. It has been our practice to task Spanish-speaking staff with translating for parents, or at meetings and parent-teacher conferences and with 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.
6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of **Culturally Responsive and Sustaining Education** (CR-SE)?	As per the racial and ethnic classification of ELLs at our school, we can say that 100% of our ELLs define themselves as 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, 9.1% of ELLs identify as American Indian, meaning a person having origins in North, Central or South America, 13.6% as Black or having origins in any of the Black racial groups of Africa, 13.6% as Multiracial, a person belonging to two or more races and 63.6% 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, sexual 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 often put 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 our students 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 student's home community or native country, so that we can make inclusive instructional decisions in the classroom. Also, we are developing 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.
7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?	The EDAT provides us with a snapshot with the Spring 2019 NYSESLAT for students with IEPs. 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 two Transitioning students. 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, main idea, making inferences (reading strategies); we will continue to provide them with ENL; however, 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 or 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 are no students with Interrupted Formal Education, however, as their instruction has been interrupted or inconsistent, these students may have social and psychological needs due to possible trauma, frustrations 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 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.

PART V: ML/ELL INSTRUCTION

Instructional Leadership Framework Priority 1: Strengthen Core Instruction

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

1. How does the school's Instructional Leadership Team (ILT) consider MLs/ELLs in the school's instructional design?	The school's Instructional Leadership Team (ILT) consider ELLs 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 their 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 Curriculum. ELLs are included because these frameworks focus on issues affecting culturally and linguistically diverse students. The following practices can support ELLs in the schools instructional design: accommodating 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 ELLs 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 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 a small set of high-utility vocabulary to master language and knowledge. All of these hallmarks work together interconnectedly to promote advance literacy. The ILT consider MLs/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 learners, English language learners all floor hallmarks occur in both English and the home language. To support MLs/ELLs, we will 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 ability cultural, racial and ethnic groups to ensure a culturally responsive orientation teaching. The use of the 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.
2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.	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 ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. The teachers create an environment where ELLs can feel secure and prepared to take risks and where ELLs' languages and cultures are valued. As students build on the understandings of their own language (mostly Spanish), they are encouraged to use their first language as well, but instruction is in English. Instruction focuses on the ELLs' oral language development in order to support writing. The teachers support ELLs' language skill development through scaffolding the learners' 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 ELLs in the classroom, but all the students in a whole class setting or in small group instruction in order to ensure that all ELLs 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 and other content areas. Our ELLs and former ELLs 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 ELLs with the lowest proficiency levels meet with the ENL teacher for small group instruction where they focus on language building using the 4 skills: 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.

3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.	Instructional strategies and grade level materials used to provide access to academic content areas to accelerate English language development include using the workshop model combined with the practice of gradual release, teacher think aloud or model annotation to demonstrate what close reading looks like in a linguistically rich and challenging but still grade level text, vocabulary instruction consisting of previewing or frontloading key content words to explicitly teaching and using various word solving strategies to independently access content, facilitate discussion through Socratic seminar or Reciprocal Team Teaching, Making Thinking Visible for teacher assessment and monitoring and student engagement just to mention a few. In terms of technology, the use of Google Classroom has made student work and teacher assigned lessons and assignments more transparent and organized and therefore more accessible online and for teachers to align their lessons making sure pacing and other curricular decisions are clear to all. Other technological solutions include Google Meet, PearDeck, Kami, Google Form, Jamboard and more. These strategies are intended to be used across content areas and grade but especially in ELA and Social Studies. 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 ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There is a common preparation time between the 2 teachers in the form of collaborative lesson planning. The teachers create an environment where ELLs can feel secure and prepared to take risks and where Ells' languages and cultures are valued. As students build on the understandings of their own language (mostly Spanish), they are encouraged to use their first language as well, but instruction is in English. Instruction focuses on the Ells' oral language development in order to support writing. The teachers support Ells' language skill development through scaffolding the learners' 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 ELLs in the classroom, but all the students in a whole class setting or in small group instruction in order to ensure that all ELLs can access the ELA and/or Social Studies curriculum and perform successfully on the Next Generation Learning Standards. The Stand-Alone instruction delivered by the ENL teacher through Google Meet and Google Classroom in case of remote instruction, is tailored to provide extra support in addressing students' areas of weakness and needs, so that they can succeed in ELA and other content areas. Our ELLs and former ELLs 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. We have also built into our schedule where the ENL and content teacher meet to discuss and look at the progress of the ELLs and can make revisions around their units and lessons to ensure that we are setting S.M.A.R.T. goals that al low us to track the academic progress for ELLs and SPED students.
4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?	All ELLs 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 ELLs 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 ELLs strategically like including newcomer ELLs and non-ELLs 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. Teachers have maximized 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. When there are ELLs 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, eliciting 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.

