

2022-2023



COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	22K078
School Name	J.H.S. 078 Roy H. Mann
Principal	Anthony Cusumano

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

This section provides an overview of the education planning process, inclusive of guidance on conducting a comprehensive needs assessment. The

Comprehensive Education Plan (CEP) satisfies all regulatory requirements set forth by the New York State Department of Education (NYSED) under the Every Student Succeeds Act (ESSA) and aligns with the Chancellor’s **Four Pillars for Building Trust in NYC Public Schools**: 1) Reimagining the Student Experience; 2) Scaling, Sustaining and Restoring What Works; 3) Prioritizing Wellness and its Link to Student Success; 4) Engaging Families as True Partners.

The Education Planning Process



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

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
 - Qualitative and quantitative data, including pre-COVID-19 learning data
 - Potential ESSA Accountability Indicator Goal Sheet.
 - Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results should be considered when developing a SMART Goal for the Supportive Environment (SE) AOC.
- Quality Review Reports, NYSED and NYCDOE CSI/TSI Support Visits, Receivership Quarterly Reports (as applicable), and **Diagnostic Tool for School and District Effectiveness Framework (DTSDE)**
 - NYSED School Report Card, NYC School Quality Guide, NYC School Performance Dashboard, New Visions, NWEA MAP and/or other formative assessment data, and **NYCDOE’s State Accountability Resource Tool (StART)**, for specific NYSED accountability student

subgroup information.

- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify data trends by grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and school practices that are impacting student performance. Guiding questions to consider:
 - *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
 - *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?*
 - *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What areas may need to be strengthened?*
 - *Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)*
 - *How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?*
- **Identify Root Cause(s):** After analyzing the data, engage in a process for uncovering root causes or contributing factors for low student and school performance. Develop theories or hypotheses to explain why these needs exist and why your school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the **5 Whys Method** or other methods for identifying root causes. Consider the questions below and additional questions and resources linked **here**:
 - *What theories or hypotheses explain the current student and school outcomes?*
 - *Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?*

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Roy H. Mann – I.S. 78
District Borough Number (DBN):	22K078
Grades Served:	6-8
School Address:	1420 East 68th Street Brooklyn NY 11234

Phone Number:	(718) 763-4701
Fax:	(718) 251-3439
School Contact Person:	Anthony Cusumano
School Contact Person Email Address:	Acusuma@schools.nyc.gov
Principal:	Anthony Cusumano
United Federation of Teachers (UFT) Chapter Leader:	Angela Sett
Parents' Association President:	Renee Vincent
SLT Chairperson:	Pauline Siringo
Title I Parent Advisory Council Chairperson (PAC):	Jennifer Larson
Student Representative(s) Middle /High School:	Shavonique Mills
Student Representative(s) Middle /High School:	Angelina Reyes
Community Based Organization (CBO) Representative:	N/A
School-Based Students in Temporary Housing (STH) Liaison:	Robert Galvin

District Information

Geographic District:	District 22
Superintendent:	Julia Bove

Superintendent's Office Address:	5619 Flatlands Avenue, Brooklyn, N.Y. 11234
Superintendent's Email Address:	jbove@schools.nyc.gov
Phone Number:	(718) 968-6117
Fax:	(718) 968-6252

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

School Leadership Team (SLT) Signature Page

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

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

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

SLT Member Name	Position and Constituent Group Represented	Signature	
Anthony Cusumano	Principal or Designee*		
Angela Sett	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Lidia Esposito	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
N/A	District Council 37 (DC 37) Representative (staff), if applicable		
Dana Goffer	Title I Parent Advisory Council Chairperson (or alternate)		
N/A	Student Representative (Required for middle and high schools)		
N/A	Student Representative (Required for middle and high schools)		
N/A	CBO Representative, if applicable		
Pauline Siringo	Member/Teacher/SLT Chair		
Michael Desena	Member/Teacher		
Philip Maravolo	Member/Teacher		
Steven Lupo	Member/Parent		
Rhonda Mohamed-Rogers	Member/Parent		
Jennifer Diamond	Member/Parent		
N/A	N/A		
N/A	Member/		
N/A	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
Mr. Cusumano	Principal/SLT/ILT	
Mr. Diesa	Assistant Principal/ILT	
Mr. Nicoletta	Assistant Principal/ILT	
Ms. D'Aleo	Parent Advocate	
Ms. Gottesman	ILT Member/ELA Teacher	
Mr. Dougherty	ILT Member/SWD Teacher	
Ms. Abel	ILT Member/Math Teacher	
Ms. Sett	ILT Member/IEP Teacher	
Mr. Puleo	ILT Member/ELL Teacher	
Ms. Charlemagne	ILT Member/SWD Teacher	
Ms. Thompson	ILT Member/ELA Teacher	
Ms. Khalfia	ILT Member/Science Teacher	
Mr. Amari	ILT Member/ELA Teacher	
Taraji Adams	Student	
Kayla Mattis	Student	
Elijah Lewis-Sarauw	Student	
Jordan Nelson	Student	
Danae Reyes	Student	
Christiano Aimes	Student	
Danika Gayle	Student	
Elijah Donaldson	Student	
Angelina Rivera	Student	
Tia Edwards	Student	
Jamar Juste	Student	
Shavonique Mills	Student	
Sebastien Balan	Student	
Malika Forsythe	Student	
Tyler Prince Malacio	Student	

Stakeholder Participation

Background

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

Steps

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

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

Meeting Dates

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

Meeting Date	Step 1: Review multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes.	Step 2: Determine priorities and goals based on the needs identified.	Step 3: Identify an evidence-based intervention.	Step 4: Schedule actions/activities to occur during the year to reach the school’s goals by addressing identified priorities and root causes.	Step 5: Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.
3/24	Principal or Designee*				
3/24	United Federation of Teachers (UFT) Chapter Leader or Designee*				
3/24	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*				
	District Council 37 (DC 37) Representative (staff), if applicable				
3/24	Title I Parent Advisory Council Chairperson (or alternate)				
	Student Representative (Required for middle and high schools)				
	Student Representative (Required for middle and high schools)				

	CBO Representative, if applicable				
3/15	X				
3/17	X				
3/22	X				
4/5	X				
4/7	X				
4/25	X				
5/3	X				
5/4	X				
5/5	X				
5/6		X			
5/12		X			
5/16			X		
5/19			X	X	
5/25				X	
6/2					X
6/7					X

Stakeholder Involvement Signature Page

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

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

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

Stakeholder Name	Role	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd	m/dd
Anthony Cusumano	Principal	3/15 3/17 3/22 3/24	4/4 4/7 4/25	5/3 5/4 5/5 5/6 5/12 5/16 5/19 5/25	6/2 6/7						
Michael Diesa	Assistant Principal	3/15 3/17 3/22 3/24	4/4 4/7 4/25	5/3 5/4 5/5 5/6 5/12 5/16 5/19 5/25	6/2 6/7						

Angelo Nicoletta	Assistant Principal	3/15 3/17 3/22 3/24	4/4 4/7 4/25	5/3 5/4 5/5 5/6 5/12 5/16 5/19 5/25	6/2 6/7						
Dorothy D'Aleo	Parent Advocate	3/15	4/25	5/3 5/6	6/2						
Lidia Esposito	PTA President/SLT	3/24	4/25	5/12	6/2						
Dana Goffer	SLT Parent Member	3/24	4/25	5/12	6/2						
Pauline Siringo	SLT Chairperson/Paraprofessional	3/24	4/25	5/12	6/2						
Michael Desena	SLT Member/Teacher	3/24	4/25	5/12	6/2						
Philip Maravolo	SLT Member/Teacher	3/24	4/25	5/12	6/2						
Steven Lupo	SLT Member/Parent	3/24	4/25	5/12	6/2						
Rhonda Mohamed-Rogers	SLT Member/Parent	3/24	4/25	5/12	6/2						
Jennifer Diamon	SLT Member/Parent	3/24	4/25	5/12	6/2						
Angela Sett	SLT Member/UFT Rep	3/24	4/25	5/12	6/2						
Ms. Gottesman	ILT Member/ELA Teacher	3/15 3/17 3/22	4/5 4/7	5/4 5/5 5/16 5/25	6/7						
Mr. Dougherty	ILT Member/SWD Teacher		4/5 4/7	5/4 5/5 5/16 5/25	6/7						
Ms. Abel	ILT Member/Math Teacher	3/15 3/17 3/22	4/5 4/7	5/4 5/5 5/16 5/25	6/7						
Andrea Sett	ILT Member/IEP Teacher	3/15 3/17 3/22	4/5 4/7	5/4 5/5 5/16 5/25	6/7						
Mr. Puleo	ILT Member/ENL Teacher	3/15 3/17 3/22	4/5 4/7	5/4 5/5 5/16 5/25	6/7						
Ms. Charlemagne	ILT Member/SWD Teacher	3/15 3/17 3/22	4/5 4/7	5/4 5/5 5/16 5/25	6/7						
Ms. Thompson	ILT Member/ELA Teacher	3/15 3/17 3/22	4/5 4/7	5/4 5/5 5/16 5/25	6/7						
Ms. Khalfia	ILT Member/Science Teacher	3/15 3/17 3/22	4/5 4/7	5/4 5/5 5/16 5/25	6/7						

Mr. Amari	ILT Member/ELA Teacher	3/15 3/17 3/22	4/5 4/7	5/4 5/5 5/16 5/25	6/7						
Danika Gayle	Student	5/3	5/6	6/8							
Danane Reyes	Student	5/3	5/6	6/8							
Christiano Aimes	Student	5/3	5/6	6/8							
Elijah Donaldson	Student	5/3	5/6	6/8							
Angelina Rivera	Student	5/3	5/6	6/8							
Sebastien Balan	Student	5/3	5/6	6/8							
Shavonique Mills	Student	5/3	5/6	6/8							
Tia Edwards	Student	5/3	5/6	6/8							
Jamar Juste	Student	5/3	5/6	6/8							
Tyler Prince Malacio	Student	5/3	5/6	6/8							
Malika Forsythe	Student	5/3	5/6	6/8							
Taraji Adams	Student	5/3	5/6	6/8							
Kayla Mattis	Student	5/3	5/6	6/8							
Elijah Lewis-Sarauw	Student	5/3	5/6	6/8							
Jordan Nelson	Student	5/3	5/6	6/8							

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Targeted Support and Improvement
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Provide your school's mission statement:	At Roy H. Mann, The School for Architectural Design and Innovative Technology, our mission is to provide all students with engaging, rigorous, and technology based learning opportunities, as well as meaningful enrichment opportunities that prepare them for college and career readiness, in alignment with the Common Core Learning Standards. In partnership with staff, families, and the community, we foster the emotional, social and intellectual growth of our students in order to prepare them to reach their full academic potential and become outstanding citizens.
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<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>Roy H. Mann Intermediate School 78 is comprised of 511 students. General Education - 68.7% Special Education - 25% English Language Learners – 6.3% 2021 - 2022 Instructional Focus - We will support the social, emotional and academic learning of each student in an inclusive environment using multiple sources of data to design targeted instruction for all students which will result in improved performance. We have current partnerships with the following organizations: Millennium Development provides after school enrichment and sports programs for our students. The program meets in-person and virtually. Marquis Studios Art Residents Program provides after school dance and art program for our students virtually. Interborough School Mental Health Prevention and Intervention Program Grant Partnership to support student wellness and with a focus on the social emotional needs of students. Students at Roy H. Mann participate in the Schoolwide Enrichment Model. The Schoolwide Enrichment Model (SEM) is an enrichment program used to develop the strengths and talents of all students. The SEM provides enriched learning experiences and higher learning standards for all children through three goals; developing talents in all children, providing a broad range of advanced-level enrichment experiences for all students, and providing advanced follow-up opportunities for young people based on their strengths and interests. The SEM focuses on enrichment for all students through high levels of engagement and the use of enjoyable and challenging learning experiences that are constructed around students' interests, learning styles, and preferred modes of expression. Students will select a SEM cluster to participate in during the fall semester and a second SEM cluster to participate in during the spring semester. SEM clusters will meet once a week for two periods. The SEM program will give students the ability to create something while working with teachers in a non- academic arena. Students will choose from the following SEM options: Master Chef Wood Design Dancing with the Stars STEM Robotics STEM Coding & 3D Design Mindful Fitness Fitness and Wellness Fine Arts All sixth-grade students receive one period per week of Student Organization Skills (SOS) Program. The Curriculum is adapted from the book, The Middle Schools Students Guide to Ruling the Word Students receive binders, paper, pencils and other school supplies as part of the class All students receive 2 additional ELA & Math periods per week to address learning loss and focus on targeted areas of student need. As part of the completing the 2022 - 2023 CEP with held focus groups with students who provided key information including: - A need for an organization skills program that includes social emotional support - Ensuring students who state they feel safe traveling to and from school. - Providing a series of events and supporting families in attending school meeting or event - An additional focus on ELA and Math support including small group tutorial in address learning loss We met with a cross section of students from all of the identified subgroups. We held planning meetings, focus groups and follow up meetings with the students where we shared the plan with the students. The Equity Self-Reflection was a key component in creating our plan. Reviewing it led us to analyzing our ELA curriculum to ensure what students read are reflective of their culture and self's. In addition it helped shape our Supportive Environment goals with a particular focus on student voice.</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	6-8	Expeditionary Learning	Adapted by the ELA Department to ensure equity in the novels and short stories
ELA	6-8	Achieve3000	Utilized as a remote enrichment support program
Math	6-8	enVison Math	Adapted by the Math department to include Go Math
Math	6-8	Iready Math	Utilized as a remote enrichment support program

<p>Summarize key strengths that contributed to the achievement of the previous year's annual goals.</p>	<p>ELA key strengths that contributed to the achievement of the previous year's annual goals: - Teachers incorporated academic vocabulary in both in-school lesson and virtual lesson - Emphasis on pre-reading text with vocabulary - Narrowing down vocabulary per unit - Using context clues and the Frayer model - Focusing on root words - Independent reading to build reading stamina - Increasing length on complexity of text to build reading stamina - Focusing on annotated text - Students completed short responses using elements of the RACCES protocol and are building to long response essays - The school updated Curriculum Pacing to Address Hybrid Learning ensuring that we prioritize focus standards - Provided students with targeted AIS periods focusing on reinforcing's skills learned in the classroom and targeted areas of student needs based on assessment data - Purchased Achieve3000 to support struggling students through a self-paced leveled interactive math program - The school updated Curriculum Pacing to Address Hybrid Learning ensuring that we prioritize focus standards - Quarterly Mock State Exams to provide teachers with data content covered - Focusing on assessing in real team and make quick shirts in order to meet the needs of all students - Providing struggling students with a remote after school AIS program - Providing professional learning for teachers in delivering remote instruction, on the spot assessment, incorporating academic vocabulary and the RACCES writing protocol - Dedicating the morning preparation period as a time for Professional Learning Communities to meet, analyze data, design aligned instruction and plan targeted support - Ensuring students had access to educational materials by organizing ELA materials into student bundles, contacting remote families, having families of remote students pick up materials during designated times and providing every student with a technological device</p> <p>Math key strengths that contributed to the achievement of the previous year's annual goals: - Provided training videos for teachers to support them in remote instruction including one on how to use breakout rooms in zoom as part of the Roy H. Mann video PD series - Provided SWD students with targeted AIS periods focusing on reinforcing's skills learned in the classroom and targeted areas of student needs based on assessment data - Teachers incorporated number talks and incorporate number sense routines in their lessons - Students explained problems and how they solved the problem in order to better understand what is being asked - Students routinely completing part 2 extended response questions including written response - Purchased ILearn to support struggling students through a self-paced leveled interactive math program - The school updated Curriculum Pacing to Address Hybrid Learning ensuring that we prioritize focus standards - Quarterly Mock State Exams to provide teachers with data content covered - Focusing on assessing in real team and make quick shirts in order to meet the needs of all students - Providing struggling students with a remote after school AIS program - Providing professional learning for teachers in delivering remote instruction, on the spot assessment, incorporating Algebra for All Strategies - Dedicating the morning preparation period as a time for Professional Learning Communities to meet, analyze data, design aligned instruction and plan targeted support - Ensuring students had access to educational materials and manipulative by organizing Math materials into student bundles, contacting remote families, having families of remote students pick up materials during designated times and providing every student with a technological device</p>
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<p>Identify significant challenges or obstacles that may have negatively impacted the achievement of the previous year's annual goals.</p>	<p>While we were able to achieve our desired results Covid-19 issues continued to make it very challenging. Some challenges we faced were: - Students and staff missing instructional time due to contracting Covid-19 - Teachers struggling to group students due to social distancing requirements and upticks in pandemic numbers throughout the school year - Teachers leaving mid-year due to vaccination requirements - Focusing on Social/Emotional Health - Covid-19 Testing interrupting instruction</p>
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<p>The Equity Self-Reflection is designed to support schools as they consider how their school currently supports Culturally Responsive-Sustaining (CR-S) Education principles and allows for the creation of an equitable learning environment where all experience dignity, a sense of belonging, and inclusion:</p> <p>Describe how the <i>Equity Self-Reflection</i> informed the development of the plan.</p>	<p>The Equity Self-Reflection enabled our team to review how our school currently supports Culturally Responsive-Sustaining (CR-S) Education principles and plan for the creation of an equitable learning environment where all experience dignity, a sense of belonging, and inclusion. Below are areas in our CEP that were directed impacted by the Equity Self-Reflection and the conversations we had with stakeholders based on the Equity Self-Reflection:</p> <ul style="list-style-type: none"> - Ensure teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations. - - Ensuring novels and short stories relate to students - Ensuring all students have equity and access to everything the need to be successful in instruction - Designing events for families where students can show a range of talents
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<p>Student Interviews are essential to fully understand what this past year has meant for students by providing opportunities for students to share their experiences and their hopes for school moving forward. To make sure that the student experience is at the center of the Comprehensive Education Plan:</p> <p>Describe how <i>Student Interviews</i> informed the development of the plan</p>	<p>Student Interviews informed the development of the plan. Below are areas in our CEP that were directed impacted by student interviews: - Students are still struggling in grasping academic vocabulary - Students feel more confident on how to find and cite textual evidence but are struggling in explaining their evidence in written response - Students feel the novels and short stories relate to them and would like to see this continue - Students feel they are still catching up and feel they missed some math concepts during the pandemic - Students feel they make what they called “Silly errors” on math problems that costs them points - Students feel they struggle to use the calculator but when they are able to it helps them greatly - Students stated they struggle organizing their documents, lack study skills and at times do not have supplies needed for school - Student interviews students are still adjusting back a regular school environment continue to need support in this area. - Students would like positive behavioral support programs to and rewards to continue to feel safe in school - Students would like to see safe at and around dismissal in order to feel safe - Students felt that the school created surveys and DESSA surveys allowed them to express their concerns and appreciated the follow up support they received - Students would like a robust afterschool program in order to have opportunities to attend safe fun programs afterschool</p>
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Evidence-Based Intervention

