2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	28Q101
School Name	P.S. 101 School in the Gardens
Principal	Monique Lopez-paniagua

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

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STEP 1: IDENTIFY AREAS OF CONCENTRATION
STEP 2: ENGAGE IN A NEEDS ASSESSMENT
STEP 3: DEVELOP SMART GOALS
STEP 4: SET PROGRESS MONITORING TARGETS
STEP 5: CREATE PROGRESSIVE ACTION STEPS
STEP 6: FAMILY & COMMUNITY STRATEGIES
STEP 7: ALIGN BUDGET TO THE GOAL
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The CEP is a document that engages stakeholders in continuous improvement practices through an equity lens. The School Leadership Team (SLT) follows these steps to develop the CEP.

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

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

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

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

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

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

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

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Elementary

District Borough Number (DBN):	28Q101

Grades Served:	Pre - K-5

School Address:	2 Russell Place, Forest Hills, NY 11375

Phone Number:	718-268-7230

Fax:	718-575-3571

School Contact Person:	Monique Lopez-Paniagua

School Contact Person Email Address:	Mlopez69@schools.nyc.gov

Principal:	Monique Lopez-Paniagua

United Federation of Teachers (UFT) Chapter Leader:	Adam Hyman

Parents' Association President:	Tamara Siddiqi

SLT Chairperson:	Jessica Kuruc

Title I Parent Advisory Council Chairperson (PAC):	Non-Title 1 School

Student Representative(s) Middle /High School:	None

Student Representative(s) Middle /High School:	None

Community Based Organization (CBO) Representative:	None

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

District Information

Geographic District:	Queens

Superintendent:	Dr. Tammy Pate

Superintendent's Office Address:	90-27 Sutphin Blvd, Jamaica, NY 11435

Superintendent's Email Address:	TPate@school.nyc.gov

Phone Number:	(718)557-2618

Fax:	(718)557-2623

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

School Leadership Team (SLT) Signature Page

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

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

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

SLT Member Name	Position and Constituent Group Represented	Signature	
Monique Lopez-Paniagua	Principal or Designee*		
Adam Hyman	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Melissa Cruz	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
None	District Council 37 (DC 37) Representative (staff), if applicable		
None	Title I Parent Advisory Council Chairperson (or alternate)		
None	Student Representative (Required for middle and high schools)		
None	Student Representative (Required for middle and high schools)		
None	CBO Representative, if applicable		
Dalelyn Wyzsinski	Member/Teacher		
Jessica Kaminsky	Member/Teacher		
Melissa Sawicki-Mallien	Member/Teacher		
Saba Khan	Member/Parent		
Laura Gallagher	Member/Parent		
Julia Olsheski	Member/Parent		
Selena James	Member/Parent		
None	Member/		
None	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
None		
None		
None		
None		
None		
None		
None		
None		
None		
None		

SECTION 4: SCHOOL SUMMARY

School Summary

Your School's Accountability Status:	Good Standing

Provide your school's mission statement:	The mission of P.S. 101Q, School in the Gardens, is to nurture our students in a well-rounded, intellectually stimulating atmosphere in order for students to succeed. Vision Statement We approach learning through inclusive and equitable practices that promote a sense of belonging for all students. Social emotional learning (SEL) will be a core value that promotes emotional well-being. We foster the love of learning through continuous use of a progressive, rigorous, and comprehensive curriculum. The integration of technology and the arts is utilized to enhance learning. We value the engagement and collaboration of all community members in order for our students to excel academically.

Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships: Include demographic information about your school's student population.	P.S. 101Q is an exemplary high performing and diverse elementary school that epitomizes strong school culture with dynamic family engagement. P.S. 101Q was recognized as a 2019 National Blue Ribbon School. Student performance and progress for ELA and Math has consistently been above the city average. In 2021, 81.6% of students in grades 3-5 passed the ELA state test and 88% passed math state test. The school has been rated, "Well Developed" three times consecutively by different evaluators in the last seven years. In addition, the school has been named a "Good Standing School", the highest status in New York State. This recognition is an honor for those schools who are identified as having high academic achievement, as well as closing the achievement gap for our students with IEPs and/or receiving ENL services. According to the internal Teachers College Columbia University Running Records for the 2020-2021 school year, over 84% of students are on grade level for ELA. Envision Mathematics program is utilized at the school and according to the topic tests, 84% of students are on grade level for mathematics. The curricula is cognitively engaging and aligned to the Next Generation standards. The school utilizes Teachers' College Columbia University's Reading, Phonics and Writing Workshops, Envisions Mathematics, NYC Social Studies blueprint and Teacher Created Social Studies Menus for students and Elevate Science Curricula. Critical thinking is an essential priority focus for the school. Through differentiated instruction, such as tools, modeling and prompts, all students are able to take ownership of their learning to challenge themselves and others. We believe that through the incorporation of strategic questions in teacher's daily lessons, students are allowed to become strategic thinkers. During teacher professional development, teachers and administrators analyze student work to revise instruction. This data is used to enhance student performance. The teaching staff prides themselves on being life -long learners. Teachers are provided the opportunity to participate in leadership responsibilities. P.S. 101Q values a shared leadership model. The school culture is collaborative and strong. The school's rating has consistently been rated "Well Developed" on the Quality Review for Teacher Teams and Leadership Development. There is evidence of the strong collaboration between the parents' association and the school. Together, they provide a variety of courses, assemblies and collaborations with outside agencies for in-class residency programs and after school programs. PS 101Q, The School in the Gardens, is a collaborative community involving parents, teachers, and students to work together to make this school the best possible place for students to thrive. The family engagement is consistently collaborative and vibrant to ensure that students receive the best services and opportunities. Our parent population is extremely involved in the school community. PS101 has hundreds of parent volunteers who host and chair events throughout the year, assist in daily school activities, and collaborate with administration. Our parents and school members also volunteer and host events such as; Monster Mash, annual talent show, movie night(s), residencies, assembles, an online auction, community service project, Run Fun, Spring Fling and the International Dinner. To improve our parent's involvement in their child's education the principal collaborated with the parent's association to establish a monthly "Parents as learning Partners" program. Once a month, we invite parents to their child's classroom to lead a social emotional lesson. The school believes in providing the students with a loving nurturing environment. P.S.101Q provides students with a strong social emotional foundation in order to be emotionally intelligent individuals. The community reads promote positive social characteristics that we want to instill in our students. The school has a student council, also known as our Positive Action Leaders, who collaborate with staff members that have taken on leadership roles. During the meetings, the students work as a team to conduct surveys and brainstorm ideas, which will further improve our school community or align with our SEL goals. Each class nominates and elects student ambassadors that help the teacher to reinforce the RULER, the schools' social emotional curricula. They prioritize and engage in conflict resolution with peers. We are a diverse community with over 75 languages spoken who work together. The Parents Association and the School collaborated to develop the schools' equity statement and developed monthly activities around inclusion and representation of all cultures into the school. We are located in a beautiful residential community in Forest Hills Gardens, Queens. The School fosters a welcoming environment where students and staff love to be here with an average of over ninety two percent daily attendance.

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

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	K-5	Teachers College Reading and Writing and Phonics	
ELA	K-2	Acadience	
ELA	K-5	iReady Assessments	
Math	K-5	Envision Mathematics	
Math	K-5	iReady Assessments	

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)
Raising Proficiency Levels for Students Reading on Benchmarks that reflect Early Childhood levels Pre A - G	84% of all students scored on and above grade level according to Teachers College Running Records in April 2022. Therefore, 16% of students are below grade level. However, only 81% of students in grades 1-2 are on grade level, most of which are reading on the Early Childhood Benchmarks according to Teachers College Running Records in April 2022.	Basic foundational skills needed to be retaught last school year alongside normal academic learning. To ensure that Early Childhood readers are on the same proficiency levels as the other readers, a focus must be adhered to.
Raising Proficiency for Students Receiving SPED Services	66% of students receiving SPED services scored on and above grade level in Reading Running Records. Significantly lower than the whole school data.	Students receiving SPED services require modifications to curricula in order to engage with the learning. A focus on appropriate modifications for lessons for students receiving SPED services must be adhered to.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	86	By June, 2023, Elementary/Middle School ELA for All Students will Increase 2% from April 2021%, from 84% to 86%, as measured by Teachers College Running Records

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	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
		October 30, 2022			
Teachers College Running Records	Level 3 and level 4 in Quarterly Progress	84%	70%	78%	86%

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?)
09/16/2022	10/30/2022	Provide students with easily accessible virtual and in person libraries.
09/16/2022	10/30/2022	Provide handwriting books to students in grades K-1
09/16/2022	10/30/2022	Provide families with questions and recommendations of tasks they can engage in with their children in grades K-1
11/02/2022	02/11/2023	Provide students with reading logs in grades K-5. Use raffles and Scholastic Dollars as incentives for students to read more in school and at home.
11/02/2022	02/11/2023	One period a week of ELA games
11/02/2022	02/11/2023	One period a week of DEAR Time
11/02/2022	02/11/2023	Daily Phonics instruction for students in grades K-2
11/02/2022	02/11/2023	Daily Phonics Instruction for students that require it in grades 3-5
11/02/2022	02/11/2023	Teachers provide clear models for reading and writing strategies during whole class lessons and while working with students in conferences and small groups.
11/02/2022	02/11/2023	The teachers will ensure that all students have access to books on hand and online.
11/02/2022	02/11/2023	The administration, ENL teachers and/or Teachers College Staff developer will conduct workshops for teachers on ENL Instruction.
11/02/2022	02/11/2023	Teachers will continue to conduct data based conferences and small group instruction more often with students that score towards the bottom third of their class.
11/02/2022	02/11/2023	ENL teachers will conduct a series of parent workshops for families receiving ENL services.
11/02/2022	02/11/2023	The school will provide families receiving ENL services with resources from the NY Public Library or DOE.
11/02/2022	02/11/2023	The school will continue to provide professional learning sessions for teachers on diagnosing student needs for ENL performance based on data.
11/02/2022	02/11/2023	Teachers will utilize Teachers College Reading and Writing Project Phonics Curricula to ensure that gaps in learning for ENL students are targeted.
11/02/2022	02/11/2023	The school will provide adaptive learning platforms to all students such as; iReady.
11/02/2022	02/11/2023	The Parent Coordinator will ensure that all students have access to devices and wireless internet connections.
11/02/2022	02/11/2023	Provide sample/mentor pieces of writing to parents and students.
11/02/2022	02/11/2023	Provide Professional Learning for parents to understand the Teachers College Writing Rubric.
11/02/2022	02/11/2023	Provide full Leveled Literacy Lessons to all students below benchmark lessons.
11/02/2022	02/11/2023	Provide Teachers College Guided Reading to all students.
11/02/2022	02/11/2023	Create a platform of resources for parents; such as videos on how to interpret the rubric, questions at each level, etc.
11/02/2022	02/11/2023	Instructing students to stop and jot their thinking about their reading to improve comprehension.
11/02/2022	02/11/2023	Read A Thon to increase reading stamina.