Instructional Leadership Framework Priority 2: Know Every Student Well

SCREENERS	
1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?	The screening assessments that we are going to use to guide instructional planning for our students including our ELLs are the SEL Screener, to understand each student's social emotional needs, especially after a 2 year-long unprecedented disruption. Teachers and other staff members will 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. We track and record attendance on ATS that shows pattern 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 Newvision, 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.
2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.	Over the past few years, data has shown that intervention is most needed in ELA for all students, including ELLs. 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 a nd career. Additionally, we have purchased iReady reading and writing programs to supplement the ELA curriculum, HNH. 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. Teachers are available to confer with students in need focusing on content or skill that needs reinforcement or clarification. We also hold an after school program and Saturday Academy 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 ENL 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 ELLs. 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 ELLs. 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 ELLs make throughout the year. The data that we use to inform us of the progress they're making are but not limited to NYSESLAT, NYSITELL, 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 ELLs District Liaison around best practice to improve the quality of learning and teaching for all ELLs. Learning Walks are then conducted to ensure that all ELLs 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 a 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.

a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.	N/A
FORMATIVE 1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?	The vast majority of our ELLs are identified as ELLs before coming to our school and as the data suggest, the support they need is in reading and writing in English. Therefore, most assessment is in the target language, English. To assess the early literacy skills of ELLs, 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 information 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 ELL students tend to read below grade-level. Therefore, one of our goals is to heavily focus 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.
2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?	When a newly arrived ELL is admitted to our school, the student takes the NYSITELL. If the student is Spanish-speaking and does not pass the NYSITELL, s/he also takes the Spanish LAB, which is an assessment that tests literacy skills in the student's first language, Spanish. However, the vast majority of our ELLS are identified as ELLs before coming to our school. As the data suggest, the support they need is in reading and writing in English. Therefore, most assessment is in the target language. If and when our population and its needs change, we will consider additional methods of assessing in the native language.

SUMMATIVE 1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).	Our evaluation of success is based on whether ELLs are able to show growth primarily in reading, writing and math, and how many ELLs move up one or more proficiency levels or end up testing out of ENL based on the results on the NYSESLAT or this year the NYSITELL due to the special administration period. Measures of student growth can also be running records, IEPs, Lexile levels, iReady assessments, unit assessments, student work, conference notes that teachers are able to share and analyze to come up with new instructional plans and learning goals. Teachers would meet in Teams to discuss assessment results and make strategic decisions to address students' needs.
2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.	Due to the small number of Ells to be tested each year, our NYSESLAT administration involves only one teacher, who is a certified ENL teacher who has had special training in administering the NYSESLAT. The ENL teacher is in charge of the planning, administration and facilitation of all parts of the NYSESLAT, except of course the scoring. The NYSESLAT is administered annually to all ELLs 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 y 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 Special Education Teachers are invited to be part of the scoring team. A few days before its administration, the ENL teacher informs ELLs about the NYSESLAT, that it's a test designed to show how well they can listen, read, write, and speak in English to increase students' interest while alleviating test anxiety. She explains the general types of questions they should expect to see on the test and the procedures they should follow in recording their answers. 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. Then, the ENL teacher notifies parents/guardians of the dates of NYSESLAT testing and the purpose of the test. The ENL teacher decides on which days and in which room to administer the NYSESLAT Listening/Reading/Writing sessions, so it's least disruptive to the students' schedules, 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 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 specific Ells, and scanned by the Testing Coordinator. ELLs 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.

Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum How do you ensure all ML/ELL subgroups have access to and engage with grade level content? a. ELLs with IEPs	We make sure our ELLs with IEPs have access to grade level content by providing high quality differentiation. ELLs with IEPs usually lack the motivation to learn and fail to engage in classroom activities, which means they need more time to complete tasks assigned to them. They need appropriate scaffolds, so they can complete a multi-step assignment independently. Also, to increase and ensure engagement, using the grade and age-appropriate content that meet their needs is very important while allowing students choice when working on projects independently or in groups. Chunking large assignments into smaller parts, providing sentence starters/frames or templates for writing or using visuals and videos in both languages to gain a better understanding of the content. Finally, providing opportunities to confer with a teacher during class or after school, for tutoring or counseling is very valuable, or attending an afterschool program where professionals are available to help with homework or assignments. All ELLs 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 ELLs 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 to ensure that students wouldn't miss out on instruction in any one content area. Other considerations are planning for home language support for ELLs strategically like including newcomer ELLs and non-ELLs 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.
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 in Lunch Bunch 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 (MLS).
c. Newcomer	We make sure our Newcomer ELLs have access to grade level content by providing high quality differentiation, so the students could access the content despite having limited English. In our school we tend not 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 reading, writing, listening, and speaking 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. Developing	We make sure our Developing ELLs have access to grade level content by building on their strengths. These ELLs already have years of academic and life experiences to draw from, so they can benefit when teachers build on their prior knowledge. Also, since they know a lot of language, moderate scaffolds can really push them to produce language to demonstrate their learning. Also, giving them an opportunity to discuss a topic before writing to increase student engagement and accessibility of the content. Finally, using their home language as a resource can also advance their learning and understanding of what's taught. We know that these students are traditionally stronger in listening and speaking, but they struggle to gain proficiency in reading, writing, and engaging in content area knowledge. Therefore, the content area teacher in conjunction with the ENL teacher create separate content and language 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. This individual attention and progress monitoring is key to preventing students from becoming long-term ELLs. The content and ENL teacher adopt 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 and making content area teachers more aware of what it means to be an ELL.
e. Long Term	We make sure our Long-Term ELLs have access to grade level content by realizing that many of them may not have received the highest quality language instruction that they should have, so they seem not to have been able to move up or test out, and by planning practices this year that could be very successful with this population. 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 ELLs. Besides a rigorous ELA instruction geared towards Long-Term ELLs, it is very important that they receive explicit instruction in the home language. In addition, we are making it clear that all teachers are teachers of ELLs 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 students possibly ELLs or students with IEPs to monitor students data and discuss next steps for interventions, review curriculum structures and share teaching strategies that support Long-Term ELLs. 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 ELLs 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 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 a student with a disability or is the students suspected of having a disability that may impact the ability to speak, read, write or listen 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.
f. Former ELLs up to two years after exiting ELL status	ELLs 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. We make sure our Former ELLs have access to grade level content by providing instructional and support services such as Academic Intervention Services (AIS) to them when the monitoring of their progress indicates a need for such intervention. ENL instruction or regular consultation between the ENL teacher and the mainstream teachers may also be included.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	In our Engl is h as a New Language program native language support is more subtle than in dual language or bilingual programs and includes books in the native language. ELLs 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 ELLs 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 para professional to provide one-on-one support to students with limited English proficiency. Some examples of home language support provided include documents, instructions, manuals, thesa urus es a nd other res ources in the students' home la nguage uploa ded on Google Classroom.
3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?	Currently we are not offering electives to MLs/ELLs.

21st Century Adult Learning

1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and - non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.	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 proficiency levels of ENL students, so that we can create targeted intervention that is going to move students to proficiency. We also plant 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 in 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. As far as including all staff in the professional learning plan related to the academic and social needs of ELLs, everybody is included in the professional development plan of ELLs in the school because we believe that every teacher is a teacher of ELLs. 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 mandated to be related to ELLs. This professional development 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. The ENL teacher will receive 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 ELLs. The professional development in the school to teachers of ELLs this year will include but is not limited to ELL Liaison Meetings as well as topics such as The Essential Components of an Effective Integrated & Collaborative ENL Program, Enhancing Curriculum for Newcomers & Long-Term ELLs Series: Leveraging ELLs' Assets and incorporating best practices to promote socio-emotional & academic growth or ENL Standalone Units, K-12 just to mention of a few. The school is working on including additional PD sessions in the school agenda in support of the needs of ELLs/MLLs and Former ELLs. 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 Multi lingual Learners and other outside events to get instruction and curricula 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 ELLs. Agendas and attendance documents are filed in the school 's ELL 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 plant 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 in 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.
2. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).	The ENL teacher looks for Professional Development events that if attended would accommodate the needs of ELLs and their teachers' in addressing the learning needs of the school's ELL population. Later this information is turnkeyed to other content area teachers, s o that there ca n 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 l 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 al l 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 students data specifically related to ELLs and organizing Lunch and Learns where the ENL teacher shares insights on ELL topics such as differentiation of content or collaborative learning for ELLs.