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

- **Option 1:** Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>
- **Option 2:** Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development
- **Option 3:** Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

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

Select an Option:	,State-Supported Evidence Based Strategy
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State-Supported Evidence Based Strategy

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

Strategy	Response
Strategy Identified	Professional Learning Communities
CEP Goal(s) this strategy will support	ELA & Math Goals

Clearinghouse-Identified

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

Strategy	Response
N/A	N/A
N/A	N/A

<p>Clearinghouse used and corresponding rating</p> <p>For the three dropdowns below, select a response from one dropdown menu only for the clearinghouse used, select N/A for the others.</p> <p>What Works Clearinghouse</p>	N/A
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Social Programs That Work	N/A
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Blueprints for Healthy Youth Development	N/A
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School-Identified

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

Strategy	Response
N/A	N/A
N/A	N/A
N/A	N/A

School Accountability Data

Subgroup	SCHOOL ACCOUNTABILITY STATUS	Accountability Status for Subgroup in 19-20 school year	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
Black	TSI	Targeted Support and Improvement	2	2	2	-	3	4
Hispanic	TSI	Targeted Support and Improvement	2	3	2	-	3	3
SWD	TSI	Targeted Support and Improvement	2	3	2	-	3	3

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

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

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

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

AREA OF CONCENTRATION – ELEMENTARY/MIDDLE SCHOOL ELA

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students struggle with questions based on academic vocabulary	<p>Previous ELA State exam data from the Item Skills Analysis has shown that our students answer have a correct response % below the city average for the 28 questions on grades 6-8 ELA exams that pertain to word meaning. Benchmark assessments data from the 2020-2021 school year also holds to similar data points. Only 45.4% of students answered questions involving word meaning correctly on our benchmark assessments in 2020-2021. Mock ELA Exam benchmark assessments and subsequent item skill analysis from assessments has shown that student’s correct response rate is lower when answering questions pertaining to word meaning than other standards. I-Ready data shows student’s correct response rate is lower when answering questions pertaining to word meaning than other standards. Observations and class assessments studied at ILT meetings have revealed that students have issues with vocabulary when answering questions. Student work samples studied at ILT meetings have shown that students have issues answering extended response questions due to issues with word meaning. Students stated in interviews they are still struggling in grasping academic vocabulary</p>	<p>Trends that arise prove that students have issues with understanding the meaning of words when answering multiple choice, short response, and extended response questions. We noticed that if we plan for deficiencies in vocabulary and break down vocabulary with students (mentioned in plans) that we get better outcomes. Wondered if we should specifically mention vocabulary in the previous lesson deficiencies section, embed academic vocabulary into lessons and if there should be a specific unit on Academic Vocabulary for all students taught by ELA teachers at the beginning of the year.</p>
Students struggle to explain the textual evidence in their writing	<p>Previous ELA State exam data from that has shown that our students have issues explaining their textual evidence in written responses. Benchmark assessments data from the 2021-2022 school year also holds to similar data points. Observations and class assessments have revealed that while students have improved in citing textual evidence, they are struggling to explain their textual evidence when answering written response questions. Mock ELA Exam benchmark assessments and subsequent item skill analysis from assessments has shown that while students are now able to cite textual evidence, they are struggling to explain their cited textual evidence in their written response in order to prove their point. Observations and class assessments as well as student work samples studied at ILT meetings have revealed that students have issues explaining how the textual evidence they have gather supports your answer and in giving examples from the connections they made. Students stated in interviews they feel more confident on how to find and cite textual evidence but are struggling in explaining their evidence in written response. They also feel the novels and short stories relate to them and would like to see this continue</p>	<p>2. Explaining Evidence to Support your Claim – Trends that arise prove that though we have come a long way in the RACCES writing protocol and in our work in ELA (gains the past several years). Students have improved in citing relevant evidence successfully. Through classroom observations, Common Planning Time Meetings, Instructional Leadership Team Meetings and reviewing student work samples we noticed that students are struggling to explain how the textual evidence they have gathered supports your answer and to give examples from the connections in their written responses using their own words. Wondered if we could create graphic organizers for students to support them in citing and then explaining their textual evidence.</p>
N.A.	N.A.	N.A.

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
Students with Disabilities	67.6	By June, 2023, Elementary/Middle School ELA for Students with Disabilities will Increase 1.5 Point, from 67.6 to 69.1, as measured by Academic Achievement Index.
Hispanic	120.0	By June, 2023, Elementary/Middle School ELA for Hispanic will Increase 1.5 Point, from 120.0 to 121.5, as measured by Academic Achievement Index.
Black	112.6	By June, 2023, Elementary/Middle School ELA for Black will Increase 1.5 Point, from 112.6 to 114.1, as measured by Academic Achievement Index.

Progress Measures and Targets

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

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	Period 1: Beginning of Year (BOY) Progress Target	Period 2: Middle of Year (MOY) Progress Target	Period 3: End of Year (EOY) Progress Target
		67.6			
School Created Interim Exams using previously released New York State Exam Questions – SWD	Academic Achievement Index Performance Increase	67.6	68.1	68.6	69.1
School Created Interim Exams using previously released New York State Exam Questions – Hispanic	Academic Achievement Index Performance Increase	120.0	120.5	121	121.5
School Created Interim Exams using previously released New York State Exam Questions – Black/African American	Academic Achievement Index Performance Increase	112.6	113.1	113.6	114.1

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?)
07/05/2022	08/31/2022	Update Curriculum Pacing to 2022 - 2032 Program Guidelines and align to the Next Generation Standards.
07/05/2022	08/31/2023	Connive the ELA equity team to review all novels and short stories and ensuring equity and reading students will be given throughout the school year reflect and represent all groups of students. Social Studies curriculum will also be reviewed and modifications will be made to express culturally responsive work. We will also ensure reading Social Studies are culturally responsive.
09/01/2022	11/30/2022	The ELA Bil will provide ELA teachers with a series of targeted Professional Learning on How to Unlock Vocabulary with Word-Learning Strategies (Advanced Literacies Hallmark 4) and Teaching Foundational Skills to Avoid Computation Errors. Teachers will provide feedback on the PL's sessions using a shared Google Form. Administration will review the form along with Observation Data to determine the effectiveness of the PL's sessions and next steps.

09/01/2022	09/30/2022	Provide professional development for teachers on Hallmark 4 of the Hallmarks of Advanced Literacy (Highly Utilized Vocabulary) to support teachers in address our priority need of deficiencies in vocabulary and break down vocabulary. Provide professional development for teachers on supporting students in explaining textual evidence in their writing when completing written response questions.
09/01/2022	10/31/2022	Provide professional development for ELA, SS and Science teachers on how to use the document camera as an instructional tool.
09/01/2022	09/30/2022	We will ensure that all teachers are routinely checking in with student throughout the course of the first semester. Social/Emotional checks will be part of the everyday norm with struggling students being provided support by the Guidance Counselors.
09/01/2022	10/31/2022	Teachers will embed State ELA Exam Questions and language from ELA State Exams into instruction.
09/01/2022	10/31/2022	The ELA BIL will lead an Inquiry Group consisting of stakeholders from the ELA, Social Studies and Science Departments centering on an identified problem of practice. The BIL will meet with the team during the Tuesday Professional Learning Community Time, conduct model and co-taught lessons and provide feedback to the administrative cabinet.
09/01/2022	10/31/2022	Teachers who teach ENL students will analyze ELL targeted data reports for ENL students and utilize this information to plan and revise instruction
09/01/2022	10/31/2022	The ENL teacher will meet as part of common planning time with the general education ENL teachers to plan targeted instruction for ENL students based on the results from the Initial Benchmark Exam in September
09/01/2022	12/31/2022	The ILT Team will meet bi-weekly to analyze data from benchmark assessment, review student work through the inquiry model, discuss best practices and review data reports in order to target quick changes that will lead to student success. The ILT team will share the findings with the ELA Learning Community.
09/01/2022	10/31/2022	Targeted subgroup students will be provided academic enrichment using I-Ready to support them in areas of need as part of their school day
09/01/2022	10/31/2022	We will track teacher growth through the observation process and the effectiveness of PD provided to teachers. We will review our finding through scheduled academic cabinet meetings.
09/01/2022	10/31/2022	During their ELA classes students will be tasked with breaking down highly utilized vocabulary and explaining textual evidence in their writing.
11/01/2022	12/23/2022	We will continue to track teacher growth through the observation process and the effectiveness of PD provided to teachers. We will review our finding through scheduled academic cabinet meetings.
11/01/2022	11/30/2022	Students will take a November benchmark exam. The exam will consist of reading passages and released questions from previous state exams. The exam will be scored using Schoolnet. Teachers will review data from the first quarterly benchmark assessment. They will design and implement instructional practices and strategies that provide adaptations and enrichment for all students based on the results of the assessment.
11/01/2022	12/23/2022	Teachers will continue to receive Professional Development on Hallmark 4 of the Hallmarks of Advanced Literacy (Highly Utilized Vocabulary) to support teachers in address our priority need of deficiencies in vocabulary and break down vocabulary.
11/01/2022	12/23/2022	Teachers will continue to receive professional development on how to explaining textual evidence in their writing when completing written response questions.
11/01/2022	12/23/2022	Teachers will continue to be provided with Professional Development based on a review of student data, work products and teacher observation data.
11/01/2022	12/23/2022	Teachers will continue to embed State ELA Exam Questions into instruction.
11/01/2022	12/23/2022	The ELA BIL will continue to lead an Inquiry Group consisting of stakeholders from the ELA, Social Studies and Science Departments centering on an identified problem of practice. The BIL will meet with the team during the Tuesday Professional Learning Community Time, conduct model and co-taught lessons and provide feedback to the administrative cabinet.

11/01/2022	12/23/2022	Provide ongoing professional development for ELA, SS and Science teachers on how to use the document camera as an instructional tool. Having teachers model best practices for colleagues.
11/01/2022	12/23/2022	To support students in understanding academic vocabulary we ELA teachers will focus on pre-reading text with vocabulary. In addition, teachers will narrow down vocabulary per unit and teach students how to use context clues and root words to better understand unknown vocabulary. Students will also annotate text to support them in this area.
12/01/2022	12/23/2022	Teachers will review the first quarter progress monitoring. We will address areas of concern and make modifications to instruction based on the results.
01/02/2023	01/31/2023	Teachers will continue to receive Professional Development on Hallmark 4 of the Hallmarks of Advanced Literacy (Highly Utilized Vocabulary) to support teachers in address our priority need of deficiencies in vocabulary and break down vocabulary.
01/02/2023	01/31/2023	Teachers will continue to receive professional development on how to explaining textual evidence in their writing when completing written response questions.
01/02/2023	01/31/2023	Teachers will continue to be provided with Professional Development based on a review of student data, work products and teacher observation data.
01/02/2023	01/31/2023	Pushable level 2 subgroup students will receive AIS small group tutoring support during lunch time and after-school.
01/02/2023	01/31/2023	Teachers will participate in a Professional Learning Session on student led discussion which connects to Domain 3B of the Danielson Frame for Teaching.
01/02/2023	01/31/2023	The ELL teacher will work with ELL students to ensure their understanding of highly utilized vocabulary in preparation for high stakes exams.
01/02/2023	01/31/2023	The ILT will continue to meet bi-weekly to review student work through the inquiry model, discuss best practices and review data reports in order to target quick changes that will lead to student success.
01/02/2023	01/31/2023	The School- Based Temporary Housing Liaison will reach out to Parents of students in temporary housing to ensure their blue cards are up to date and to invite them to the February Parent/Teacher Conference
01/02/2023	03/30/2023	The School- Based Temporary Housing Liaison will reach out to Parents of students in temporary housing to ensure their blue cards are up to date and to invite them to the mid-year Parent/Teacher Conference.
01/02/2023	04/30/2023	To support building reading stamina all students will continue to be assigned independent reading with increased length and complexity throughout the year.
01/02/2023	01/31/2023	The ELA BIL will continue to lead an Inquiry Group consisting of stakeholders from the ELA, Social Studies and Science Departments centering on an identified problem of practice. The BIL will meet with the team during the Tuesday Professional Learning Community Time, conduct model and co-taught lessons and provide feedback to the administrative cabinet.
01/02/2023	01/31/2023	To support students in understanding academic vocabulary we ELA teachers will continue to focus on pre-reading text with vocabulary. In addition, teachers will continue narrow down vocabulary per unit and teach students how to use context clues and root words to better understand unknown vocabulary. Students will also continue annotate text to support them in this area
01/02/2023	01/31/2023	Administer a Mid-Year Benchmark Assessment in ELA to determine student's weakness areas and progress. The Benchmark will consist of released passages and questions from previous ELA State Exams. The exam will be scored using Schoolnet. Data will be shared with teachers by grade, class subgroup and by individual student.
01/02/2023	01/31/2023	Teachers will work during collaborative planning to plan for student misconception and pre-plan questions that promote student thinking.
01/02/2023	01/31/2023	We will continue to track teacher growth through the observation process and the effectiveness of PD provided to teachers. We will review our finding through scheduled academic cabinet meetings.
01/02/2023	01/31/2023	We will plan a Saturday for pushable level 1,2 &3 students based on State Exam data, Benchmark data and i-Ready Data.

01/02/2022	01/31/2023	We will plan an afterschool program for pushable level 1,2 &3 students based on State Exam data, Benchmark data and i-Ready Data.
09/01/2022	01/31/2023	We will ensure that all teachers are routinely checking in with student throughout the course of the first semester. Social/Emotional checks will be part of the everyday norm with struggling students being provided support by the Guidance Counselors. The suggested lesson plan template has been updated to include SEAL (Social, Emotional, and Academic Learning Connections) for each lesson.
01/02/2023	01/31/2023	Provide ongoing professional development for ELA, SS and Science teachers on how to use the document camera as an instructional tool. Having teachers model best practices for colleagues and conduct intervisitations.
12/01/2022	03/31/2023	We will provide ELA teachers with a series of targeted Professional Learning on How to Unlock Vocabulary with Word-Learning Strategies (Advanced Literacies Hallmark 4) and Teaching Foundational Skills to Avoid Errors.
11/01/2022	12/31/2022	We will provide a PL's session for all teachers on how to review assessment data in i-ready.
12/01/2022	01/15/2023	We will plan a lunchtime tutorial program to support pushable level 1, 2 &3 students in preparing for high stakes exams as identified using benchmark and i-ready data.
09/01/2022	01/31/2023	We will ensure that all teachers are routinely checking in with student throughout the course of the first semester. Social/Emotional checks will be part of the everyday norm with struggling students being provided support by the Guidance Counselors. The suggested lesson plan template has been updated to include SEAL (Social, Emotional, and Academic Learning Connections) for each lesson.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	03/31/2023	Teachers will continue to receive Professional Development on Hallmark 4 of the Hallmarks of Advanced Literacy (Highly Utilized Vocabulary) to support teachers in address our priority need of deficiencies in vocabulary and break down vocabulary. Teachers will continue to receive professional development on how to explaining textual evidence in their writing when completing written response questions.
02/01/2023	03/31/2023	Teachers will continue to be provided with Professional Development based on a review of student data, work products and teacher observation data.
02/01/2023	05/31/2023	ELA, SS and Science teachers will continue to be provided ongoing professional development on how to use the document camera as an instructional tool. Teachers will continue to model best practices and will be offered intervisitations.
02/01/2023	03/31/2023	Pushable level 2 subgroup students will receive AIS small group tutoring support during lunch time (if allowed) and after-school based either in-person or virtually based on Covid-19 restrictions.
02/01/2023	03/31/2023	The ELA BIL will continue to lead an Inquiry Group consisting of stakeholders from the ELA, Social Studies and Science Departments centering on an identified problem of practice. The BIL will meet with the team during the Tuesday Professional Learning Community Time, conduct model and co-taught lessons and provide feedback to the administrative cabinet.
02/01/2023	03/31/2023	Teachers will review data from the second quarterly benchmark assessment. They will design and implement instructional practices and strategies that provide adaptations and enrichment for all students based on the results of the assessment
02/01/2023	03/31/2023	Students will continue receive targeted instruction based on our identified priority needs areas and on specific skills to prepare them for the 2023 ELA State Exam.
02/01/2023	03/31/2023	We will continue to track teacher growth through the observation process and the effectiveness of PD provided to teachers. We will review our finding through scheduled academic cabinet meetings.