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?)
02/11/2023	06/26/2023	Teachers will utilize visual aides to support students with instruction
02/11/2023	06/26/2023	Teachers will utilize modifications and scaffolds to support students with instruction
02/11/2023	06/26/2023	Teaches will conduct appropriate small group instruction and or one to one conferences based on student data.
02/11/2023	06/26/2023	Teachers will provide feedback during reading and writing conferences, small group work and active engagement portions of the whole class lesson. Teachers will also provide periodic feedback on student writing.
02/11/2023	06/26/2023	The administration, Instructional Leadership Team and Teachers College will provide professional development on ELA instruction for whole class, individual conferences and small group instruction.
02/11/2023	06/26/2023	Teachers provide clear models for reading and writing strategies during whole class lessons and while working with students in conferences and small groups.
02/11/2023	06/26/2023	Teachers will incorporate student to student discussions through peer feedback and peer collaboration.
02/11/2023	06/26/2023	Reading Buddies. Partner early readers with proficient readers in the upper grades for reading buddy time.

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)
09/16/2022	01/22/2023	Teachers College Workshops for Parents	Teachers College
09/16/2022	01/22/2023	Google Drive of Parent Resources	
11/02/2022	01/22/2023	Partner with Parents for Scholastic Dollar Book Fair and Incentives for increasing reading.	Scholastic Book Fair
09/16/2022	01/22/2023	Engage in a Whole School Read a Thon	Read A Thon

Human Resources	Teachers, Administrators and Parents Association
Instructional Resources	Teachers College Reading, Writing, Phonics Units of Study, iReady Software, Classroom libraries, Virtual Libraries
Schedule Adjustments	Per Session After School, Common Planning and Parent Engagement Time
Other Resources Needed	Teacher and Administrator Per Session

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)
SPED	84% of students scored on or above proficiency according to Envision Math Topic End of the Unit Assessments. Therefore, 16% of students are not on grade level. 50% of students in grades 3-5 receiving SPED services are on or above grade level. This is significantly lower than the rest of the school.	Some students have gaps in their mathematical understanding and need additional support in targeted small group work and one on one instruction. Students receiving SPED services need modifications to the curricula in order to engage with their on grade level work independently.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Students with Disabilities (SWD)	50	By June, 2023, Math proficiency for Students with Disabilities (SWD) will Increase 10%, from 50% to 60%, as measured by Envisions Grade Topic End of the Unit Assessments .

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	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
		October 30, 2021			
Envision Math Chapter Tests	60% on and above grade level for quarterly progress	50%	50%	55%	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?)
09/16/2022	10/30/2023	Teachers will utilize visual aides to support students with math instruction for students receiving SPED services.
09/16/2022	10/30/2023	Teachers will assign all students in grades 3-5 to iReady Math
09/16/2022	10/30/2023	Teachers utilize modifications and scaffolds to support learning for students receiving SPED services.
11/02/2022	01/31/2023	Teachers will conduct small group instruction and/or one to one conferences based on student data for mathematics for all students but will meet more often with students receiving SPED services.
11/02/2022	01/31/2023	Teachers will provide feedback on math review, feedback in conferences and feedback on the Math "Quick Check" portion of the lesson.
11/02/2022	01/31/2023	Administration will provide professional learning for math for teachers on effective conferring and small group work for students receiving SPED services.
11/02/2022	01/31/2023	Teachers will provide clear step by step models for mathematical strategies during the whole class lessons and while working with students in small group instruction.
11/02/2022	01/31/2023	The school will provide workshops for parents around the Envisions Math Curricula.
11/02/2022	01/31/2023	Parents will be provided a resource to locate and understand the Online Resources for Envisions
11/02/2022	01/31/2023	Parents will be provided with a Google Drive that contains resources for Math to support their children in mathematics such as; online manipulatives, videos for parents and students, etc.
11/02/2022	01/31/2023	The school will conduct a beginning of the year assessment for each grade. It will be given three times throughout the year to monitor student proficiency.
11/02/2022	01/31/2023	Teachers will work in grade teams to revise monthly assessments to include "Wrap Around Questions" from previous end of the unit test.
11/02/2022	01/31/2023	