Strong Family-Community Ties

1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.	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 of ELLs with IEPs and discusses with parents any academic or behavioral issues the student may have. The ENL teacher also meets with parents or guardians to discuss the goals of the ENL program, which is for all ELLs 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 case of any testing (NYSITELL, NYSESLAT, LABR, 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, their child's English 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 fi led in a google folder for parent participation. All parent activities include parents of ELLs as well as 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 al l parents. Parents are occasionally invited to join a classroom presentation and/or debate by s ending out letters in multiple languages describing the lesson and activity. Students develop s elf-confidence and trust in their abilities to present/debate information to an audience which includes their parents. Parents will trust teachers and their skills to teach their children.

2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.	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 your initial parent orientations, your 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 and with parents they discuss any questions or issues related to academics or behavior. 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. 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.

Additional Information

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

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).	The initial transition into our school community is important, and we want to be sure that we are meeting the social and emotional needs of ELLs in addition to their academic and linguistic needs. When we have newcomers, we have welcome activities prepared in that particular classroom and we 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. New and current families of ELLs get informed about school programs and get updates about different activities through family orientations, or family nights that are usually organized by grade teams. All ELLs with Entering levels of proficiency are supported to gradually transition into using English while using the necessary home language support. At the start of the school year, we usually don't have newly enrolled ELLs. When we do welcome these students to Bronx Dance Academy in September, they and their families are invited to a Parent Orientation and will be set up with a buddy student in each class once school starts. In the event that new admits are admitted in our school, we will follow DML protocols. For families with newly enrolled ELLs we are inviting all students to attend our Saturday Academy with the help of Parent Coordinator and Guidance Counselor.
2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.	Our identification team includes the ENL teacher, the Guidance Counselor, Parent Coordinator and specific main office staff members. The English Language Learner (ELL) Screening, Identification, Placement, Review, and Exit Criteria flow chart and the accompanying ELL ID Chart Guidance are designed to ensure that school districts uniformly and consistently implement an identification process to determine if a student is an English Language Learner when he or she initially enrolls in or reenters a New York State (NYS) public school. After registration and enrollment in the school, the Home Language Questionnaire (HLQ) is given by the Parent Coordinator to be completed by the parent/guardian. The ENL teacher determines if a language other than English is spoken at home. HLQ and Individual Interview Guidance offers guidance for administering the Home Language Questionnaire, conducting the Individual Interview, and completing the necessary steps in the ELL Identification and English proficiency assessment process. It also includes a list of sample individual interview questions. Parents/guardians must be notified by the ENL teacher regarding a 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.

PART VII: LAP ASSURANCES

LAP Assurances Page

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

Download a blank LAP assurances page.

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

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

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No
Katalin	Harsaczki			

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 that cannot communicate in English (not just parents of ELL students).

PART A: IDENTIFICATION AND ASSESSMENT OF PARENTS THAT CANNOT COMMUNICATE IN ENGLISH

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
English	English	56.44	English	56.44
Spanish	Spanish	43.01	Spanish	43.01
N/A				
N/A				
N/A				
N/A				
N/A				
N/A				

3. List languages spoken by school staff and the number of school staff that are comfortable using their language skills to communicate with parents.

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Spanish	10	15
Irish	1	3
Hungarian	1	1
Bengali	1	1
N/A		
N/A		
N/A		
N/A		

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.	To assess language preferences of the parent community for both written a nd oral communication we us e ATS a nd view the Adult Preferred Language Report (RAPL). We using the RAPL report to identify parents needs to make sure their needs are meet in their preferred language.

PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Grading Policy	September/Once	Our teachers and support staff translate by being fluent Spanish speakers. Also, we use online translation programs. Each document's translated version is distributed alongside the English version.
School Supplies	September/Once	Our teachers and support staff translate by being fluent Spanish speakers. Also, we use online translation programs. Each document's translated version is distributed alongside the English version.
Monthly Newsletter	Every month/Once	Our teachers and support staff translate by being fluent Spanish speakers. Also, we use online translation programs. Each document's translated version is distributed alongside the English version.
Monthly Calendar	Every month/Once	Our teachers and support staff translate by being fluent Spanish speakers. Also, we use online translation programs. Each document's translated version is distributed alongside the English version.
N/A		
N/A		
N/A		
N/A		

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

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Parent Teacher Meetings	11/20, 3/21, 5/21	We offer interpretation services through our support staff and budgeted translations services.
Engagement Tuesdays	Every Tuesday of the School Year	We offer interpretation services through our support staff and budgeted translations services.
N/A		
N/A		
N/A		
N/A		
N/A		
N/A		