02/01/2023	03/31/2023	Teachers will review the mid-year progress monitoring. We will address areas of concern and make modifications to instruction based on the results.
04/01/2023	04/30/2023	Targeted pushable ELL, SWD and Hispanic students will be identified to attend the Spring Break ELA Academy.
04/01/2023	05/31/2023	Teachers will continue to receive Professional Development on Hallmark 4 of the Hallmarks of Advanced Literacy (Highly Utilized Vocabulary) to support teachers in address our priority need of deficiencies in vocabulary and break down vocabulary.
04/01/2023	05/31/2023	Teachers will continue to receive professional development on how to explaining textual evidence in their writing when completing written response questions.
04/01/2023	05/31/2023	Teachers will continue to be provided with Professional Development based on a review of student data, work products and teacher observation data.
04/01/2023	05/31/2023	The ELA BIL will continue to lead an Inquiry Group consisting of stakeholders from the ELA, Social Studies and Science Departments centering on an identified problem of practice. The BIL will meet with the team during the Tuesday Professional Learning Community Time, conduct model and co-taught lessons and provide feedback to the administrative cabinet.
06/01/2023	06/30/2023	Teachers will continue to receive professional development on how to explaining textual evidence in their writing when completing written response questions.
06/01/2023	06/30/2023	Teachers will continue to be provided with Professional Development based on a review of student data, work products and teacher observation data and school need.
06/01/2023	06/30/2023	Teachers will continue to be provided with Professional Development based on a review of student data, work products and teacher observation data.
06/01/2023	06/30/2023	We will review end of the year assessments and design instruction to bridge the gap for struggling students
06/01/2023	06/30/2023	Teachers will review data from the fourth quarterly benchmark assessment. They will design and implement instructional practices and strategies that provide adaptations and enrichment for all students based on the results of the assessment
06/01/2023	06/30/2023	We will plan rigorous summer activities in ELA and Math for all students to prevent a summer slip
06/01/2023	06/30/2023	We will hold an eighth grade academic support program for struggling eighth graders supporting them in completing assignments in order to support them in promoting to high school.
06/01/2023	06/30/2023	Administrators, Teachers and the SLT will review the fourth quarter progress monitoring. Administrators, Teachers and the SLT will use the data to support the building of the 2023 – 2024 CEP.
06/01/2023	06/30/2023	ELA, SS and Science teachers will continue to be provided ongoing professional development on how to use the document camera as an instructional tool. Teachers will continue to model best practices and will be offered intervisitations.
09/01/2022	10/31/2022	We will modify our suggested lesson plan template to include CEP/District Goals Addressed in this Lesson. This will ensure that each lesson addresses an area outlined in our CEP and/or District Goals.
02/01/2023	05/05/2023	We will provide a lunchtime tutorial program to support pushable level 1,2 &3 students in preparing for high stakes exams as identified using benchmark and i-Ready data.
04/11/2023	04/13/2023	We provided subgroup students with a Spring Break Math Academy. The Academy will support Grade 6 students in preparing for high stakes exams as identified using benchmark and i-ready data.
02/21/2023	02/23/2023	We will hold a Grade 6 February Break virtual ELA and Math Academy. The Academy will support Grade 6 students in preparing for high stakes exams as identified using benchmark and i-ready data.
02/01/2023	03/31/2023	We will ensure that all teachers are providing mid-year check-ins with students. Social/Emotional checks will be part of the everyday norm with struggling students being provided support by the Guidance Counselors.

02/01/2023	06/27/2023	We will continue to provide ELA teachers with a series of targeted Professional Learning on How to Unlock Vocabulary with Word-Learning Strategies (Advanced Literacies Hallmark 4) and Teaching Foundational Skills to Avoid Errors. Teachers will provide feedback on the PL's sessions using a shared Google Form. Administration will review the form along with Observation Data to determine the effectiveness of the PL's sessions and next steps.
02/27/2023	03/06/2023	We will provide a PL's session for all teachers on how to review assessment data in i-ready. We will then dedicate time for teachers to conduct a data dive on their students using Mid-Year i-ready data and our school created Mid-Year Benchmark. We will also have teachers dedicate common planning time to review the i-ready data and our school created Mid-Year Benchmark in order to provide targeted instruction that best meets their student's needs.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/01/2022	10/30/2022	We will provide a Parent Workshop in conjunction with the October PTA Meeting on the Advanced Literacy initiative and how parents can support their children.	N/A
09/06/2022	06/25/20223	We will provide parents updates on their students' progress using I.O. Educational Gradebook	N/A
9/06/2022	06/25/2023	We will provide parents updates through parent square, our website, twitter, Facebook and School Messenger.	N/A
12/1/2022	12/23/2023	We will review with families the novels and readings their students are receiving throughout the school year and receive feedback in order to ensure readings are equitable and represent the different groups in our school community.	N/A
01/05/2023	01/31/2023	We will provide a Parent Workshop in conjunction with our January PTA meeting on how families can support students in preparing for high stakes exams.	N/A

Human Resources	Purchase ELA I-ready, Teacher Per-Session for the ELA After-school Program , Purchase I.O. Gradebook, Purchase School Messenger, Teacher Per Diem AIS small group intervention
Instructional Resources	Novels that ensure equity
Schedule Adjustments	Schedule Per Session, Per Diem and NYSTL Software
Other Resources Needed	N/A

AREA OF CONCENTRATION – ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students struggled computation and foundational skills	Previous Math State exam data from the Item Skills Analysis have shown that our students answer have a correct response % below the city average for questions on grades 6-8 Math exams that pertain to multi-step math problems. Benchmark assessments data from the 2021-2022 school year also holds to similar data points. Students answered questions incorrectly based on making computation errors. i-Ready Data from 2021-2022 showed that students lacked basic foundational skills Observations and class assessments have revealed that students have issues computation and lack the foundational skills to complete the problem. Students stated in interviews they are still catching up and feel they missed some concepts during the pandemic	Trends that arise prove that students have issues with computation and lack foundational mathematics entering sixth grade. We noticed that if we imbed multiple choice and multi-step exam questions in our daily lesson plans/benchmark assessments and have students review the steps they used to solve the problem we have a better chance at success for our students. We also noticed that if we plan for possible student misconceptions, we have a better chance at success. Wondered if we should practice eliminating the multiple choice answers for students and see if that would change outcomes based on selecting a wrong answer that is ½ way through a problem.
Students struggled in how to use the calculator	Previous Math State exam data from that has shown that our students struggle with computation which could be support by a better understanding of how to use a calculator Benchmark assessments data from the 2021-2022 school year also holds to similar data points. Students made computation errors which led to answering problems incorrectly. Observations and class assessments have revealed that students who master the use of the calculator tend to make fewer computation errors which leads to better results on classwork, class exams and benchmark exams.	Trends that arise prove that though students have improved throughout the course of the year, they are still making errors in computation that led to incorrect responses. We noticed that students who have mastered the use of the calculator tend to make fever, if any computation errors which increased their correct answer response rate. Many of our teacher's plans include anticipated misconceptions which many times leans toward students making computation errors and reviewing basic mathematical concepts. We wondered if we should dedicate PD time to train teachers on how to teach the use of the calculator and dedicate class time to teach students how to use a calculator.
N.A.	N.A.	N.A.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Students with Disabilities	57.0	By June, 2023, Elementary/Middle School Math for Students with Disabilities will Increase 1.5 Point, from 57.0 to 58.5, as measured by Academic Achievement Index.
Hispanic	103.7	By June, 2023, Elementary/Middle School Math for Hispanic will Increase 1.5 Point, from 103.7 to 105.2, as measured by Academic Achievement Index.
Black	92.1	By June, 2023, Elementary/Middle School Math for Black will Increase 1.5 Point, from 92.1 to 93.6, as measured by Academic Achievement Index.

Progress Measures and Targets

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

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	Period 1: Beginning of Year (BOY) Progress Target	Period 2: Middle of Year (MOY) Progress Target	Period 3: End of Year (EOY) Progress Target
		57			
School Created Interim Exams using previously released New York State Exam Questions – SWD	Academic Achievement Index Performance Increase	57	57.5	58	58.5
School Created Interim Exams using previously released New York State Exam Questions – Hispanic	Academic Achievement Index Performance Increase	103.7	104.2	104.7	105.2
School Created Interim Exams using previously released New York State Exam Questions – Black/African American	Academic Achievement Index Performance Increase	92.1	92.6	93.1	93.6

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?)
07/05/2022	08/31/2022	Update Curriculum Pacing to align with the Next Generation Standards and prioritize focus standards.
09/01/2023	01/31/2023	Math teachers will be provided targeted Professional Learning on How to Support Foundational Skills, Using the Calculator and Breaking Down Multi-Step Questions . Teachers will provide feedback on the PL's sessions using a shared Google Form. Administration will review the form along with Observation Data to determine the effectiveness of the PL's sessions and next steps.
09/01/2022	10/31/2022	We will ensure all students have access to educational materials by organizing Math materials, calculators and manipulative's into student bundles, contacting remote families and having families of remote students pick up materials during designated times
09/01/2022	10/31/2022	Provide professional learning for teacher on our priority focus areas teaching foundation skill to support students who make computation errors and supporting students in using the calculator. Teachers will also receive ongoing professional development in Algebra for All Skills and Competencies developing rigorous instruction that students understanding of algebraic concepts and ensure all students have access to algebraic concepts.
09/01/2022	01/31/2023	We will ensure that all teachers are routinely checking in with student throughout the course of the first semester. Social/Emotional checks will be part of the everyday norm with struggling students being provided support by the Guidance Counselors.
09/01/2022	10/31/2022	The Math BIL will lead an Inquiry Group for sixth grade math teachers centering on an identified problem of practice. The BIL will meet with the team during the Tuesday Professional Learning Community Time, conduct model and co-taught lessons and provide feedback to the administrative cabinet.
09/01/2022	10/31/2022	Teachers will embed State Math Exam questions into instruction.
09/01/2022	10/31/2022	Teachers will meet in Professional Learning Communities in order to analyze data to design targeted instruction for all students
09/01/2022	10/31/2022	Teachers who teach ENL students will analyze up-to-date, targeted data reports for ENL students, utilizing this information plan and revise instruction and provide targeted support
09/01/2022	10/31/2022	Teachers who provide layers of support for ELL students such as translation of text and manipulatives based on each students NYSESLAT level and their specific needs

09/01/2022	10/31/2022	The ILT will meet bi-weekly to review student work through the inquiry model, discuss best practices in hybrid and remote settings and review data reports in order to target quick changes that will lead to student success.
09/01/2022	10/31/2022	Targeted subgroup students will be provided academic enrichment utilizing I-Ready to support them.
09/01/2022	10/31/2022	We will track teacher growth through the observation process and the effectiveness of PD provided to teachers. We will review our finding through scheduled academic cabinet meetings.
11/01/2022	12/23/2022	Teachers will continue to receive professional learning on our priority focus areas teaching foundation skill to support students who make computation errors and supporting students in using the calculator.
11/01/2022	12/23/2022	The Math BIL will continue to lead an Inquiry Group for sixth grade math teachers centering on an identified problem of practice. The BIL will meet with the team during the Tuesday Professional Learning Community Time, conduct model and co-taught lessons and provide feedback to the administrative cabinet.
11/01/2022	12/23/2022	Teaches will continue to receive ongoing professional development in Algebra for All Skills and Competencies developing rigorous instruction that students understanding of algebraic concepts and ensure all students have access to algebraic concepts
11/01/2022	11/30/2022	Students will take a November benchmark exam. The exam will consist of released questions from previous state exams. The exam will be scored using Schoolnet.
11/01/2022	12/23/2022	Teachers will review data from the November benchmark assessment. They will design and implement instructional practices and strategies that provide adaptations and enrichment for all students based on the results of the assessment.
11/01/2022	12/23/2022	The ILT will continue to meet bi-weekly to review student work through the inquiry model, discuss best practices in hybrid and remote settings and review data reports in order to target quick changes that will lead to student success.
11/01/2022	12/23/2022	Students will continue to break down math problems into multiple steps
11/01/2022	12/23/2022	The Math BIL will continue to lead an Inquiry Group for sixth grade math teachers centering on an identified problem of practice. The BIL will meet with the team during the Tuesday Professional Learning Community Time, conduct model and co-taught lessons and provide feedback to the administrative cabinet.
11/01/2022	12/23/2022	The ENL Teacher will ensure translators are available for Parent/Teacher Conferences
11/01/2022	12/23/2022	Teachers will review the first quarter progress monitoring. We will address areas of concern and make modifications to instruction based on the results.
01/04/2023	02/02/0003	Teaches will continue to receive ongoing professional development in Algebra for All Skills and Competencies developing rigorous instruction that students understanding of algebraic concepts and ensure all students have access to algebraic concepts, with a particular focus on multi-step word problems.
01/02/2023	01/31/2023	Teachers will continue to be provided with Professional Development based on a review of student data, work products and teacher observation data.
01/02/2023	01/31/2023	Teachers will continue to receive professional learning on our priority focus areas teaching foundation skill to support students who make computation errors and supporting students in using the calculator.
01/02/2023	01/31/2023	Pushable subgroup students will receive AIS small group tutoring support during lunch time and after-school.
01/02/2023	01/31/2023	Teachers will support SWD students through SDI ensuring they have a greater understanding of academic vocabulary they struggled with based on the first quarter Benchmark Assessment
01/02/2023	01/31/2023	We will continue to track teacher growth through the observation process and the effectiveness of PD provided to teachers. We will review our finding through scheduled academic cabinet meetings.
01/02/2023	01/31/2023	The ILT will continue to meet bi-weekly to review student work through the inquiry model, discuss best practices in hybrid and remote settings and review data reports in order to target quick changes that will lead to student success.

01/04/2022	01/31/2022	The Math BIL will continue to lead an Inquiry Group for sixth grade math teachers centering on an identified problem of practice. The BIL will meet with the team during the Tuesday Professional Learning Community Time, conduct model and co-taught lessons and provide feedback to the administrative cabinet.
01/02/2023	01/31/2023	We will administer a Mid-Year Benchmark Assessment in Math to determine student's weakness areas and progress. The assessment will consist of New York State Released Questions. The assessment will be scored using Schoolnet. Data will be shared with teachers by grade, class subgroup and by individual student.
01/02/2023	01/31/2023	Teachers will continue to work during collaborative planning to plan for student misconception and pre-plan questions that promote student thinking.
01/02/2023	01/31/2023	Offer inter-visitations to teachers to support them in using the best practices of virtually learning
01/02/2023	01/31/2023	Teachers will review data from the Mid-Year quarterly benchmark assessment. They will design and implement instructional practices and strategies that provide adaptations and enrichment for all students based on the results of the assessment.
11/01/2022	11/30/2022	We will plan an afterschool ELA and Math AIS Program for subgroup pushable and slippable students.
11/01/2022	12/31/2022	We will plan a Saturday Remote AIS Program for subgroup students not identified for the afterschool program.
12/12/2022	01/16/2023	We will also plan a lunchtime tutorial program for additional subgroup students with a three to one student to teacher ratio.
12/01/2022	03/31/2023	We will provide Math teachers targeted Professional Learning on How to Support Foundational Skills, Using the Calculator and Breaking Down Multi-Step Questions .
10/01/2022	11/30/2022	We will provide a PL's session for all teachers on how to review assessment data in i-ready.
09/01/2022	10/31/2022	We will modify our suggested lesson plan template to include CEP/District Goals Addressed in this Lesson.
09/01/2022	01/31/2023	We will ensure that all teachers are routinely checking in with student throughout the course of the first semester. Social/Emotional checks will be part of the everyday norm with struggling students being provided support by the Guidance Counselors. The suggested lesson plan template has been updated to include SEAL (Social, Emotional, and Academic Learning Connections) for each lesson.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	03/31/2023	Teachers will continue to be provided with Professional Development based on a review of student data, work products and teacher observation data.
02/01/2023	03/31/2023	Teachers will continue to receive professional learning on our priority focus areas teaching foundation skill to support students who make computation errors and supporting students in using the calculator.
02/01/2023	03/31/2023	Teachers will design and implement instructional practices and strategies that provide adaptations and enrichment for Students based on the results from the second quarterly Benchmark Exam
02/01/2023	03/31/2023	Teachers and ILT will review the mid-year progress monitoring, address areas of concern and make modifications to instruction based on the results.
02/01/2023	03/31/2023	The Math BIL will continue to lead an Inquiry Group for sixth grade math teachers centering on an identified problem of practice. The BIL will meet with the team during the Tuesday Professional Learning Community Time, conduct model and co-taught lessons and provide feedback to the administrative cabinet.
02/01/2023	03/31/2023	Teachers who teach ENL students will analyze up-to- date, targeted data reports for ENL students, including mid- year ENL targeted data reports in January, and utilize this information and revise instruction