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2023	06/26/2023	Teachers will continue to utilize modifications and scaffolds to support learning.
02/01/2023	06/26/2023	Teachers will conduct small group instruction and/or one to one conferences in mathematics.
02/01/2023	06/26/2023	Teachers will continue to provide feedback on math review, feedback in conferences and feedback on the Math "Quick Check" portion of the lesson.
02/01/2023	06/26/2023	Teachers will continue to assign students in grades 3-5 to iReady.
02/01/2023	06/26/2023	Administration and/or Math Lead Team will continue to provide professional development for teachers for one to one and small group instruction.
02/01/2023	06/26/2023	Teachers will provide clear step by step models for mathematical strategies during the whole class lessons and while working with students in small group instruction.

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)
09/16/2022	01/16/2023	Workshop for Envision Math for Parents	
09/16/2022	01/16/2023	Online Resources for Parents for Envisions Math.	

Human Resources	Teachers, Administrators and Parents Association
Instructional Resources	Envisions Math Program
Schedule Adjustments	After School Per Session
Other Resources Needed	Supplies and Per Session for Teachers and Administrators

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)
Build team culture to develop coping skills and social interaction.	School created student survey in October 2022 and May 2023.	Socialization and community building skills are needed for our students.
Teaching students conflict resolution skills to utilize among themselves.	Most student to student incidents are conflict in nature.	Students need strategies for resolving conflict among themselves.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Collaborative & Trusting Relationships	NA	By June, 2023, practices related to Social-Emotional Support, specifically students being able to resolve conflicts among themselves will improve 10% from September 2022 to June 2023, as measured by a school created survey, resulting in improved collaborative & trusting Relationships.
Collaborative & Trusting Relationships	NA	By June, 2023, practices related to peer supports will show a 3% decrease in incident reports, as a result of students engaging in conflict resolution strategies as measured by OORS incidents.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	Period 1: Beginning of Year (BOY) Progress Target	Period 2: Middle of Year (MOY) Progress Target	Period 3: End of Year (EOY) Progress Target
		September 29, 2022			
Student Survey	70% of students indicate which conflict resolution strategies they are using when dealing with student to student conflict.	70%	70%	75%	80%

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?)
09/16/2022	10/15/2022	Each grade will begin the school year with a team building day prepared by the P.E. teacher and the classroom teacher.
09/16/2022	01/01/2022	RULER lessons each morning to build emotional intelligence skills.
09/16/2022	01/01/2023	BEE TV, the student-led morning news station will provide daily news, along with RULER mood meter vocabulary and strategy touch point lessons for emotional intelligence.
11/02/2022	01/03/2023	The school will provide parent workshops for RULER, specifically how to use the BLUEPRINT for conflict resolution.
11/02/2022	01/03/2023	Each class will have student ambassadors that can teach the RULER lesson and also assist with conflict in the class through the use of the RULER Blue Print.
11/02/2022	01/03/2023	The student body will elect Student Council members from grades 3-5, known as PALS. The PALS will meet bi-weekly with the guidance counselor and monthly with the principal to provide feedback and projects around social emotional learning and other curricula topics.
11/02/2022	01/31/2023	Students will be taught how to use the Blue Print from the RULER curricula to resolve conflict
11/02/2022	01/03/2023	Older students will partner with younger students to support them with the Blue Print and Conflict Resolution skills

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?)
01/02/2023	06/25/2023	RULER lessons each morning to build emotional intelligence
01/02/2023	06/25/2023	BEE TV - School-wide daily mood meter vocabulary for emotional intelligence and strategies of the day.
01/02/2023	06/25/2023	The anchors of the BluePrint and Best Self will be taught to all students as strategies for resolving conflict.

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)
09/06/2022	01/15/2023	RULER workshops for Parents, specifically how to use the BluePrint.	
09/06/2022	01/01/2023	Parent give Social Emotional Lessons for Parents as Learning Partner Program	

Human Resources	Yale University's RULER curricula for emotional intelligence, teachers, administrators and parents
Instructional Resources	Yale University's RULER curricula for emotional intelligence curricula and dashboard
Schedule Adjustments	Daily RULER lessons and Team Building Days in the Schedule
Other Resources Needed	Supplies, Yoga Mindfulness and Brain Power

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)
Increase the number of FBA/BIPS implemented successfully	Teachers/Paraprofessionals implementation strategies of FBAs and BIPs	Staff members this year had students who have FBAs and BIPs who have never had students with them in the past.

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

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Students with Disabilities	27	3. By June 2023, teachers/paraprofessional ability to develop and implement appropriate FBA/BIPs by 45% as measured by the number of FBA/BIPS successfully implemented as determined by the SPED team.

Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	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
		May 4, 2022			
Review of IEP, FBA, & BIP in SESIS	increase of successful FBAs/BIPS implementation and development	27% of FBAs and BIPs have been implemented and developed correctly	27% of FBAs and BIPs have been implemented and developed correctly	45% of FBAs and BIPs have been implemented and developed correctly	72% of FBAs and BIPs have been implemented and developed correctly

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?)
09/16/2022	10/31/2022	Ensure that all parent and teacher consideration forms are completed with integrity and based on areas of concern for student in crisis.	Parent/Teacher forms will be sent by and returned to School Based Support for review
09/16/2022	10/31/2022	Functional Behavior Assessment is completed by the team using 10 impartial observations of the student.	Observations conducted throughout the day over a consecutive period by various team members to assess triggers and behaviors noticed in order to assess if there is a need for a Behavior Intervention Plan (BIP)
09/16/2022	10/31/2022	Ensure that a quality Initial BIP is created with one specific targeted behavior to address.	Team members will meet and review considerations forms and all observations and collaborate on the BIP that is created by the psychologist or social worker
09/16/2022	10/31/2022	Ensure that the BIP is available for team to locate a nd access on SESIS	The BIP is created by the Psychologist or Social Worker and will be upload the document labeled and dated as" Initial BIP" into SESIS
11/01/2022	02/17/2023	Ensure that teachers, para professionals are utilizing specific tools for data col lection to be used	The team will meet to review and analyze the data, progress monitor in order to make adjustments to better support the student.
11/01/2022	02/17/2023	Ensuring that meetings are held in a timely fashion to prepare for the next BIP and make certain that it is being followed through with fidelity.	Tracking system in place to meet, revise and upload upcoming BIP and progress notes into SESIS every two months.
11/01/2022	02/17/2023	Ensure that as replacement behaviors are being utilized that other behaviors within the one target are being reflected on and discussed by the team.	As targeted behaviors are replaced with positive behaviors, team will collaborate on next area of need and begin to brainstorm strategies to address them.
11/01/2022	02/17/2023	Ensure that teachers, para professionals are utilizing specific tools for data col lection to be used	The team will meet to review and analyze the data, progress monitor in order to make adjustments to better support the student.
11/01/2022	06/27/2023	Ensuring that meetings are held in a timely fashion to prepare for the next BIP and make certain that it is being followed through with fidelity.	Tracking system in place to meet, revise and upload upcoming BIP and progress notes into SESIS every two months.
11/01/2022	06/27/2023	Ensure that as replacement behaviors are being utilized that other behaviors within the one target are being reflected on and discussed by the team.	As targeted behaviors are replaced with positive behaviors, team will collaborate on next area of need and begin to brainstorm strategies to address them.
02/20/2023	06/27/2023	Ensure that teachers, para professionals are utilizing specific tools for data col lection to be used	The team will meet to review and analyze the data, progress monitor in order to make adjustments to better support the student.

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)
09/16/2022	02/17/2023	All teachers and service providers	Collaborate with parent and teachers to create the replacement behaviors and assess whether a new goal is needed to update the BIP. Parents will be invited to this meeting. If parents need support for at home behaviors, the team will assist and support them.
02/20/2023	06/27/2023	All teachers and service providers	Collaborate with parent and teachers to create the replacement behaviors and assess whether a new goal is needed to update the .Parents will be invited to this meeting. If parents need support for at home behaviors, the team will assist and support them.

Human Resources	Teachers, Administrators and Parents, IEP Teacher
Instructional Resources	SOPM, PBIS Program, RULER
Schedule Adjustments	IEP Teacher per session
Other Resources Needed	Teacher per session

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	ELA data both formal/ informal assessment and teacher observation and anecdotal record.	Level Literacy Intervention.	Small group instruction, no more than 8 students 3 times per week for 30 minutes	During the school day	No
Tier 2	Math Data both formal/ informal assessment and teacher observation and anecdotal record.	Envision Math - RTI/iReady	Small group instruction, no more than 8 students 3 times per week for 30 minutes	During the school day	Yes
Tier 3	ELA Data from Leveled Literacy Intervention	S.P.I.R.E.	Small group instruction, no more than 4 students 5times per week for 30 minutes.	During the school day	No Tier

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Teacher observation and anecdotal record and data from classroom behavior systems put in place during Tier 1.	Teacher Mentor	1 or 2 students will be classroom monitors and assist teacher of their choice.	During Lunch or periods of high stress.	No
Tier 2	Teacher observations, anecdotal record and data from classroom behavior systems put in place during Tier 1 and continued Tier 2.	Mindful Movement and meditation and breathing practices.	small group or 1 on 1 depending on severity of student in crisis.	During Lunch or periods of high stress.	No
Tier 3	Teacher observations, anecdotal record and data from classroom behavior systems put in place during Tier 1 and continued Tier 2.	At-risk counseling with social worker, psychologist or school guidance counselor	small group or 1 on 1 depending on severity of student in crisis.	During Lunch or periods of high stress.	No

Students in Temporary Housing (STH) Support

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

Identify the number of Students in Temporary Housing who are currently attending your school. Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.	We have (2) two double up students.