3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:	
(A) a school-wide emergency (i.e. lockdown, fire, etc..)	In the event of school emergency, we will use software based solutions, such as Skedula, Remind or Class Dojo which allows us to send texts and emails in the preferred parent language, In addition, we will use School Messenger, and the Language Line, as well as there will be a letter head with the 1-800 number to Language Line.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	In the event of school emergency, we will use software based solutions, such as Skedula, Remind or Class Dojo which allows us to send texts and emails in the preferred parent language, In addition, we will use School Messenger, and the Language Line, as well as there will be a letter head with the 1-800 number to Language Line.
(C) If a parent has an emergency and needs to contact the school.	In the event of school emergency, we will use software based solutions, such as Skedula, Remind or Class Dojo which allows us to send texts and emails in the preferred parent language, In addition, we will use School Messenger, and the Language Line, as well as there will be a letter head with the 1-800 number to Language Line.

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

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

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor's Regulation A-663	Turnkey training and staff email.
Over-the-Phone Interpretation Desk Aid	Turnkey training and staff email.
Language Access Handbook	Turnkey training and staff email.
T&I Unit InfoHub Link	Turnkey training and staff email.
N/A	

1. Describe how your school will ensure that all staff members are aware of the goals of **Chancellor's Regulation A-663** and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	We will provide professional development to our entire staff, during our initial staff PD. At that time, we will go over regulations A-663. We will also provide each staff member a physical and electronic version of A-663. For the upcoming school year, we will request training from our school district, as well as we'll reach out to our Field Support Network to help us deliver staff professional development.

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any: - Translated signage - Brochures/flyers/letters shared with parents - Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) - Messaging phone applications - Parent's Guide to Language Access - NYC Public School Guidebook	The mechanisms our school will use to gather feedback from parents on the quality and availability of the above services include running debriefing surveys after parent works hops and ensure a 100% return of the Parent Survey. All surveys will be giving online through Google. Each survey will be available in multiple languages through this platform.

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, **from Appendix A of Language Access Handbook**). This is separate from the end of year parent survey.	The mechanisms our school will use to gather feedback from parents on the quality and availability of the above services include running debriefing surveys after parent workshops . Surveys will be given online through Google Forms for ease of access to parents. Each survey will be available in parent's native languages through this platform. We will ensure a 100% return of the Parent Surveys through consistent outreach and monitoring of submissions.
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 received positive feedback from parent's on the availability of flyers and school-wide communications through the use of the ClassDojo app. Parents appreciate the ability to communicate in their language with any teacher through instantaneous translation on the app. Parents have also given positive feedback on our use of translators for the Parent Town Hall meetings and attendance outreach meetings. We plan to improve for next year by ensuring teachers provide more communication to parents of ENL students through the ClassDojo app in parent's native language, and by hosting workshops with parents who are not native English speakers that allow them to improve familiarity with the variety of apps and online learning platforms and curricula we use at the school (Google Classroom, HMH ELA, iReady, Amplify).

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

Your school's Title I Program	Title I SWP

Part 2: All Title I Schools

High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.	District implementation for professional learning, 80 minute professional learning cycles, MTSS teams, department teams, ILT, etc. Training on and modification of HNH ELA curriculum with support from ELA instructional specialist. Training on and modification of NTN math curriculum and modules with support from the BCC math coach, and NTN math specialists, Generation Ready, and Advanced Solutions' school-wide instructional coach. Brainpower for support in social and emotional learning Restorative Circle training for ICT and support staff i-Ready assessment and data analysis trainings (teachers and parents) DESSA training and data analysis CRE with Goldie Mohammad 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 codes[1]. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	$348,102	x	5C
Title I, School Improvement 1003(a)	Federal	$25,000	x	5C
Title II, Part A	Federal	0	x	N/A
Title III, Part A	Federal	0	x	N/A
Title III, Immigrant	Federal	0	x	N/A
Title IV, Part A	Federal	$9,390	x	5C
Tax Levy (Fair Student Funding)	Local	$2,297,527.00 used for employee salary, per session, and general supplies for the year.	x	4

Explanation/Background

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

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

APPENDIX 6: SUBMISSION ASSURANCES

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Submission Assurances

Directions: By submitting this CEP your SLT/Stakeholders acknowledge adherence to city and state regulatory requirements indicated below.

- The Comprehensive Education Plan (CEP) has been developed in consultation with parents, school staff, and others in accordance with the

requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

- As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
- The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If the school was unable to obtain a signature of an individual that participated in the development of the CEP, a written explanation will be attached to explain why the school was unable to obtain the individual's signature.
- The CEP will be implemented no later than the beginning of the first day of regular student attendance.
- Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.