02/01/2023	03/31/2023	Pushable subgroup students will receive AIS small group tutoring support during lunch time and after-school.
03/01/2023	03/31/2023	We will continue to track teacher growth through the observation process and the effectiveness of PD provided to teachers. We will review our finding through scheduled academic cabinet meetings.
04/01/2023	04/30/2023	Subgroup students will be invited to attend the Spring Break Math Academy to prepare them for the 2023 State Exam.
04/01/2023	05/31/2023	Teaches will continue to receive ongoing professional development in Algebra for All Skills and Competencies developing rigorous instruction that students understanding of algebraic concepts and ensure all students have access to algebraic concepts
04/01/2022	05/31/2022	Teachers will continue to be provided with Professional Development based on a review of student data, work products and teacher observation data.
04/01/2023	05/31/2023	Teachers will continue to receive professional learning on our priority focus areas teaching foundation skill to support students who make computation errors and supporting students in using the calculator.
04/01/2023	05/31/2023	The Math BIL will continue to lead an Inquiry Group for sixth grade math teachers centering on an identified problem of practice. The BIL will meet with the team during the Tuesday Professional Learning Community Time, conduct model and co-taught lessons and provide feedback to the administrative cabinet.
04/01/2023	05/31/2023	Teachers will continue to meet in Professional Learning Communities in order to analyze data to design targeted instruction for all students
06/01/2023	06/25/2023	Teaches will continue to receive ongoing professional development in Algebra for All Skills and Competencies developing rigorous instruction that students understanding of algebraic concepts and ensure all students have access to algebraic concepts
06/01/2023	06/25/2023	Teachers will continue to receive professional learning on our priority focus areas teaching foundation skill to support students who make computation errors and supporting students in using the calculator.
06/01/2023	06/25/2023	Teachers will review end of the year assessments and design instruction to bridge the gap for struggling students
06/01/2023	06/25/2023	Teachers will plan rigorous summer activities in ELA and Math for all students to prevent a summer slip
06/01/2023	06/25/2023	Teachers will hold an eighth grade academic support program for struggling eighth graders supporting them in completing assignments in order to support them in promoting to high school.
06/01/2023	06/25/2023	Administrators, Teachers, ILT and the SLT will review the fourth quarter progress monitoring. Administrators, Teachers and the SLT will use the data to support the building of the 2023 – 2024 CEP.
02/01/2023	05/05/2023	We will provide an afterschool ELA and Math AIS Program for subgroup pushable and slippable students.
02/01/2023	05/05/2023	We will provide a Saturday Remote AIS Program for subgroup students not identified for the afterschool program.
02/01/2023	05/05/2023	We will also provide a lunchtime tutorial program for additional subgroup students with a three to one student to teacher ratio.
02/01/2023	06/27/2023	We will provide Math teachers targeted Professional Learning on How to Support Foundational Skills, Using the Calculator and Breaking down Multi-Step Questions. Teachers will provide feedback on the PL's sessions using a shared Google Form. Administration will review the form along with Observation Data to determine the effectiveness of the PL's sessions and next steps.
02/27/2023	03/06/2023	We will provide a PL's session for all teachers on how to review assessment data in i-ready. We will then dedicate time for teachers to conduct a data dive on their students using i-ready data. We will also have teachers dedicate common planning time to review the i-ready data in order to provide targeted instruction that best meets their student's needs.
02/01/2023	06/27/2023	We will ensure that all teachers are routinely checking in with student throughout the course of the first semester. Social/Emotional checks will be part of the everyday norm with struggling students being provided support by the Guidance Counselors.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/01/2022	10/31/2022	We will provide a Parent Workshop on the Algebra for all Initiative and ways parents can support their children.	N/A
09/06/2022	06/25/2023	We will provide parents updates through Parent Square, our website, twitter, Facebook and School Messenger	N/A
09/06/2021	06/25/2023	We will ensure parents have access to their students teachers through email and google classroom.	N/A
01/05/2023	01/31/2023	We will provide parent workshops on preparing your students for high stakes exams	N/A

Human Resources	Purchase Math I-Ready, Teacher Per-Session for Math After-school Program, Purchase I.O. Gradebook, Purchase School Messenger, Teacher Per Diem AIS small group intervention
Instructional Resources	Purchase workbooks, calculators and manipulates
Schedule Adjustments	Schedule Per Session, Per Diem and NYSTL Software
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)
To increase the percentage of teachers say that adults at their school teach students the organizational skills needed to be prepared for their next level.	New York City School Quality Guide Date: 91% 2020-2021 92% 2019-2020 91% of teachers say that adults at their school teach students the organizational skills needed to be prepared for their next level on the 2020-2021 school survey. Based on information gathered from student interviews students stated they struggle organizing their documents, lack study skills and at times do not have supplies needed for school Based on information gathered from student interviews students are still adjusting back a regular school environment continue to need support in this area.	Students lack organizational and study skills Students are still struggling in adjusting back into a regular school structure How can we connect the need for organizational skills and provide time for students to express their emotional regarding adjusting back into school? (Minor focusing on organizational skills that also incorporates social/emotional check-ins with school Guidance Counselors through our DESSA and RTI Programs).
N.A.	N.A.	N.A.
N.A.	N.A.	N.A.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Equity & Student Voice	91	By June, 2023, the percentage of teachers say that adults at their school teach students the organizational skills needed to be prepared for their next level will improve 1%, from 91 to 92, as measured by positive NYC School Survey responses, resulting in improved Equity & Student Voice.

Progress Measures and Targets

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

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	Period 1: Beginning of Year (BOY) Progress Target	Period 2: Middle of Year (MOY) Progress Target	Period 3: End of Year (EOY) Progress Target
		91%			
School-created Survey	% of teachers who say that adults at their school teach students organizational skills needed to be prepared for their next level	91%	91.3	91.6%	92%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/01/2022	10/31/2022	Student will engage in the following Organization Skills Lessons as part of their weekly Organization Skills Class: Binder Organization, book-bag cleanup, using a planner, study groups and how to work together on a group project. Students will be provided with school supplies as needed (backpacks, pencils, pens, notebooks, binders, loose leaf paper, etc.).
09/01/2022	10/31/2022	Teachers will conduct SEL Individual Progress Review's on each student. Students identified as at-risk or high risk will be provided ongoing support through the Guidance Department. Data from the Individual Progress Review's will be shared and reviewed with the Administrative Team.
11/01/2022	12/23/2022	Student will engage in the following Organization Skills Lessons as part of their weekly Organization Skills Class: study groups and how to work together on a group project, Impressing your teacher, book-bag cleanup, note taking, creating a workspace at home.
11/01/2022	12/23/2022	The guidance counselor will push into each class to provide time for students to express social/emotional topics, discuss their adjustment back into the school setting, assessing climate and determining if students may benefit for small group at-risk counseling. The guidance counselor will discuss her findings a scheduled monthly RTI/PTT Meetings.
11/01/2022	12/23/2022	Students will be provided with school supplies as needed (backpacks, pencils, pens, notebooks, binders, loose leaf paper, etc.).
11/01/2022	01/31/2023	Staff members will complete training on supporting the social/emotional well being of students.
01/05/2023	01/31/2023	Student will engage in the following Organization Skills Lessons as part of their weekly Organization Skills Class: creating a workspace at home, book-bag cleanup, rules of the rubric, using computers/tablets, navigating the world wide web.
01/05/2023	01/31/2023	The guidance counselor will push into each class to provide time for students to express social/emotional topics, discuss their adjustment back into the school setting, assessing climate and determining if students may benefit for small group at-risk counseling. The guidance counselor will discuss her findings a scheduled monthly RTI/PTT Meetings.
01/05/2023	01/31/2023	Students will be provided with school supplies as needed (backpacks, pencils, pens, notebooks, binders, loose leaf paper, etc.).
11/01/2022	12/31/2022	Guidance Counselors will conduct Individual Progress Review's on each student by end of December. Students identified as at-risk or high risk will be provided ongoing support through the Guidance Department. Data from the Individual Progress Review's will be shared and reviewed with the Administrative Team.
09/01/2022	01/31/2023	We will ensure that all teachers are routinely checking in with student throughout the course of the first semester. Social/Emotional checks will be part of the everyday norm with struggling students being provided support by the Guidance Counselors. The suggested lesson plan template has been updated to include SEAL (Social, Emotional, and Academic Learning Connections) for each lesson.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	03/31/2023	Student will engage in the following Organization Skills Lessons as part of their weekly Organization Skills Class: sing computers/tablets, navigating the DOE & school website, book-bag cleanup, writing help, using a dictionary and thesaurus, completing a mental checklist, recommended homework habits. Students will be provided with school supplies as needed (backpacks, pencils, pens, notebooks, binders, loose leaf paper, etc.).
02/01/2023	03/31/2023	We will continue to ensure that all teachers are routinely checking in with student throughout the course of the first semester. Social/Emotional checks will be part of the everyday norm with struggling students being provided support by the Guidance Counselors. The suggested lesson plan template has been updated to include SEAL (Social, Emotional, and Academic Learning Connections) for each lesson.
02/01/2023	03/01/2023	Teachers will conduct mid-year SEL Review's on each student. Students identified as at-risk or high risk will be provided ongoing support through the Guidance Department. Data from the Individual Progress Review's will be shared and reviewed with the Administrative Team.
04/01/2023	05/31/2023	Student will engage in the following Organization Skills Lessons as part of their weekly Organization Skills Class: long term project planing, book-bag cleanup, goal setting for academics and activities.
04/01/2023	05/31/2023	The guidance counselor will push into each class to provide time for students to express social/emotional topics, discuss their adjustment back into the school setting, assessing climate and determining if students may benefit for small group at-risk counseling. The guidance counselor will discuss her findings a scheduled monthly RTI/PTT Meetings.
04/01/2023	05/31/2023	Students will be provided with school supplies as needed (backpacks, pencils, pens, notebooks, binders, loose leaf paper, etc.).
06/01/2023	06/30/2023	Student will engage in the following Organization Skills Lessons as part of their weekly Organization Skills Class: goalbusters, creating a goal list, plans for summer, how to avoid the summer slip
06/01/2023	06/30/2023	The guidance counselor will push into each class to discuss plans for summer, transition into the next grade and determining if students may benefit for small group at-risk counseling. The guidance counselor will discuss her findings a scheduled monthly RTI/PTT Meetings.
06/01/2023	06/30/2023	Students will be provided with school supplies as needed (backpacks, pencils, pens, notebooks, binders, loose leaf paper, etc.).
02/01/2023	06/27/2023	Guidance Counselors will conduct Individual Progress Review's on each student. Students identified as at-risk or high risk will be provided ongoing support through the Guidance Department. Data from the Individual Progress Review's will be shared and reviewed with the Administrative Team.
02/01/2023	06/27/2023	We will ensure that all teachers are routinely checking in with student throughout the course of the year. Social/Emotional checks will be part of the everyday norm with struggling students being provided support by the Guidance Counselors.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	12/23/2022	We will conduct a parent workshop on how to support your student with organizational and study skills	N/A
09/01/2022	12/23/2022	We will conduct a parent workshop on support the social emotional well being of their student with an emphasis on transitioning back into a school environment.	N/A
09/01/2022	06/30/2023	We will work in collaboration with our CBO partner to provide after-school students with social emotional support during the after-school program.	Millennium Development
09/01/2022	06/30/2023	We will actively seek feedback from families as part of SLT and PTA meetings to create additional supports for students to ensure their social/emotional well being	N/A

Human Resources	Tax Levy Funding for School Supplies
Instructional Resources	The Middle School Student's Guide to Ruling the World workbooks for students
Schedule Adjustments	Teacher per session to conduct parent workshops
Other Resources Needed	N/A

AREA OF CONCENTRATION – SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF)

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)
To increase the percentage of students who state they feel safe traveling to and from school on the NYC Survey.	Based on the 2021 – 2022 NYC School Survey 89% of students stated they feel safe traveling to and from school Based on the 2021 – 2022 NYC School Survey 97% of students stated they feel safe in the classes at the school Based on the 2021 – 2022 NYC School Survey 96% of students stated they feel in the hallways, bathrooms, locker rooms, and cafeteria at the school	Students feel safer in school then outside of school Wondered how we can make students feel safer leaving school Wondered if we provided more programs afterschool for students until their parents are able to pick them up after work would they attend and feel safer
N.A.	N.A.	N.A.
N.A.	N.A.	N.A.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Safety & Restorative Approaches to Behavior	89%	By June, 2023, the percentage of students who state they feel safe traveling to and from school on the NYC Survey will improve 1%, from 89% to 90%, as measured by positive NYC School Survey responses, resulting in improved Safety & Restorative Approaches to Behavior.

Progress Measures and Targets

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

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	Period 1: Beginning of Year (BOY) Progress Target	Period 2: Middle of Year (MOY) Progress Target	Period 3: End of Year (EOY) Progress Target
		89%			
School-created Survey	% of students who state they feel safe traveling to and from school	89%	89.3%	89.6%	90%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/01/2022	10/31/2022	The Principal will review weekly OORS data to track trends and address areas of need specifically outside incidents before and after school and incidents around the perimeter of school.
09/01/2022	10/31/2022	We will conduct lessons with each class on the best practices when traveling to and from school.
09/01/2022	10/31/2022	The ENL teacher will check-in with all ENL students to ensure they feel safe going to and from school each day.
09/01/2022	01/31/2023	We will ensure that all teachers and Guidance Counselors are routinely checking in with student throughout the course of the first semester. Social/Emotional checks will be part of the everyday norm with struggling students being provided support by the Guidance Counselors.
09/01/2022	10/31/2022	We will create a dismissal plan with staff members located throughout the perimeter of the building to ensure a safe and orderly dismissal each day.
09/05/2022	10/31/2022	We will create a morning entry plan to ensure the safe entry for all student each day.
09/05/2022	10/31/2022	Teachers will utilize our tier 1 whole school PBIS Program to provide encourage positive behavior. The school will provide tier 2 & tier 3 intervention as need based on discussions at RTI/PPT Meetings.
10/15/2022	11/30/2022	The school will survey students as our progress monitoring to ensure they “agree and strongly agree” that students who state they feel safe traveling to and from school.

11/01/2022	12/23/2022	The Principal along with the Response to Intervention Team will review student results from the first quarter progress monitoring and address areas of concern.
11/01/2022	12/23/2022	The Principal will meet with the student council to ensure student voice and share their feedback with the SLT, ILT and other school teams in order to enact changes based on student feedback.
11/01/2022	12/23/2022	The Principal will continue to review weekly OORS data to track trends and address areas of need.
11/01/2022	12/23/2022	Guidance counselors will continue to conduct check-ins with classes as part of the organizational skills class
11/01/2022	12/23/2022	We will review our morning entry and dismissal plan to ensure staff members are located throughout the perimeter of the building in order for students to safely arrive and dismiss from school daily.
11/01/2022	12/23/2022	Teachers will continue to utilize our tier 1 whole school PBIS Program to provide encourage positive behavior. The school will provide tier 2 & tier 3 intervention as need based on discussions at RTI/PPT Meetings.
01/02/2023	01/31/2023	The Principal will meet with the student council to ensure student voice and share their feedback with the SLT, ILT and other school teams in order to enact changes based on student feedback.
01/02/2023	01/31/2023	The Principal will continue to review weekly OORS data to track trends and address areas of need specifically outside incidents before and after school and incidents around the perimeter of school.
01/02/2023	01/31/2023	Guidance Counselors and Social Workers will continue provide at-risk counseling for students identified at monthly RTI Meetings
01/05/2023	01/31/2023	Teachers will continue to utilize our tier 1 whole school PBIS Program to provide encourage positive behavior. The school will provide tier 2 & tier 3 intervention as need based on discussions at RTI/PPT Meetings.
01/05/2023	01/31/2023	Guidance counselors will continue to conduct check-ins with classes as part of the organizational skills class.
01/15/2023	01/31/2023	The school will survey students for our mid-year progress monitoring to ensure they “agree and strongly agree” that students feel safe traveling to and from school.
11/01/2022	12/31/2022	Guidance Counselors will conduct school created Individual Progress Review's on each student by end of December.
11/01/2022	12/31/2022	Students will be asked their comfortable level traveling to and from school along with the opportunity to provide suggestions.
09/01/2022	12/31/2022	We will ensure that all teachers and Guidance Counselors are routinely checking in with student throughout the course of the first semester.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	03/31/2023	The Principal will continue to review weekly OORS data to track trends and address areas of need specifically outside incidents before and after school and incidents around the perimeter of school.
02/01/2023	03/31/2023	Guidance counselors will continue to conduct check-ins with classes as part of the organizational skills class.
02/01/2023	03/31/2023	We will review our morning entry and dismissal plan to ensure staff members are located throughout the perimeter of the building in order for students to safely arrive and dismiss from school daily.
02/01/2023	03/31/2023	Teachers will continue to utilize our tier 1 whole school PBIS Program to provide encourage positive behavior. The school will provide tier 2 & tier 3 intervention as need based on dicussions at RTI/PPT Meetings.
02/01/2023	03/31/2023	The Principal along with the Response to Intervention Team will review student results from the mid-year progress monitoring based on a student survey and discuss the results are part of our monthly RTI meeting in order to address areas of concern.
02/01/2023	03/31/2023	The Principal will continue to meet with the student council to ensure student voice and share their feedback with the SLT, ILT and other school teams in order to enact changes based on student feedback
03/15/2023	04/15/2023	We will review our morning entry and dismissal plan to ensure staff members are located throughout the perimeter of the building in order for students to safely arrive and dismiss from school daily.
04/01/2023	05/31/2023	The Principal will continue to review weekly OORS data to track trends and address areas of need specifically outside incidents before and after school and incidents around the perimeter of school.
04/01/2023	05/31/2023	Guidance counselors will continue to conduct check-ins with classes as part of the organizational skills class.
04/01/2023	05/31/2023	Teachers will continue to utilize our tier 1 whole school PBIS Program to provide encourage positive behavior. The school will provide tier 2 & tier 3 intervention as need based on discussions at RTI/PPT Meetings.
04/01/2023	05/31/2023	The Principal will continue to meet with the student council to ensure student voice and share their feedback with the SLT, ILT and other school teams in order to enact changes based on student feedback.
06/01/2023	06/30/2023	The Principal will continue to review weekly OORS data to track trends and address areas of need specifically outside incidents before and after school and incidents around the perimeter of school.
06/01/2023	06/30/2023	We will review our morning entry and dismissal plan to ensure staff members are located throughout the perimeter of the building in order for students to safely arrive and dismiss from school daily.
06/01/2023	06/30/2023	Teachers will continue to utilize our tier 1 whole school PBIS Program to provide encourage positive behavior. The school will provide tier 2 & tier 3 intervention as need based on dicussions at RTI/PPT Meetings.
06/01/2023	06/30/2023	Guidance counselors will continue to conduct check-ins with classes as part of the organizational skills class.
06/01/2023	06/30/2023	The school will survey students as our end of the year progress monitoring to ensure they “agree and strongly agree” that students feel safe traveling to and from school.
06/01/2023	06/30/2023	The Principal along with the Response to Intervention Team will review student results from the end of the year progress monitoring based on a student survey and discuss the results to ensure we have met our CEP target for the year and to support us in planning for the 2023-2024 school year.
02/01/2023	06/27/2023	Guidance Counselors will continue to conduct Individual Progress Review's on each student. Students will be asked their comfortable level traveling to and from school along with the opportunity to provide suggestions.
02/01/2023	06/27/2023	We will ensure that all teachers and Guidance Counselors are routinely checking in with student throughout the course of the year. Social/Emotional checks will be part of the everyday norm with struggling students being provided support by the Guidance Counselors.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the

implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
12/01/2022	02/28/2023	We will offer a series parent workshops on supporting students in planning their travel routes to and from school and in creating a safety plan.	Interborough
10/01/2022	12/23/2022	We will offer a cyber awareness parent workshop to ensure parents understand the dangers of online and the potential for students to met people they connected with online.	N/A
02/01/2022	05/31/2023	We will offer a workshop for parents on the topic of bullying and peer pressure.	Interborough