Describe the services you are planning to provide to the STH population.	The family works with the parent coordinator makes sure that there is communication, especially when it comes to technology and internet access. In addition working with the attendance teacher and the office staff to ensure regular attendance and be alert if student is not attending classes consistently. School staff and teachers will check in with family members to ensure that they are secure in their current situations and to offer support if they are not. Student gets free meals for both breakfast and lunch. School laptops were given as they were not afforded by the family or did not have a device that they could use in the interim while waiting for the DOE to provide an I-PAD or a laptop.

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 .P.S. 101Q, 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

P.S. 101Q 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)

P.S. 101Q, 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:	28
Borough:	Queens
School Number:	101

B. Language Allocation Policy Team Composition

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

Member Title	Name
Principal	Monique Lopez- Paniagua
Assistant Principal	Laura Fahey
IEP Teacher	Angela LaVeglia
ENL teacher	Michelle Rao
School Counselor	Christina Youssef
Teacher/Subject Area	Allison Harris/Common Branch
Teacher/Subject Area	Michele Lawrence/Common Branch
Parent	Samantha Pujol
Parent Coordinator	Mariela Chevry

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:	2
Number of teachers who hold both content area/common branch and ESOL certification:	2
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

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

3. Foreign Language/World Language Certified Teachers

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

D. Student Demographics

Total number of students at your school (excluding pre-K):	522
Total number of current ELLs at your school:	25
Total percentage (%) of current ELLs at your school:	4%
Total number of former ELLs at your school:	3
Total percentage (%) of former ELLs at your school:	1%

PART II: BILINGUAL PROGRAMS

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

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

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

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

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

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

PART III: ML/ELL PROGRAMMING

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

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

1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]). Stand-alone English as New Language (ENL)	Our Free-standing ENL program for grades K-5 is a combination Push-in (Integrated) and Pull-out (Stand Alone) model which features students of heterogeneous or mixed proficiency levels in each class. Pull out groups are small, and contain 2 consecutive grades at most. The ENL Program addresses the ENL students' needs, while aligning their goals and lessons to the ENL state standards. The instructional strategy used is the TCRW Project, using the workshop model for instruction in reading and writing. In addition, ENL instruction is also delivered using ENL strategies, hands-on activities, visuals, role-playing and differentiated instruction. Common preparation periods are used to align lesson plans with the classroom teachers.
Integrated English as New Language (ENL)	The ENL teacher and classroom teachers collaborate when planning their lessons for the Integrated program that includes all core content areas. Scaffolds are provided for the ELLs, including visuals that are used to support vocabulary, flash cards, graphic organizers and translated materials when needed. Graphic organizers such as thinking maps, KWL charts, See-Think-Wonder and Venn Diagrams are used to help scaffold assignments. Sentence stems and word banks are provided for students to promote group discussion. Native language support is provided when possible, such as creating picture dictionaries, using bilingual dictionaries and using Google translate.

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

2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?	The ENL students are programmed to meet their mandated number of minutes each week according to their NYSESLAT or NYSITELL score. Classroom schedules are carefully studied when ENL teachers are creating their schedules to ensure proper timing of their classes. Entering students receive 180 minutes of stand alone and 180 minutes of integrated instruction each week. Emerging students receive 180 minutes of integrated and 90 minutes of stand alone along with 90 minutes of either stand alone or integrated. ELLs at the transitioning level receive 90 minutes of integrated and 90 minutes of either stand alone or integrated each week. ELLs at the expanding level receive 180 minutes of integrated instruction each week. ELLs at the commanding level receive 90 minutes of integrated instruction each week. Schedules and minutes are entered into STARS classroom by our Assistant Principal to ensure all the mandated minutes are met.

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

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

PART IV: ASSESSMENT ANALYSIS

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

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

1. What is the composition of the ELL subgroups at your school? What percentage of ELLs are Newcomers? 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?	Newcomers (0-3 years), which are comprised of 100% of our ELLS, are welcomed into a warm, positive, classroom environment. Newcomer ELLs will learn basic vocabulary (with visuals), objects in the classroom will be labeled, and they will sing jazz chants. They will be provided with sentence starters, sentence frames and lots of visuals and realia. They will participate in TPR activities. Word banks are also used for more support. We do not have any SIFE students. Developing or Long-Term ELLs in the program 4-6 years work on academic vocabulary and be provided with lots of differentiation. Instruction is focused on academic language and helping to develop needed skills. These students can also benefit from using sentence starters and sentence frames. Graphic organizers and Thinking maps, such as Circle Maps, Tree Maps, Flow Maps, KWL charts and Venn diagrams will help with their writing. They will be exposed to more opportunities for written and oral work in the content areas.