Human Resources	Teacher per session for parent workshops
Instructional Resources	N/A
Schedule Adjustments	Schedule teacher per session for parent workshops
Other Resources Needed	Continued partnership grant with Interborough

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)
Strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD) by improving the Timeliness of IEP competition	13% of IEPs were completed out of compliance based on the 2020-2021 compliance report	When combining the compliance date of Annual Reviews and Triennials we need to ensure IEPs are completed prior to the first compliance date. In addition, to improve the compliance rate a notification system needed to be created to ensure all IEP writers were aware of IEPs due each week and the weeks combining up.
N.A.	N.A.	N.A.
	N.A.	N.A.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	87%	By June, 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve improving the Timeliness of IEP competition by Increase 1%, from 87% to 88%, as measured by New York City Compliance Report .

Progress Measures and Targets

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

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	Period 1: Beginning of Year (BOY) Progress Target	Period 2: Middle of Year (MOY) Progress Target	Period 3: End of Year (EOY) Progress Target
		87%			
School Quality Guide	IEP Compliance Reports	87%	87.3%	87.6%	88%

Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/01/2022	06/30/2023	Ensure program and service recommendations are appropriate for each student and provide access to the student’s least restrictive environment	Ensure all teacher, related service providers and SAT members are aware of their caseload and hold Monthly RTI/PPT Meetings
09/01/2022	06/30/2023	Develop appropriately rigorous standards-aligned annual goals	Peer Review of all IEPs have rigorous standard based annual goals
09/01/2022	06/30/2023	Ensure “impact of disability” statements reflect the effect of the student’s disability on access, participation and progress in the general education curriculum	District Representative review "impact of disability" statements to ensure students are serviced in their least restrictive environment
09/01/2022	06/30/2023	Ensure that programs and services mandated on each student’s IEP are delivered	Assistant Principal of Special Education will review ATS, STARS and SESIS reports to ensures students are receiving all services on their IEP
09/01/2023	06/30/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	Special Education teachers will ensure transition planning pages on IEPs are completed for students age 14 or older

09/01/2022	06/30/2023	Conduct IEP meetings within specified compliance dates	Assistant Principal for Special Education will ensure the SIT Team meets and conducts IEP Reviews prior to their compliance dates throughout the course of the school year. The Assistant Principal for Special Education will send out a weekly email reminder with IEPs due for the next two weeks.
09/01/2022	06/30/2023	Monitor referrals to Special Education to ensure appropriate referrals only	The Assistant Principal along with the School Assessment Team will monitor referrals to Special Education and meet monthly as part of the RTI/PPT meetings to discuss referrals
10/01/2022	11/15/2022	Complete Special Education Recovery Services notice documents	As part of our ongoing review of all Special Education Students we will review, conference with parents and complete Special Education Recovery Services notice documents for our tier 1 students and are highest risk tier 2 students.
07/15/2022	09/30/2022	Review All Students	We will review every students IEP prior to the first day and of school and hold a virtual conference with every parent to ensure all services will be provided the first day of school and to better know each student prior to their arrival.
01/03/2023	04/01/2023	Ensuring Compliance	We will review all remaining students compliance date and provide teachers with information regarding conference due dates, related services and which IEPs will be completed by the SAT team as Trennels.
01/03/2023	04/01/2023	Review All Students	We will continue the practice of frequently reviewing IEPs prior to ensure the IEP speaks to the current academic and social aspects of each student.
09/01/2022	01/31/2023	Ongoing Reviews of IEPs	As part of our ongoing review of all Special Education Students we will review, conference with parents and make adjustments on IEPs throughout the course of the school year.
09/01/2022	09/30/2022	Ensuring Quality IEPs	We will review every students IEP prior to the first day and of school and hold a virtual conference with every parent to ensure all services will be provided the first day of school and to better know each student prior to their arrival.
02/01/2023	02/15/2023	Ensuring Quality IEPs	We will meet with members of the District 22 team to discuss or Special Education Data and our next steps.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/01/2022	11/30/2022	We will hold a high school night for SWD students. Providing additional support on the specific programs for their students.	N/A
09/05/2022	06/30/2023	We will ensure parents are active members of the IEP team for their child. Ensuring they have received their parental rights, data to make an informed decision and are supported throughout the entire IEP process	N/A

Human Resources	Per Session for teachers and guidance counselors to hold a High School Night
Instructional Resources	N/A
Schedule Adjustments	N/A
Other Resources Needed	N/A

AREA OF CONCENTRATION – FAMILY & COMMUNITY EMPOWERMENT

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)
To increase the percentage of families say they attended a school meeting or event on the NYC School Survey.	2020 – 2021 NYC School Survey: 59% of families said they attended a school meeting or event during the 2020-2021 school year	SLT Parents and Parents at PTA meeting and Parents who met with the TSI Support team stated that while they understand that due to the Covid-19 pandemic events were extremely limited, they would like to attend more school events in the 2022-2023 school year. When asked Parents stated they would be comfortable attending events in person and virtually When asked Parents stated they would like events to be a combination of education fun events and celebrations
N.A.	N.A.	N.A.
N.A.	N.A.	N.A.

Family & Community Empowerment 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	59%	By June, 2023, the percentage of families say they attended a school meeting or event on the NYC School Survey will increase 1 Point%, from 59% to 60%, as measured by NYC Survey.

Progress Measures and Targets

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

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	Period 1: Beginning of Year (BOY) Progress Target	Period 2: Middle of Year (MOY) Progress Target	Period 3: End of Year (EOY) Progress Target
		59%			
School-created Survey	% of families say they attended a school meeting or event.	59%	59.3%	59.6%	60%

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/01/2022	10/31/2022	The School Webmaster will post information a list of parent workshops, events and celebrations on the school website
09/01/2022	10/31/2022	The School Social Media Coordinator will use social media (Twitter & Facebook) to inform parents of workshops, events, celebrations and opportunities to support the school.
09/01/2022	10/31/2022	The Schools Parent Outreach Coordinator will use Parent Square and School Messenger to inform parents of workshops, events, celebrations and opportunities to support the school.
09/01/2022	01/31/2022	The Parent Coordinator will ensure a workshop is scheduled for parents monthly.
09/01/2022	10/31/2022	The Pupil Personal Secretary will work with the Students in Temporary Housing Liaison to ensure Families of Students in Temporary Housing contact information is updated
09/01/2022	10/31/2022	The Pupil Personal Secretary will review Emergency Contact Blue Cards submitted by families to ensure have a phone number and email address on file in ATS. The information will be used to contact families through Parent Square and School Messenger.
09/01/2022	10/31/2022	We will survey parents to determine a list of parent workshops and events they would like to attend throughout the year and on the method (in-person or virtual) they prefer to attend.
09/01/2022	10/31/2022	An identified staff member will provide technical support to families as needed for virtual events.
10/01/2022	11/15/2022	We will survey families as part of our fall progress monitoring to ensure determine the percentage of parents who attended school meeting or event.
11/01/2022	12/23/2022	The Principal along with the Assistant Principals and Parent Coordinator will analyze the results from the fall progress monitoring and make adjustments based on parent feedback.
11/01/2022	12/23/2022	The School Webmaster will continue to post information a list of parent workshops, events and celebrations on the school website
11/01/2022	12/23/2022	The School Social Media Coordinator will continue to use social media (Twitter & Facebook) to inform parents of workshops, events, celebrations and opportunities to support the school.
11/01/2022	12/23/2022	The Schools Parent Outreach Coordinator will continue to use Parent Square and School Messenger to inform parents of workshops, events, celebrations and opportunities to support the school.
11/01/2022	12/23/2022	The Pupil Personal Secretary will continue to update phone number and email address on file in ATS. The information will be used to contact families through Parent Square and School Messenger.

11/01/2022	12/23/2022	We will continue to survey parents to determine a list of parent workshops and events they would like to attend throughout the year and on the method (in-person or virtual) they prefer to attend.
11/01/2022	12/23/2022	An identified staff member will continue to provide technical support to families as needed for virtual events.
01/02/2023	01/31/2023	The School Webmaster will continue to post information a list of parent workshops, events and celebrations on the school website
01/02/2023	01/31/2023	The School Social Media Coordinator will continue to use social media (Twitter & Facebook) to inform parents of workshops, events, celebrations and opportunities to support the school.
01/02/2023	01/31/2023	The Schools Parent Outreach Coordinator will continue to use Parent Square and School Messenger to inform parents of workshops, events, celebrations and opportunities to support the school.
01/02/2023	01/31/2023	The Pupil Personal Secretary will continue to update phone number and email address on file in ATS. The information will be used to contact families through Parent Square and School Messenger.
01/15/2023	01/31/2023	We will continue to survey parents to determine a list of parent workshops and events they would like to attend throughout the year and on the method (in-person or virtual) they prefer to attend.
01/02/2023	01/03/2023	An identified staff member will continue to provide technical support to families as needed for virtual events.
09/01/2022	12/31/2022	Based on feedback from families we will continue to hold our PTA and SLT meetings virtually to ensure all families are able to attend events.
09/01/2022	01/31/2023	We will continue to gage family interest in events and also determine with live streaming events is a feasible option for unvaccinated families.
10/01/2022	01/31/2023	We will work to expand opportunities for events throughout the course of the school year.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	03/31/2023	The School Webmaster will continue to post information a list of parent workshops, events and celebrations on the school website
02/01/2023	03/31/2023	The School Social Media Coordinator will continue to use social media (Twitter & Facebook) to inform parents of workshops, events, celebrations and opportunities to support the school. The Schools Parent Outreach Coordinator will continue to use Parent Square and School Messenger to inform parents of workshops, events, celebrations and opportunities to support the school.
02/01/2023	03/31/2023	We will survey families as part of our mid-year progress monitoring to ensure determine the percentage of parents who attended school meeting or event. The Principal along with the Assistant Principals and Parent Coordinator will analyze the results from the mid-year progress monitoring and make adjustments based on parent feedback.
02/01/2023	03/31/2023	The Pupil Personal Secretary will continue to update phone number and email address on file in ATS. The information will be used to contact families through Parent Square and School Messenger.
02/01/2023	03/31/2023	We will continue to survey parents to determine a list of parent workshops and events they would like to attend throughout the year and on the method (in-person or virtual) they prefer to attend.
02/01/2023	03/31/2023	We will plan a series of events (concerts, shows and celebrations) for the end of the school year ensuring all students have an opportunity to shine.
04/01/2023	05/31/2023	The School Webmaster will continue to post information a list of parent workshops, events and celebrations on the school website

04/01/2023	05/31/2023	The School Social Media Coordinator will continue to use social media (Twitter & Facebook) to inform parents of workshops, events, celebrations and opportunities to support the school.
04/01/2023	05/31/2023	The Schools Parent Outreach Coordinator will continue to use Parent Square and School Messenger to inform parents of workshops, events, celebrations and opportunities to support the school.
04/01/2023	05/31/2023	The Pupil Personal Secretary will continue to update phone number and email address on file in ATS. The information will be used to contact families through Parent Square and School Messenger.
04/01/2023	05/31/2023	We will continue to survey parents to determine a list of parent workshops and events they would like to attend throughout the year and on the method (in-person or virtual) they prefer to attend.
05/15/2023	06/30/2023	We will hold a series of events (concerts, shows and celebrations) for the end of the school year ensuring all students have an opportunity to shine.
06/01/2023	06/30/2023	The School Webmaster will continue to post information a list of parent workshops, events and celebrations on the school website
06/01/2023	06/30/2023	The School Social Media Coordinator will continue to use social media (Twitter & Facebook) to inform parents of workshops, events, celebrations and opportunities to support the school.
06/01/2023	06/30/2023	The Schools Parent Outreach Coordinator will continue to use Parent Square and School Messenger to inform parents of workshops, events, celebrations and opportunities to support the school.
06/01/2023	06/30/2023	The Pupil Personal Secretary will continue to update phone number and email address on file in ATS. The information will be used to contact families through Parent Square and School Messenger.
06/01/2023	06/30/2023	We will survey families as part of our end of the year progress monitoring to ensure determine the percentage of parents who attended school meeting or event.
06/01/2023	06/30/2023	The Principal along with the Assistant Principals and Parent Coordinator will analyze the results from the end of the year progress monitoring to ensure we met our CEP Goal and to support the team in planning the 2023-2024 CEP.
02/01/2023	03/31/2023	Based on new guidance we will plan additional in person events now that the DOE Vaccine Mandate has been lifted. We will survey families to determine the workshops and events they would like planned.
02/01/2023	06/27/2023	We will continue to gage family interest in events and also determine if we will continue live streaming events.

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/01/2022	06/30/2023	We will seek feedback at monthly SLT and PTA meetings from families regarding parent workshops and events they would like to attend throughout the year and on the method (in-person or virtual) they prefer to attend.	N/A
09/01/2022	12/23/2022	We will hold fall concerts and events for families to attend.	N/A
11/30/2021	03/31/2023	We will parent/teacher conferences and work to ensure families are aware of the dates and are able to attend.	N/A
05/15/2023	06/30/2023	We will hold end of the year concerts and events for families to attend.	N/A
09/01/2022	06/30/2023	We will hold monthly parent workshops for families with a calendar of events posted on our website	N/A

Human Resources	Teacher/Guidance Counselor per session for Parent Workshops and Events
Instructional Resources	N/A
Schedule Adjustments	Schedule per session
Other Resources Needed	N/A

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

Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Struggling students from targeted subgroups based on performance data and teacher feedback	After school ELA AIS Program	Small Group	After school	No
Tier 2	Struggling students from targeted subgroups based on performance data and teacher feedback	After school Math AIS Program	Small Group	After school	No
Tier 3	SWD students identified as struggling readers	Great Leaps Reading Intervention Program	Small Group	During School	No
Tier 3	Struggling students from targeted subgroups based on performance data and teacher feedback	ELA Lunchtime Tutorial Program	Tutoring	During School	No
Tier 3	Struggling students from targeted subgroups based on performance data and teacher feedback	ELA Lunchtime Tutorial Program	Tutoring	During School	No
Tier 2	ELL Title III Support Program	ELL Academic Support Program	Small Group	After School	No

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Students identified as struggling based on teacher feedback, parent concerns, RTI/PPT Meeting	At-Risk Counseling	Small Group	During School	No
Tier 2	Students identified as struggling based on teacher feedback, parent concerns, RTI/PPT Meeting	Student Wellness Program through Interbough	Small Group	During School	No
Tier 3	Students identified through the RTI/PPT Team as needing additional intervention. Students who recently had a traumatic event.	Individualized Mentorship Program	one-on-one	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**.

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	46
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<p>Describe the services you are planning to provide to the STH population.</p>	<p>- Provide all staff with Professional Learning on strategies and supports or students in temporary housing - Provide school supplies such as backpacks, notebooks, and remote learning devices such as internet and/or laptop/tablet - Provide students with technological support and training on how to use their devices - Provide clothing and shoes as needed - Offer and provide at-risk counseling as needed - Fund all extra-curricular activity fees</p>
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SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

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

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

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

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

Roy H. Mann 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)

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

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

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

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

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

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

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

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

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

PART I: SCHOOL ML/ELL PROFILE

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

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

A. School Information

District:	22
Borough:	Brooklyn
School Number:	078

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	Anthony Cusumano
Assistant Principal	Michael Diesa
English as a New Language (ENL)/Bilingual Teacher	Stephen Puleo
School Counselor	Kristen Finegan
Teacher/EIA	Kim Gottesman
Teacher/Special Education	Ian Dougherty
Parent	Ms. Esposito
Parent Coordinator	Ms. Bess
Related Service Provider	Robert Galvin

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]:	0
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	0
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

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

3. Foreign Language/World Language Certified Teachers

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

Total number of students at your school (excluding pre-K):	514
Total number of current ELLs at your school:	43
Total percentage (%) of current ELLs at your school:	7%
Total number of former ELLs at your school:	16
Total percentage (%) of former ELLs at your school:	3.5

PART II: BILINGUAL PROGRAMS

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

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

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

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

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

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

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

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>I.S 78 follows a 43 minute, 8 period a day schedule. There is a 10 minute A.M advisory period. I.S 78 offers a freestanding ENL program consisting of - English Language Learners. The students are heterogeneously mixed in their classes and instruction is provided by a fully certified ENL instructor. Students in contiguous grades are grouped together-6th and 7th graders/ 7th and 8th graders.This helps to further ensure that students are being instructed using both grade and age appropriate materials. In the event that remote learning is still an option this September, ENL teacher will continue to coordinate with content area teachers and "push in" to ELA classes on each grade using the Google Classroom platform. We will also continue the 'Stand Alone" model using Google Classroom for those ELLs who have opted for remote instruction. ELLs and FELLs will receive the help they need in all 4 modalities of English language development during remote and in school instruction by employing a myriad of scaffolds. These include videos that provide comprehensible input and build upon prior knowledge. Key vocab is highlighted, translated and defined each lesson. Visuals are utilized to amplify understanding and texts and directions are translated in a myriad of languages. Leveled texts through the online reading programs Achieve 3000 and Commonlit will be utilized. Students will also be provided with sentence stems and word banks as scaffolds for understanding.</p>
<p>Integrated English as New Language (ENL)</p>	<p>I.S 78 follows a 43 minute, 8 period a day schedule. There is a 10 minute A.M advisory period. I.S 78 offers a freestanding ENL program consisting of - English Language Learners. The students are heterogeneously mixed in their classes and instruction is provided by a fully certified ENL instructor who pushes into an ELA class instructed by a fully certified content area (ELA) . In the event that remote learning is still an option this September, ENL teacher will continue to coordinate with content area teachers and "push in" to ELA classes on each grade using the Google Classroom platform. ELLs and FELLs will receive the help they need in all 4 modalities of English language development during instruction by employing a myriad of scaffolds. These include videos that provide comprehensible input and build upon prior knowledge. Key vocab is highlighted, translated and defined each lesson. Visuals are utilized to amplify understanding and texts and directions are translated in a myriad of languages. Leveled texts through the online reading programs Achieve 3000 and Commonlit will be utilized. Students will also be provided with sentence stems and word banks as scaffolds for understanding.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>N/A</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>Student schedules, home languages, proficiency levels, test results and accommodations are provided to all staff members. Beginner/Entering level ELLs receive 360 total minutes of ENL per week-180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA. Low Intermediate/Emerging level ELLs also receive 360 minutes of ENL per week-90 minutes of standalone ENL, and 180 minutes of integrated ENL /ELA with the flexibility of 90 minutes in any content area. Intermediate/Transitioning level ELLs are entitled to 180 minutes of ENL per week-90 minutes of Integrated ENL/ELA and 90 minutes of flexible integrated ENL in any content area. Advanced /Expanding level ELLs receive 180 minutes of Integrated ENL/ ELA per week Finally, those deemed Proficient/Commanding based upon their NYSESLAT scores are still entitled to receive ENL services .These ELLs receive 90 minutes of Integrated ENL /ELA per week and they will also receive continued support for two years in the form of testing accommodations and will also be invited to take part in our Title III after school program .Bilingual libraries and translated modes of communication will also continue to be made available to these students. ENL Instructor Puleo works closely with the staff and programmer Nicoletta to ensure that each and every ELL receives mandated services as per CR Part 154. Group sizes range from 5 to 18 ELLs per class instructed by one fully certified ENL teacher. The programmer works closely with ENL teacher to ensure Mr. Puleo is still available to serve our ELLs so that they receive their mandated minutes even during state assessments. In the event of remote learning , contact and instruction will be maintained using a variety of modes that include but are not limited to - Google Classroom, Skedula, Email, Google Jamboard, Discussion prompts and instructional videos.</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>N/A</p>
<p>In which language(s) is each core content area taught?</p>	<p>N/A</p>
<p>How is instruction designed to include both languages?</p>	<p>N/A</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>N/A</p>

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

PART IV: ASSESSMENT ANALYSIS

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

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

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>11 of our 43 ELLs are Newcomers which comprises 25.5% of our total ELL population. None of our ELLs are SIFE. Instruction is differentiated for each ELL subgroup. Modes of differentiation include tiered assignments, use of different modalities, use of visual and listening aides, as well as a wide variety of texts aimed at benefiting beginner, intermediate and advanced ELLs alike. Students identified as SIFE receive the additional support they need so that they can perform at grade level. In order to facilitate and fully enable our students who have interrupted formal education (SIFE), we seek to build supportive environments that respond to the immediate social, cultural and linguistic needs of our ELLs with limited schooling.. Newcomer centers and the buddy system are implemented to ease their transition. Collaboration takes place across all academic departments and content areas to support simultaneous linguistic and academic development that is age and grade appropriate. Sheltered instruction is also used. This is English language instruction that is modified so that subject matter is more comprehensible to students with limited vocabularies. The SIOP model also uses visuals and technology to help these students gain proficiency. Additionally SIFE students are provided with AIS which includes Rosetta Stone, Reading Smart, CommonLit, one to one tutoring and small group instruction. Newcomers are also provided with instruction aimed at developing their reading , writing, listening and speaking skills. They work together and with more advanced level ELLs in a small group setting that utilizes a myriad of instructional materials. These materials include a variety of books, manipulatives, flash cards, posters, videos, audio tapes and games designed to improve their English proficiency. Students also benefit from using the computer programs Rosetta Stone and Reading Smart to enhance their development. Book titles include the "True Stories" series and "Grammar Essentials" by Longman. Although all instruction is English, students may use their native language to help each other and to negotiate meanings of words, phrases and/or concepts. Student libraries include books in their native language as well. Letters sent home to parents are available in a variety of languages so as to keep them informed and fully involved in their child's education. Beginners are explicitly instructed in an age appropriate manner in the 5 components of reading-phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students have access to a literacy rich environment and print materials. They are also encouraged to attend our morning tutorial as well as our after school Title III program. As always our students are taught in a small group and non-threatening environment that encourages participation and risk taking and aims to alleviate feelings of anxiety and trepidation.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>4 of our 43 ELLs are Long-term ELLs which comprises 9.3% of our ELL population. ELLs receiving services for 4 to 6 years are exposed to Sheltered Instruction as an approach for teaching content to ELLs in strategic ways that make the subject matter concepts comprehensible while promoting the students, English language development. Content is made comprehensible through techniques such as the use of visual aides, modeling, demonstrations, graphic organizers, vocabulary previews, adaptive texts, cooperative learning, peer tutoring, native language support and the use of technology. These students are also using the Reading Smart computer program and are always encouraged to participate in our Title III after school program as well as our ELA and Math programs. Long term ELLs are provided with a high level of instruction aimed at getting them proficient in each of the four modalities of the English language-reading, writing, speaking and listening. The ENL teacher works diligently with the content area teachers so that instruction is aligned , and will therefore better prepare our students to succeed in all academic areas. Long term ELLs benefit from taking part in our Reading Smart computer program as well as Achieve 3000 and CommonLit. Data reports including individual item skill analysis are used to assess students and guide instruction. These students are also encouraged to join our after school ENL program. They are also encouraged to take part in our after school ELA and Math programs.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>We currently have 16 Former ELLs which makes up 3.1% of our overall student population. Those deemed commanding based upon their NYSESLAT scores are still entitled to receive ENL services in the form of 90 minutes of push in service per week for two years. Additionally they will receive continued support for two years in the form of testing modifications and will also be invited to continue to take part in our after school Title III Program. Bilingual libraries and translated modes of communication will continue to be made available to these students. In the event of remote learning this Fall, ELLs will continue to be provided with grade level instruction through a multiple of platforms. The online reading comprehension programs Achieve 3000 and CommonLit provide student with leveled texts that may be translated, chunked, provide grade level content and are interesting and engaging. Students will continue to be provided with appropriate leveled reading texts that are also reflective of the various cultures of our students. Each student's home language will be used as a tool to access content across subject areas when feasible. Students may also be paired with other students who speak the same home language and share the same culture as mode of alleviating the stress they may be feeling about navigating a new school, language and culture.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>When assessing the results of the NYSESLAT, the overwhelming majority of our ELLs showed growth in all modalities of English language development. Speaking and Listening continue to be the strongest modalities followed by reading and writing.</p>

<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>ELLs who showed growth on the NYSESLAT demonstrated growth on ELA and Math Assessments and on school Benchmark ELA and Math Assessments. School benchmarks are comprised of NYS ELA & Math previously released State Exam Questions and are scored using SchoolNet. We used an Assessment Achievement Calculator Provided by Brooklyn South to determine our ESSA score and ESSA Rating on the Spring ELA and Benchmark Assessment. The Data is listed below: ELA Spring Benchmark Assessment: ESSA Score 85.71 ESSA Level 3 Math Spring Benchmark Assessment: ESSA Score 91.37 ESSA Level 3 In both areas students overall student performance was scored at a level 3 which demonstrated understanding and growth by our ELLs.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>ELL students have consistently made progress on the NYSESLAT and when evaluating growth scores on State Exams and School Benchmarks. ELLs were given quarterly Benchmark Assessments in ELA and Math. School benchmarks are comprised of NYS ELA & Math previously released State Exam Questions and are scored using SchoolNet. We used an Assessment Achievement Calculator Provided by Brooklyn South to determine our ESSA score and ESSA Rating on the Spring ELA and Benchmark Assessment. The Data is listed below: ELA Spring Benchmark Assessment: ESSA Score 85.71 ESSA Level 3 Math Spring Benchmark Assessment: ESSA Score 91.37 ESSA Level 3 In both areas students overall student performance was scored at a level 3 which demonstrated understanding and growth by our ELLs. Attendance plays a significant influence in ELLs achievement. The school scored a Level 4 in ELL attendance on the last ESSA Report. Due to the ongoing Covid-19 Pandemic the school has allowed for attendance flexibility this year, however we actively rack and support our ELLs to ensure they are not chronically absent throughout the course of the year.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>Haitian- Creole and Spanish speaking ELLs make up the home languages with the largest representation at I.S 78. We have 4 staff members readily available to serve as translators for each of these languages. Additionally, students are provided with bilingual glossaries for use in each of their content area classes through out the school year. Students' culture and language are considered when designing lessons so as to foster an appreciation and respect of the multiple cultures present in an ENL classroom. Furthermore, translated texts are made available and key vocab is always translated and defined to ensure understanding of content. Finally, all literature generated by the school is available in the families' native language if so desired and translators are present at all school functions including ENL Orientations, Parent - Teacher Conferences and High School Information Nights.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education. We ensure all student voices are heard through student focus groups, student surveys and push in Culturally Responsive groups with Guidance Counselors. The ELL teacher is part of the Culturally Responsiveness team and ensures that Novels, Short Stories and all other readings reflect all of the different groups and cultures in the school. Events such as multi cultural nights allow students of all cultures including ELLs to showcase their culture.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>While we have a very small number of ELLs who have IEPs the trends remain on par with the enter ELL population in terms of growth. Students continue to show overall growth, with Speaking and Listening being the strongest modalities followed by Reading and Writing. This is not uncommon in ELLs as Speaking tends to emerge first in English language development followed by the other modalities.</p>

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>The first priority of the ILT is to ensure ELL students are programmed correctly to receive all of their services. The school has a very small number of ELLs in the building which limits the amount of classes with ELL students on each grade. The structure for push-in mirrors the ICT model where the ELL teacher works with an ELA teacher on each grade, is an active member of the ELA Professional Learning Community and common plans along side the ELA teachers. In addition, over the school creates an individual educational plan for all ELL students in the building. The plans are reviewed by the ILT and share the all teachers to ensure a better understanding of each student and the types of support that would benefit each student.</p>
<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>ENL instruction is aligned with the Next Generation Learning Standards. In Math, students are taught by fully certified content area math teachers well versed in ENL methodologies during double period blocks of Math. Our ELLs will use the Engage New York math curriculum. Lap tops , books and manipulatives have been purchased to aid in our ELLs' development of the English language. Computer programs including Rosetta Stone and Reading Smart are utilized and websites including Better- English and ESL Cafe, are explored to supplement and enhance lessons. Targeted interventions for all ELLs including newcomers, SIFE and long term ELLs include the previously mentioned computer programs Achieve 3000 and ESL Reading Smart. All of our ELLs are invited to take part in our after school Title III program. ELLs who have scored proficient on the NYSESLAT are still entitled to testing modifications for 2 years and are also invited to continue their enrollment in our after school ENL program as well as to make use of the bilingual libraries made available to them. Translated means of communication are also continued to be made for these students. Instructional strategies for all of our ELLs include but are not limited to: Activating and building prior knowledge, using language for meaningful and authentic purposes, using illustrations and demonstrations, using TPR (total physical response), using read-alouds, using native languages, computer assisted research, scaffolding, and using critical self and peer reflection. Finally, we seek to establish risk free learning environments that encourage participation and nurture a respect and appreciation for diversity. In the event that remote learning will take place this September, ENL teacher will continue to coordinate with content area teachers and "push in" to ELA classes on each grade using the Google Classroom platform. We will also continue the 'Stand Alone" model using Google Classroom for those whose latest NYSESLAT results require them to do so. ELLs and FELLs will receive the help they need in all 4 modalities of English language development during remote learning by employing a myriad of scaffolds aimed at addressing any shortcomings that may have occurred as a result of the pandemic. These include videos that provide comprehensible input and build upon prior knowledge. Key vocab is highlighted, translated and defined each lesson. Visuals are utilized to amplify understanding and texts and directions are translated in a myriad of languages. Leveled texts through the online reading programs Achieve 3000 and Commonlit will be utilized. Students will also be provided with sentence stems and word banks as scaffolds for understanding. Content area teachers will also continue to include language objectives within each lesson to support English language development and make content more accessible for our ELLs.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>All ELL student will be provided with a Chromebook to utilize at home. In addition, the school purchased a laptop cart to use with all ELL students during pull out instruction. The school will also purchase Rosetta Stone and ELL Reading Smart to support ELL students.</p>

<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>While the school has a limited numbers of ELLs with IEPs, we ensure these students are provided with all of their mandated services by having ENL Instructor Puleo work closely with Assistant Principal and Programmer Nicoletta as well as members of the Special Ed Dept, in scheduling and instructing these students. In addition, the ELL teacher works in collaboration with the Special Education teachers to provide each ELL - IEP student with scaffolds and accommodations based on their language needs and their IEP. Students that fall into this category are also targeted for our lunchtime tutorial program, afterschool AIS tutoring program, Title III After School program and our break academies. I.S 78 uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-IEPs. ENL Instructor Puleo is an active part of an IEP team working with special education teachers Sett and Dougherty to create attainable goals and effective instructional strategies to properly meet the needs of our ELL-SWDs. Teachers and programmer Nicoletta work together to create scheduling flexibility that allows us to provide the services that meet the critical needs of our ELL-SWDs. I.S 78 also offers flexible programming so that our ELL-IEPs receive their mandated ENL instruction as well as the maximum exposure possible to a general education setting. Flexible scheduling benefits both students and teachers alike. Blocks of time can enhance teaming by providing time for teachers to plan together during common planning time and to develop various learning activities. With blocks of time to facilitate involvement, students benefit from less fragmentation and more engagement in project based learning and interdisciplinary activities, promoting skill application, interpersonal relations and decision making skills related to concrete, relevant problems. This leads to increased student engagement and positive social ramifications.</p>
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Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>I.S 78 uses data from Achieve 3000 to assess student progress and guide instruction in ELA. In MATH, we utilize the online learning program IReady. Students are assessed throughout the school year using these programs and data is disseminated amongst staff and interventions are created based on these results.</p>
<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>Targeted intervention programs for ELLs include our after school Title III program, lunch time tutorials, Saturday Academy and tutorials taking place over winter and spring breaks. Newcomers will be especially encouraged to join our Title III program, although all of our ELLs will be invited to take part. Long term and Former ELLs will be targeted to join our Saturday Academy and tutorials over winter and spring breaks. All of our ELLs will be invited to take advantage of our lunch time tutorials. All of these interventions will be provided in English. Our Title III program will be provided by a fully certified ENL teacher.</p>