What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?	We do not have any Long-Term ELLs at P.S. 101. If an ENL child was approaching long term, the RTI team would be consulted to discuss different approaches that could be taken.
What percentage of students are former ELLs? How is your school providing services to former ELLs?	Here at P.S. 101, 1% of our students are former ELLs. ELLs are proficient on the NYSESLAT but continue to receive services for an additional two years. These students receive testing modifications as well. Support is provided in small group settings in their classroom. Graphic organizers, with focus questions to guide reading will be provided. Also, visuals, vocabulary charts and sentence frames will be used to assist learning. Former ELLs receive support in small group settings in their classroom. Prefixes and suffixes will be taught so students can work independently to unlock the meaning of the words they do not know. Guiding questions will be asked for each paragraph, and one section at a time will be shown.
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?	The NYSESLAT provides scores and data across 4 modalities, reading, writing, listening and speaking. Data from this test, printed on the RLAT report in ATS, helps determine a student's strengths and areas where they may need additional help. When we look at the results of the Spring 2021 New York State English as a Second Language Achievement test, what stands out is that our ENLs are struggling with reading and writing. Data from the NYSESLAT state test along with the ELA, Math and Science state tests are used to evaluate and inform our ENL program. The workshop model of instruction is used in order to provide opportunities for listening, reading, speaking, writing, and math. This data also reveals trends for each modality. What stands out in the reading and writing modalities, is that our ENLs need additional support in these areas. Scaffolds and differentiation are provided to help them. Students who score at the commanding level will no longer be required to take the NYSESLAT but will continue to receive ENL services for 2 years. Data from the NYSESLAT also helps with scheduling the ENL program. A student's proficiency level on this state test will determine the amount of minutes they are required to receive each week, according to CR-Part 154. When you compare NYSESLAT scores from one year to the next, you are able to see a clear picture of the progress of our ENLs.
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?	In order to make adjustments to our ELL program, our ENL teachers, special education and general education teachers collaborate to review the results of the data collected - ongoing informal assessments, conferencing, on demand writing pieces and small group instruction. The NYSESLAT scores are printed by the ENL teachers from ATS at the end of August, before the start of the new school year. They are reviewed and analyzed to create the ENL program. The scores will also be given to the classroom teachers. Copies of the RLAT with NYSESLAT scores are shared with classroom teachers to use while planning instruction for the ENLs. Targeted small group instruction for ENLs in ELA, Math and all content areas are available for all subgroups. Classroom and the ENL teacher set clear goals and assess ENLs on an ongoing basis. This helps determine student academic progress and his/her level of English language acquisition. Intervention services offered in our school include: After school programs, Reading Eggs computer program as well as small group instruction within the classroom. Students are offered a double dose of Fundations instruction in grade 2. Students in kindergarten and 1st grade will use the TC phonics program. Targeted intervention programs for ENLs in all subgroups (including SIFE, newcomers, long term) include differentiation, scaffolds and supports in both their classroom setting and their ENL sessions. Struggling ELLs may receive RTI services, and at risk SETTS. They will also be provided with videos, articles, charts, graphic organizers and visuals.
4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?	Trends regarding at-risk ELLs at our school reveal that they are below grade level for both reading and writing. Small group instruction will be used for additional support. Both stand alone and integrated ENL classes are provided to allow ELL-SWD and at-risk ELLs to acquire English proficiency in the least restrictive environment possible. ELL-SWD are mainstreamed during their ENL sessions. They are grouped by age and language proficiency with other general education students. They are provided support and scaffolds so they can learn English in the least restrictive environment. Word banks are provided at the start of each unit when students might need more support. Links, images and videos will be shown to help build background knowledge. Graphic organizers and Thinking Maps, such as the Circle Map, Tree Map, Flow Map, KWL chart and Venn Diagrams will be used to help organize their writing.