<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (Rtl) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (Rtl and AIS) section and Rtl Guide for Teachers of ELLs.</p>	<p>N/A</p>
<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>ELLs are given quarterly Benchmark Assessments in ELA and Math. School benchmarks are comprised of NYS ELA & Math previously released State Exam Questions and are scored using SchoolNet. We used an Assessment Achievement Calculator Provided by Brooklyn South to determine our ESSA score and ESSA Rating on the Spring ELA and Benchmark Assessment. The Data is listed below: ELA Spring Benchmark Assessment: ESSA Score 85.71 ESSA Level 3 Math Spring Benchmark Assessment: ESSA Score 91.37 ESSA Level 3 In both areas students overall student performance was scored at a level 3 which demonstrated understanding and growth by our ELLs. In addition, the school also uses I-Ready Math as a secondary assessment tool.</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>To ensure that ELLs are appropriately evaluated in their native language , the Spanish LAB is administered to determine dominant language of those students whose HLS indicate the need to do so. I.S 78 also provides translators, bilingual glossaries and translated versions of the state math and science exams so that students will have the benefit of their native language on these tests. Translators include but are not limited to Ms. Michel, Ms. Brayer and Mr Conde. Additional translators may also be hired for lower incidence languages. ELLs are also assessed throughout the entire school year using their native languages. Activities and modes of assessment include having our ELLs read books and articles in their native language and answer questions and provide feedback in English. They will also engage in conversations with their peers and teachers in NL, while giving opinions and providing written responses in English. In the event that remote remote learning is still an option or is in place for an extended period, home language needs will continue to be met using the online reading comprehension platform CommonLit which provides translated version of texts and the ability to evaluate our ELLs in their home language. Newcomers will continue to be screened for home language using the HLIS. Page 2 of the HLIS will be sent to families through the mail for completion in their home language and a certified pedagogue will meet with the family when schools return to complete the HLIS in its entirety. This includes page 1 of the survey as well as the informal interview with the student and parent signature. Copies of each HLIS and interview questionare are maintained and available for review upon request.</p>

<p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>The NYSESLAT continues to be an integral tool used to assess the literacy skills of our ELLs. We also rely on ELL Periodic Assessments as well as the more general ELA Periodic Assessments to help us gather data on the progress of our ELLs. Given the circumstances surrounding the pandemic over the last year and a half we cannot solely rely on state examinations that are now almost 2 years removed. As such, the computer programs Achieve 3000 and ESL Reading Smart are also used to assess the early literacy skills of our ELLs. Interm Assessment (ITA) Exams align with curriculum and predictive exams are aligned with and mirror the state ELA exam. Data reports and assessment reports are generated by class after each use of the program. Item skill analysis reports for class and individual students are also available. The data is gathered by the ELL teacher and through the data team for ELA assessments. The data is then shared with the staff as part of our monthly data analysis. Since the institution of remote learning we have also been using the computer based reading comprehension program Commonlit. The guided reading mode breaks texts into chunks and asks comprehension questions throughout each lesson. This provides the opportunity for assessment and to provide feedback on student understanding in real time. We will then compare student growth through over the course of the year to evaluate the effectiveness of the exams and of the data we are analyzing.</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>The programmer works closely with ENL teacher to ensure Mr. Puleo is still available to serve our ELLs so that they receive their mandated minutes even during state assessments. Teachers Sett, Gottesman, Valentine and Dougherty assist in this effort and serve as proctors during NYSESLAT administration. A system is in place so that no member of the scoring team scores more than one writing response, nor do they score any student who they may teach in their content area classes.</p>

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>ELLs with IEPs are exposed to wide variety of instructional strategies and grade level materials that provide access to academic content areas while improving their English proficiency. Sheltered Instruction is an approach for teaching content to ELLs in ways that make the subject matter comprehensible while promoting the students' English language development. There is a high level of student engagement and interaction with the teacher, with other students and with the text which leads to elaborated discourse and thinking. Students are taught functional language skills as well as how to negotiate meaning, argue, persuade, disagree and how to ask for clarification. ELL with IEPs are taught in a non-threatening environment where students feel comfortable taking risks with language. Lessons are supplemented with a myriad of materials that are both age and grade appropriate including related texts, graphs, models, audio-visuals and computer based resources.</p>
<p>b. SIFE</p>	<p>Although we currently do not have any SIFE students, a plan is in place for them. Students identified as SIFE will receive the additional support they need so that they can perform at grade level. In order to facilitate and fully enable our students who have interrupted formal education (SIFE), we seek to build supportive environments that respond to the immediate social, cultural and linguistic needs of our ELLs with limited schooling. Additionally SIFE students will be provided with AIS which includes Rosetta Stone, Reading Smart, CommonLit, one to one tutoring and small group instruction</p>
<p>c. Newcomer</p>	<p>Newcomers are provided with instruction and grade level content aimed at developing their reading, writing, listening and speaking skills. They work together and with more advanced level ELLs in a small group setting that utilizes a myriad of instructional materials. These materials include a variety of books, manipulatives, flash cards, posters, videos, audio tapes and games designed to improve their English proficiency. Students also benefit from using the computer programs Rosetta Stone and Reading Smart to enhance their development. Book titles include the "True Stories" series and "Grammar Essentials" by Longman. Although all instruction is English, students may use their native language to help each other and to negotiate meanings of words, phrases and/or concepts. Student libraries include books in their native language as well. Letters sent home to parents are available in a variety of languages so as to keep them informed and fully involved in their child's education.</p>
<p>d. Developing</p>	<p>Developing ELLs are explicitly instructed in an age appropriate manner in the 5 components of reading-phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students have access to a literacy rich environment and print materials. They are also encouraged to attend our morning tutorial as well as our after school Title III program. As always our students are taught in a small group and non-threatening environment that encourages participation and risk taking and aims to alleviate feelings of anxiety and trepidation.</p>
<p>e. Long Term</p>	<p>ELLs receiving services for 4 to 6 years are exposed to Sheltered Instruction as an approach for teaching content to ELLs in strategic ways that make the subject matter concepts comprehensible while promoting the students' English language development. Content is made comprehensible through techniques such as the use of visual aides, modeling, demonstrations, graphic organizers, vocabulary previews, adaptive texts, cooperative learning, peer tutoring, native language support and the use of technology. These students are also using the Reading Smart computer program and are always encouraged to participate in our Title III after school program as well as our ELA and Math programs. Long term ELLs are provided with a high level of grade appropriate content and instruction aimed at getting them proficient in each of the four modalities of the English language-reading, writing, speaking and listening. The ENL teacher works diligently with the content area teachers so that instruction is aligned, and will therefore better prepare our students to succeed in all academic areas. Long term ELLs benefit from taking part in our Reading Smart computer program as well as Achieve 3000. Data reports including individual item skill analysis are used to assess students and guide instruction. These students are also encouraged to join our after school ENL program. They are also encouraged to take part in our after school ELA and Math programs.</p>

<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>Those deemed commanding based upon their NYSESLAT scores are still entitled to receive ENL services in the form of 90 minutes of push in service per week for two years. Additionally they will receive continued support for two years in the form of testing modifications and will also be invited to continue to take part in our after school Title III Program. Bilingual libraries and translated modes of communication will continue to be made available to these students. In the event of remote learning this Fall, ELLs will continue to be provided with grade level instruction through a multiple of platforms. The online reading comprehension programs Achieve 3000 and CommonLit provide student with leveled texts that may be translated, chunked, provide grade level content and are interesting and engaging. Students will continue to be provided with appropriate leveled reading texts that are also reflective of the various cultures of our students..Each student's home language will be used as a tool to access content across subject areas when feasible.</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>All of our ELLs receive native language support. Students receive native language glossaries and dictionaries for content area vocabulary. Classroom libraries are supplemented with reading material in native languages. Materials are age and grade appropriate across genres. In addition, students use laptops and interactive response technology for immediate assessment of understanding. Native speaker paraprofessionals, peer to peer instruction, native language literature as well as computer assistance in native language is also used to support our ELLs. We also use the computer program Rosetta Stone to supplement native language support.All of our ELLs are also provided with bilingual glossaries to use in all of their content area classes so that they may better comprehend the necessary academic vocabulary. We offer all ELL students in all subject areas with bilingual glossaries.The online reading program CommonLit also provides translated texts in the event of optional remote learning this Fall.</p>
<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>The language elective offered to our entire student body is Spanish due to student and parent interest.</p>

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and - non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>I.S 78's annual professional learning plan ensures that every member of our school community is well versed and prepared to meet the academic and social emotional needs of our MLs/ELLs. ENL IEP'S are created for each of our ELLs. These documents include academic strengths and areas in need of improvement for each child. Additionally, these documents include individualized social and emotional considerations for each student. PDs are conducted throughout the school year to update these documents and discuss targeted interventions to best meet the needs of each of our ELLs. Furthermore, ENL Teacher Puleo collaborates with content area teachers during professional learning time to turn-key best practices and targeted interventions for each ELL subgroup. Moreover, professional days will be utilized to disseminate and discuss data, learning strategies, model lessons, alternate assessment methods and to discuss the unique social emotional needs of our ELLs.</p>
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<p>2. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>I.S 78's ENL instructor has received training through West Ed, QTEL, SIOP and Advanced Literacy. Meaningful professional development will be passed on to all teachers by our licensed ENL instructor. Instruction will include methods aimed to better equip teachers to help our ELLs succeed. Professional development blocks will be used to pass on ENL teaching strategies, identification procedures and testing modifications. Model lessons, common planning, and alternate assessment methods will also be thoroughly explored. Trips will be scheduled to provide alternate settings for our ELL students to further develop their language skills learned in the classroom and enrich their curriculum and cultural experiences. Professional development will be provided on a monthly basis throughout the duration of the school year so that all teachers will be better equipped to meet the needs of our ELLs. Teachers will collaborate and work together to create and implement an effective instructional, monitoring and assessment system for our ELLs. Professional development sessions will begin in October and further dates will be tentatively scheduled for professional days, including Election Day and Brooklyn-Queens Day. Common preps will also be utilized for training and planning. The ENL instructor will take part in multiple workshops throughout the year where new strategies will be explored. Topics will include developing literacy in ELLs, academic/content area development, and alternate forms of assessment and evaluation. All content area, special education, and common branch teachers will be invited to attend these workshops. All new general education teachers will receive their mandated 7.5 hrs of professional development. Special education teachers will receive 10 hours of training in ELL teaching strategies. Surveys are distributed to help determine the needs of those teachers in need of such support. All of the aforementioned activities will support the minimum 7.5 hours of ELL training for new staff members. Records are maintained and are available for review in our ENL files. Our ENL Instructor Puleo and a literacy teacher will also receive additional training through the network. Counselors are trained by the ENL instructor and through the Network in how to properly accommodate newcomers and their families. This includes everything from the initial meeting, completion of the HLS, parent orientations and helping ELLs complete their high school applications so as to ensure a smooth transition. All teachers receive training in the use of Skedula which leads to the formation of goals for individual students. Assistant Principals, paraprofessionals, guidance counselors, psychologists, occupational and speech therapists, secretaries and parent coordinator are well versed in the screening process of ELLs and will receive the continued support that they require. The before mentioned staff also take part in a number of off site professional development opportunities throughout the year. The ELL teacher attends monthly District ELL Ambassador Meetings working with ELL teachers in the district to share best practices. The ELL then turn-keys the information as part of our Ambassador turn-key meetings held monthly with teachers. Support is provided to staff to assist ELLs as they transition from school level to another. Grade and age appropriate materials are available to all staff members. These include texts, visual aids, graphic organizers, adapted texts and the use of technology such as computer programs. Lesson planning and best teaching practices are also explored. Meaningful professional development is provided to all teachers of ELLs. Titles include but are not limited to the following : -Advanced Literacy -Utilizing Common Core Unit Plans - Effective Planning -Using Formative Assessment to Drive Instruction -The Socratic Method -Supporting ELLs Across Content Areas -Effective Questioning -Instruction to Meet All Student Needs -Creating Student Pathways to College In the event of a switch to remote learning, ENL teacher will attend and then turn key all professional development sessions offered by Brooklyn South. He will also work with teachers to establish and disseminate strategies and alternative assessments to meet the needs of our ELLs should we be working remotely this Fall or at any point during the school year. Staff members receive support so that they may fully assist our ELLs as they transition from elementary to middle/or middle to high school. Support in the form of ENL teaching strategies, methodologies, alternate forms of assessment are thoroughly explored. Teachers are also made aware of the many factors that go into second language acquisition including self esteem and creating nurturing learning environments that encourage risk taking and participation. In doing so, we hope to make for a seamless and smooth transition as our ELLs move forward on their educational paths. Professional development is provided to all teachers and administrators that specifically address the needs of our ELLs. The ENL teacher led a PD for the staff in September and holds monthly ENL seminars for General Education teachers during Monday PD time. A minimum of 15% of the required PD hours is dedicated to language acquisition, including co-teaching strategies and integrating language and content instruction for ELLs. ENL teachers will receive a minimum of 50% of their PD hours dedicated to language acquisition in alignment with content area instruction, including co-teaching strategies and integrating language and content instruction for ELLs. Agendas and attendance records are kept on file in Principal Cusumano's office.</p>
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Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>Parents of our ELLs are encouraged to become active participating members of our school community. As such , it is imperative that we keep them up to date of the various workshops and events taking place every month. Notices are available in a variety of languages and translators are on hand so that a possible language barrier does not deter any parents from taking part in any gatherings and activities that are being offered. Formal events taking place include monthly PTA meetings, Anti-Bullying Workshops, High School Information Nights, Common Core Math and ELA Workshops, Common Sense Media Workshops, College and Career Readiness Workshops as well as a Family Fun Night.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>Forging a strong partnership between school and home is vital to nurturing the academic and social growth of our students. Strong parental involvement is one factor that research has shown time and time again to have positive effects on academic achievement and the overall culture of a school. Parental involvement supports, encourages and provides opportunities for parents and educators to work together on behalf of our students. Maintaining such a relationship is of utmost importance at I.S. 78. An explicit open door policy is established so that parents always know they are welcome. Written information about classroom assignments, goals, assessments and school events and notices will be translated and parents will be encouraged to reply. Annual individual meetings are held throughout the year so that parents can tour the school, meet teachers, see student work and progress first hand, as well as obtain a better understanding of the school's expectations and standards. The parent coordinator and translators will be available at these conferences to answer questions and provide further information regarding school matters. Visuals and literature will be provided in a myriad of languages at these meetings so as to ensure understanding. Copies of attendance records are kept by ENL Instructor Puleo in the ENL Folder of Critical Documents. In the event we are still working remotely this Fall , contact will be maintained with each family through email, and teleconferences. During these uncertain times, it is more important than ever to keep parents updated on their children's progress and so progress reports and telephone calls will take place on a monthly basis or even more frequently if warranted. Parents of our ELLs are encouraged to become active participating members of our school community. As such , it is imperative that we keep them up to date of the various workshops and events taking place every month. Notices are available in a variety of languages and translators are on hand so that a possible language barrier does not deter any parents from taking part in any gatherings and activities that are being offered. Formal events taking place include monthly PTA meetings, Anti-Bullying Workshops, High School Information Nights, Common Core Math and ELA Workshops, Common Sense Media Workshops, College and Career Readiness Workshops as well as a Family Fun Night.</p>

Additional Information

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

Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>All of our students and parents know which class their children have been assigned to prior to the first day of school. A special orientation and barbecue are held for parents and students entering the 6th grade. They are given an opportunity to tour the building, meet with staff and have their questions and concerns addressed. Our guidance counselors, parent coordinator and administration are available prior to the first day of school to meet with students and parents if needed. Newly enrolled ELLs are paired with students who speak the same language so as to make for a smoother transition. Bilingual libraries are also made available to these students as well as translated modes of communication to their homes. Through these initiatives we hope to alleviate any tension or anxiety that our ELLs may be experiencing. Additionally, several parent conferences and orientations are arranged throughout the school year so that parents can tour the school, meet teachers, see student work and progress first hand, as well as obtain a better understanding of the school's expectations and standards. Translators will be on hand to further meet the needs of parents and ELLs alike. In the event of remote learning, Newcomers will continue to be screened for home language using the HLIS. Page 2 of the HLIS will be sent to families for completion in their home language and a certified pedagogue will meet with the family when schools return to complete the HLIS in its entirety. This includes page 1 of the survey as well as the informal interview with the student and parent signature.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>Our identification team includes ENL Instructor Puleo, Teachers Sett and Dougherty, Assistant Principal Diesa, and Guidance Counselors Finnegan and Reinhardt. In house translators include Mr. Conde, Ms. Charlamagne, Ms. Michel, and Ms. Brayer. Newcomers will continue to be screened for home language using the HLS and student interview administered by a licensed pedagogue. In the event that Mr. Puleo is unavailable, members of our ELL Identification Team have been trained and are well versed in the ELL identification process. Based on the findings of the HLS and interview, the student will be administered the NYSITELL to determine ENL eligibility. Spanish speaking students will also be administered the Spanish LAB if eligible. Copies of each HLIS and interview questionnaire are maintained and available for review in Mr. Puleo's office upon request.</p>

PART VII: LAP ASSURANCES

LAP Assurances Page

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

Download a blank LAP assurances page.

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

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

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

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Stephen	Puleo	ENL Teacher	2021	Yes	Stephen Puleo
Ian	Dougherty	Special Education Teacher	2021	Yes	Stephen Puleo
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A

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

First Name	Last Name	Title
Jamilah	Bess	Parent Coordinator
N/A	N/A	N/A
N/A	N/A	N/A

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

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Tadzhik	2	.26	2	.26
Arabic	26	3.38	27	3.51
Bengali	5	.65	6	.78
Bihari	1	.13	1	.13
French	1	.13	1	.13
Haitian Creole	22	2.86	23	2.99
Hebrew	1	.13	1	.13
English	661	85.96	658	85.57
Russian	1	.13	1	.13
Spanish	35	4.55	35	4.29
Urdu	11	1.43	12	1.56
Ukrainian	2	.26	2	.26
Chinese	1	.13	0	0
Mandarin	0	0	1	.13
Punjabi	0	0	1	.13

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
Haitian- Creole	2	2
French	2	2
Spanish	2	2
Russian	1	1

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ■ Part III of the Home Language Identification Survey (HLIS) ■ Automate The System (ATS) reports ■ Student Emergency Contact cards ■ Surveys conducted by your school. 	<p>We assess the languages that parents speak and also those requesting translations using data that is collected and put into ATS upon registration of each child. We share these findings with our school community: the school leadership team, our school leaders including administrators, lead teachers, our PTA and our local community based organization during our opening fall leadership meetings and we update during our midyear assessment meetings and as needed throughout the entirety of the school year. When a child is admitted to the school, the parent is interviewed by the Guidance Counselor and/or our ENL Instructor and also fills out the Home Language Survey. Translators are available if needed. At that time the parent is asked if they wish any school documents to be sent home in a language other than English. If so, their request is given to the ENL Coordinator who is responsible for ensuring that the parent receives information given in the translated version. Emergency contact cards are maintained for each child and are kept in the main office for review.</p>
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PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

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

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
Parent Memos	September - June	Letters are provided in multiple languages based on the parents spoken language

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.
ENL Parent Orientations	September - June	Interpretation is provided through teachers, paraprofessionals and the translation call center
Parent/Teacher Conferences	September, November, March and May	Interpretation is provided through teachers, paraprofessionals and the translation call center
High School Information Night	October/May	Interpretation is provided through teachers, paraprofessionals and the translation call center
PTA Meetings/Parent Workshops	September - June	Interpretation is provided through teachers, paraprofessionals and the translation call center

<p>3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p>	<p>In the event of an emergency parents will be contacted in their home language via school messenger. We will provide ENL documents on every student to teachers which include Regulation A-663 and information on every ENL student in the building.</p> <ul style="list-style-type: none"> • Translated signage • Brochures/flyers/letters shared with parents • Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) <p>The Parent Bill of Rights will be provided to all parents on Open School Day and Evening. A translation sign is posted in the main lobby in a conspicuous location. The School Safety Plan contains procedures for ensuring that all parents in need of language assisted services are not prevented from reaching the school's administrative offices solely due to language barriers.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>- We will utilize staff members who speak the families' language. - In the event we do not have a staff member who speaks the families' language we will use translation services or google translator</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>- We will utilize staff members who speak the families language. - In the event we do not have a staff member who speaks the families language we will use translation services or google translator</p>

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, staff email
Over-the-Phone Interpretation Desk Aid	turnkey training, staff email
Language Access Handbook	turnkey training, staff email
T&I Unit InfoHub Link	turnkey training, staff email

1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).	We will provide ENL documents on every student to teachers which include Regulation A-663 and information on every ENL student in the building. Additionally, Mr. Puleo will attend PDs throughout the school year as they become available and turnkey any pertinent information to staff and members of our school community.
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ▪ Messaging phone applications ▪ Parent's Guide to Language Access ▪ NYC Public School Guidebook 	<p>The Parent Bill of Rights will be provided to all parents on Open School Day and Evening. A translation sign is posted in the main lobby in a conspicuous location. There is also translated signage at the security desk upon entry into the school building. The School Safety Plan contains procedures for ensuring that all parents in need of language assisted services are not prevented from reaching the school's administrative offices solely due to language barriers. Parents are made aware of translated modes of communication through PTA meetings and at ENL Orientations throughout the school year.</p>
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>Surveys will be distributed so that we may gather feedback on the quality and availability of services being offered to parents. We will carefully review the results of these surveys to gather information about best practices and make the appropriate changes so that we may fully meet the needs of all of our parents. Informal discussions with parents also take place throughout the school year and will also factor into decisions that are being made concerning quality control. Mr. Puleo maintains contact with parents through the duration of the school year to further ensure that each family's translation needs are being met.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>- We now list staff in the building who speak alternate languages with languages they speak to support parent communication - We ensure school messenger is listed in parents perfected language - We conduct scheduled check-in with ENL families to ensure their needs are being met and they are receiving information in a language they can communicate in.</p>

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

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

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

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

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

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

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

PART A: SCHOOL INFORMATION

Name of school:	Roy H. Mann
DBN:	22K078
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	Yes
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	34
Total # of teachers in this program:	1
# of certified ESOL/Bilingual teachers:	1
# of content area teachers:	0

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> ■ Rationale ■ Subgroups and grade levels of students to be served ■ Schedule and duration ■ Language of instruction ■ Number and types of certified teachers ■ Types of materials 	<p>Our instructional program is aimed at improving the ELA and NYSESLAT scores of our ELLs on NYS assessments. All ELLs as well as former ELLs will be eligible to participate. This after school program will take place on Thursdays from 2:25 to 4:25 pm and on Saturday's in the winter as part of our Saturday Academy. The Saturday program may take place virtually. Students who are unable to attend the afterschool program will be invited to the Saturday Academy. Students will be instructed by a fully certified teacher of ENL. Attendance records, assessments and supplementary student portfolios are kept for each of our participating ELLs. Records, including student attendance, program notifications and parent consent forms in preferred languages are maintained and kept on file in our ELL Folder of Critical Documents. Former ELLs are also invited to participate. These documents are available for review in Mr. Puleo's office. This after school program will run from September through May for a total of 88 instructional hours. It will focus on Transitioning and Expanding level ELLs in grades 6-8 and former ELLs improving their performance on the NYS ELA exam. Students are instructed in English with native language support coming in the form of bilingual dictionaries and glossaries. The "Comprehensive Reading Assessment" series by Options Publishing as well as Continental's "New York ELLs" will be utilized in this program. These books are already on site and will not be paid for with Title III money. Additionally, an after school program will also take place on Wednesdays from 2:25-4:25. The rationale in opening a program on Wednesday afternoons is so that we may target Entering, and Emerging level ELLs and newcomers for small group instruction. We will be utilizing Continental's "Ready, Set, Go!- Newcomers series for this program. Roughly 30% of our ELLs are here for one year or less and would benefit greatly from such a program. It will run from September through May for 84 instructional hours. Students will be instructed by a fully certified ESL teacher and this program will also be aimed at improving student performance on NYS assessments, including the ELA (for those whom are not exempt), Math and NYSESLAT exams. The Saturday Academy will run from February through March leading up to the NYS assessments. The program will take place from 8 A.M-12 P.M for 8 Saturdays or 32 instructional hours. ELLs who have been unable to take part in our after school program will be invited to attend. We will utilize the same series of books that are used for our after school program. Instruction is in English and is aimed at improving each student's ability in the 4 modalities of English language proficiency, including reading, writing, speaking and listening. Native language support is provided in the form of written texts, dictionaries and glossaries. Prior knowledge, past experiences and cultural backgrounds are incorporated into classroom activities. ELLs are immersed in a print rich environment where comprehension, participation and higher order thinking skills are emphasized through the use of a wide variety of teaching methods and tasks including graphic organizers, response groups, and writing workshops. ENL instruction is provided by a fully certified ENL teacher. On site materials used include a wide variety of books, manipulatives, flashcards, posters, videos, audio clips, computer programs and games designed to improve English proficiency of our ELLs. Books titles include Continental's "New York ELLs", Pearson's "Exploring English" and "True Stories" series as well as Longman's "Grammar Essentials" and "Longman Mathematics". The already on site computer programs "Rosetta Stone" and "ESL Reading Smart" will also be utilized on Wednesdays to offer beginner level ELLs English language support and audio reading materials are used to provide added support to students as they master new literacy skills. Materials to be purchased for our Title III program include additional copies of the " Ready, Set Go! Newcomers series, as well as notebooks, folders, binders and pens. I.S 78 uses data to drive instruction. The NYSESLAT continues to be an integral tool used to assess the literacy skills of our ELLs. Based upon our AMAO tool, our school has continued to meet AMAO 1 (% of students making progress in English as per the NYSESLAT) based on the 2021 NYSESLAT. We also rely upon ELL Periodic Assessments to help us gather data on the progress of our ELLs. Performance indicators reveal that the weakest modalities of our current ELLS English Language development are reading and writing followed by listening then speaking. NYSESLAT data is reinforced by teacher observation and students' performance on the iReady Diagnostic as well as ELL Periodic Assessments. Teachers use this data to differentiate their instruction so as to better meet students' individualized needs. The ENL instructor, content area teachers and school leadership including Principal Cusumano and Assistant Principal Diesa work together reviewing data provided by these assessments. School leadership collaborate with teachers to provide the framework for the instruction that is vital to ensure the adequate progress of our ELLs. Planning and various methods of assessment are based upon such data. Data from the iReady Diagnostic, ESL Reading Smart and periodic assessments allow us to strategically deliver differentiated instruction and group our students accordingly. It further enables us to set both teacher and student goals that are monitored and adjusted regularly. Upon examination of past NYSESLAT scores and teacher observation the weakest modalities are reading and writing. Thus, instruction will be especially focused on addressing these critical areas. Instruction of ELLs is cognitively demanding but will be scaffolded so as to ensure student success. Learning will be organized into topics and themes so that students can build upon previous learning of vocabulary and grammatical structures as well as academic concepts and skills. Our students often work in groups, which affords them the opportunity to see other learners' styles of problem solving while developing an appreciation for each person's contribution to the group. Cooperative learning allows ELLs to work with advanced and native English speakers, which affords them the opportunity to hear and produce English and negotiate its meaning with others. Small group instruction creates a relaxed learning environment which encourages participation and inhibits any feelings of trepidation or anxiety. We also seek to maintain the continued enhancement of an appreciation of the cultural diversity existent in an ESL classroom.</p>
<p>Rationale</p>	
<p>Subgroups and grade levels of students to be served</p>	<p>The program is open to all ELL's and former ELL's. The program will serve all grades (6-8).</p>
<p>Schedule and duration</p>	<p>The afterschool program will start in September and end in May on Wednesdays and Thursdays from 2:45 pm - 4:45 pm. Students will receive 84 instructional hours. A supplemental program for students unable to attend the afterschool program will be held on Saturdays starting in February and ending in March from 8:00 am - 12:00 pm.</p>

Language of instruction	Instruction is in English and is aimed at improving each student's ability in the 4 modalities of English language proficiency, including reading, writing, speaking and listening. Native language support is provided in the form of written texts, dictionaries and glossaries.
Number and types of certified teachers	Students will be instructed by one fully certified teacher of ENL
Types of materials	The "Comprehensive Reading Assessment" series by Options Publishing as well as Continental's "New York ELLs" will be utilized in this program. In addition, , Pearson's "Exploring English" and "True Stories" series as well as Longman's "Grammar Essentials" and "Longman Mathematics" will be used. Furthermore, Continental's "Ready, Set, Go! Newcomers" series will also be utilized. Computer programs "Rosetta Stone" and "ESL Reading Smart" will also be utilized on Wednesdays to offer beginner level ELLs English language support and audio reading materials are used to provide added support to students as they master new literacy skills. We will assess student progress using the iReady Diagnostic and in house Mock State Exam Periodic Assessments.
Include any additional details here:	
The direct instruction component of the program will consist of (check all that apply):	,After School,Saturday Academy
Grades to be served in this program. Select all that apply.	,6,7,8

PART C: PROFESSIONAL DEVELOPMENT

<p>Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider 	<p>We will hold the following Professional Development Sessions throughout the school year, "Understanding the different levels of English Language Proficiency." "Supporting ELL students through ELL Individualized Plans." "Alternate Forms of Assessment for ELLs", "Preparing ELLs for the ELA" and "Exploring the SIOP Model of Instructing ELLs". In addition, the ELL teacher will work with groups of teachers during common planning time, which takes place every Tuesday afternoon from 2:20 pm -3:00 pm.</p>
<p>Rationale</p>	<p>The Professional Development Sessions will support teachers in assessing ELL students, preparing them for the ELA State Exam and providing them with high quality instruction. Common planning time will allow the ELL teacher to work directly with subject area teachers to plan instruction that best meets the needs of individual and groups ELL students.</p>
<p>Teachers to receive training</p>	<p>All teachers will attend the Professional Development Sessions. The ELL teacher will focus at first in meeting with ELA teachers during Common Planning Time but will also work with the Math, Social Studies and Science Departments throughout the course of the year.</p>
<p>Schedule and duration</p>	<p>The Professional Development Sessions will be held on Mondays throughout the course of the year during the Monday Professional Development Time (2:20 pm - 3:40 pm). The ELL teacher will meet with departments on Tuesday's during Common Planning Time (2:20 pm - 3:00 pm).</p>
<p>Topics to be covered</p>	<p>- Understanding the six ELL Levels - Supporting ELL students through ELL Individualized Plans - Alternate Forms of Assessment for ELLs - Preparing ELLs for the ELA" - Exploring the SIOP Model of Instructing ELLs</p>
<p>Name of provider</p>	<p>Stephen Puleo Andrea Sett Michael Diesa</p>
<p>Include any additional details here:</p>	

PART D: PARENT ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ schedule and duration ▪ topics to be covered ▪ name of provider ▪ how parents will be notified of these activities 	<p>Parent needs are evaluated through formal and informal interviews and conferences. Language preference forms are sent home to determine what language the parent prefers to use when communicating both verbally and in the written form with our school. Translators are made available to ensure active participation and clear communication between the school and parents of our ELLs. Events celebrating the diverse cultural makeup of our school will be held during the school day throughout the year. Children are encouraged to contribute music, posters, food, flags, poems, and history celebrating their backgrounds and parent are invited to participate. ENL Instructor Puleo, Parent Coordinator Ms. Bess and School Counselor Ms. Finnegan work together in the planning and implementation of parent activities and orientations. Letters informing parents of such events are sent home with students.</p>
<p>Rationale</p>	<p>Forging a strong partnership between school and home is vital to nurturing the academic and social growth of our students. Strong parental involvement is one factor that research has shown time and time again to have positive effects on academic achievement and the overall culture of the school. Parental involvement supports, encourages and provides opportunities for parents and educators to work together on behalf of our students. Maintaining this relationship is of utmost importance at Roy H. Mann. Translated versions are available so that information is sent in each student's home language. Follow-up phone calls are made to ensure notification and full parental engagement and participation. Parents and guardians of all of our current and former ELLs are invited to participate in such events. Topics and themes include multicultural celebrations, festivals, award ceremonies, periodic orientations and information nights where assessments, curriculum, promotional criteria, accommodations and learning strategies are thoroughly explored and discussed</p>
<p>Schedule and duration</p>	<p>Workshops will run from 2:30 pm - 4:00 pm and are scheduled to take place on in September, November, January, March and May. Parents are also invited to attend our virtual Saturday program with their children in order to provide support for parents in ways to support their students. The program will run from February through March for a total of 8 Saturdays. It will take place from 8:00 am - 12:00 pm.</p>
<p>Topics to be covered</p>	<p>-Multicultural celebrations -Festivals - Periodic orientations - Information nights where assessments, curriculum, promotional criteria, accommodations and learning strategies are thoroughly explored and discussed -</p>
<p>Name of provider</p>	<p>Five providers will be utilized: - Mr. Puleo, ELL Teacher -Ms. Sett, Special Education Teacher - Ms. Finegan, Guidance Counselor - Ms. Bess, Parent Coordinator - Mr. Diesa, Assistant Principal</p>
<p>How parents will be notified of these activities</p>	<p>Parents will be notified through the new Messenger DOE system which will send phone calls, text messages and emails along with backpack home letters.</p>
<p>Include any additional details here:</p>	

PART E: BUDGET

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

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

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

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

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

<p>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.</p>	<p>Professional Learning Plan Through an analysis of our School Quality Snapshot, NYS Accountability Report, PPO Report, Instructional Focus, The Framework for Great Schools, Danielson's Framework, Comprehensive Educational Plan, Teacher Observation Reports, Benchmark Assessments, individual student progress, and teacher surveys we have identified areas in need of improvement. In order to provide each teacher with the training necessary to provide engaging instruction that allows for multiple points of entry based on student data, we are offering professional learning sessions focusing on high need areas along with teachers participating in Professional Learning Communities by subject area. Over the course of the school year teachers will receive training in: • Claims & Counter Claims • Cognitive rigor • Assessment • Classroom management • Collaborative planning • College and career readiness • Danielson's Framework • Data analysis • Differentiated instruction • Effective Questioning • Formative Assessment • Portfolios • Online Enrichment Learning • Questioning • Self & Peer Assessments • Use of Technology • Using Assessment to Drive Instruction</p>
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Part 5: "Conceptual" Consolidation of Funds in SWP Schools

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal	47,319	X	Section 5C/Action Plan
Title I, School Improvement 1003(a)	Federal	11,376	N/A	N/A
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	N/A	N/A	N/A
Title III, Immigrant	Federal	N/A	N/A	N/A
Title IV, Part A	Federal	N/A	N/A	N/A
Tax Levy (Fair Student Funding)	Local	\$4,603,600	X	Section 5C/Action Plan

Explanation/Background

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

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

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

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

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

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

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

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

rounded education, safety and health, and educational technology include direct services for students, professional development for teachers and administrators, and supplemental educational resources. School allocations have been provided for well-rounded education, social emotional learning, cultural responsiveness awareness, professional development to support implementation of technology and blended learning environments, and community coordinators in schools with high rates of students in temporary housing

- Students in Temporary Housing (STH): Schools must describe their use of Title I STH funds in their consolidated application.

Important Note: The following funds may not be consolidated:

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

APPENDIX 6: SUBMISSION ASSURANCES

APPENDIX 6: SUBMISSION ASSURANCES

Submission Assurances

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

- The Comprehensive Education Plan (CEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
- As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
- The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If the school was unable to obtain a signature of an individual that participated in the development of the CEP, a written explanation will be attached to explain why the school was unable to obtain the individual's signature.
- The CEP will be implemented no later than the beginning of the first day of regular student attendance.
- Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.