5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?	The home languages of ENLs with the largest representation at our school is Chinese and Japanese. Our LAC connects teachers with Bilingual staff members, translation and interpretation services, parent volunteers, google translate, babelfish and bilingual class buddies to help in translating information to the ENLs and support communication. Over -the-phone Translation services (provided by the DOE) is used by teachers when communicating with families who do not speak English. We have bilingual staff members that speak German, Maltese, Spanish, French, Portuguese, Italian, Hebrew, and Farsi. Students in the testing grades are provided with the translated versions of State exams and bilingual glossaries whenever possible. They are permitted to use the bilingual glossaries on state tests as well. Home language support is assessed by using the home language survey. Based on this survey additional resources may be purchased to use in the ENL program. We use the Translation and Interpretation plan to hire translators, as needed, during the NYS Math and Science tests. Home language support for ELLs is delivered in many different forms. Native language classroom buddies are assigned to newcomers to help translate directions and important content area information. Bilingual glossaries are provided in 9 different languages and given to the ENLs to use in their classroom setting and provided to them during state tests. The glossaries are available for ELA, math, science and social studies. Bilingual books are also available for the ENLs to read during independent reading time. ENLs use google translate and babelfish to look up any unfamiliar vocabulary words.
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)?	Racial and ethnic classifications of ENLs at our school include Asian, White, and Hispanic. In order to include all ENLs in planning and delivery of Culturally Responsive and Sustaining Education, there are 4 anchor tools that help include all students. There is the charter, blueprint, mood meter and meta moment component. The Charter is created by the entire class and all students take part in this activity both creating it and signing their name. It is a collective tool that all students work on together to share how they want to feel in their classroom environment. The daily mood meter check-ins are held in every classroom so that students can express their emotions. Students learn how to show and express emotions, give emotions a name, understand what they are feeling and what others are feeling and also understand the causes and consequences of an emotion. The Blueprint helps students and teachers manage conflict effectively. Students develop empathy by listening to each other's feelings and working together to help identify solutions to conflicts. The Meta-Moment is a tool that lets us take a break and challenge feelings with our first impulse. It gives us a chance to stop and think before we react. Students are taught to pause and breathe in order to calm down.
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?	There are no SIFE students at P.S. 101 Q for the 2021-2022 school year. We have two ENL students and one former ENL student who have IEPs in our building. The two ENL students with IEPs for the 2021-2022 school year are in 1st and 2nd grades. The first grader scored in the Emerging Level on the NYSITELL in September 2020 and then scored in the Expanding proficiency level in Spring 2021. The second grader scored in the Entering Level on the NYSITELL in September 2019 and then scored in the Emerging Proficiency Level in Spring 2021. He is now in a self-contained classroom. The former ENL student scored at the Expanding Level on the NSESLAT in 2019, and then scored at the proficient/commanding level in Spring 2021. He has improved his English language proficiency level as per the Spring 2021 NYSESLAT. We feel that following our students' IEPs is the ultimate factor that has positively influenced these test results. It is our priority to provide support needed to ENLs with IEPs according to their individual learning preferences so that they meet with the same academic and language success as their peers without IEPs.

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

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

1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?	Our instuctional Leadership Team (ILT) analyzes data to create instruction that will support ELL students. They also create tools and modifications to help support ELL students. Our school data is used to drive instruction for all students, including ML/ELLs. Growth is tracked from Fall assessments and Spring assessments. ENL students are provided with small group instruction with the ELL teacher and classroom teachers. Teachers collaborate when integrated ENL sessions are held as well as stand alone ENL sessions.
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.	Our Free-standing ENL program organizational model for grades K-5 is a combination Push-In (Integrated) and Pull Out (Stand Alone) model which features students of heterogeneous or mixed proficiency levels in each class. Pull-out groups are small, and contain two consecutive grades at most. Core content is delivered through read alouds, videos, internet research, cooperative learning and hands on activities. Students will receive feedback on their reading and writing assignments from peers as well as from their teacher. Students will go on virtual field trips that align to what they are learning, in order to build background knowledge. They will write about their experiences. They will watch videos to provide comprehensible input and build on prior knowledge. This will foster the development of and strengthen listening skills. Students will complete writing assignments in their journals and conference with the teacher. ENLs will practice speaking and listening with their ENL teachers and classmates. Every teacher must be prepared to teach academic language to all students, including ELLs by providing high-quality instruction. Their classroom should provide a safe and inclusive learning environment that respects the languages and cultures of all students. The Next Generation Learning Standards also requires that all teachers must be skilled in how to support ELLs while they progress towards becoming English proficient. Teachers must use materials and instructional resources that are age/grade appropriate and aligned to the Next Generation Learning Standards. They must also collaborate with school support personnel in order to address and meet the needs of ELLs.
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.	Teachers of MLs/ELLs use the TC curriculum as well as the math curriculum to provide access to academic content areas. In the younger grades, ELLs will learn basic vocabulary (with visuals), objects in the classroom will be labeled, and they will sing jazz chants. They will be provided with sentence starters, sentence frames and lots of visuals and realia. They will participate in TPR activities, (Total physical response). Students will be assigned to preview videos through Google Classroom to build background knowledge. Links to resources in the home language will be provided. Fundations videos and lessons will be used. Word banks will be used at the start of lessons when students may need more support. Instruction is focused on academic language and helping to develop needed skills. Graphic organizers, such as KWL and See-Think-Wonder charts will help with their writing. They will be exposed to more opportunities for written and oral work in the content areas. These students will also have access to Reading eggs online reading program. Brainpop online program will be used to help with students' comprehension.
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?	The ENL-SWDs students are placed in ICT and general education classrooms with access to all curricular materials. Stand alone and integrated ENL classes are provided to allow ELL-SWD to acquire English proficiency in the least restrictive environment possible. ELL-SWD are mainstreamed during their ENL sessions. They are grouped by age and language proficiency with other general education students. They are provided support and scaffolds so they can learn English in the least restrictive environment. Word banks are provided at the start of each unit when students might need more support. Links, images and videos will be shown to help build background knowledge. Graphic organizers, such as the KWL chart will be used to help organize their writing.

Know Every Student Well

SCREENERS	
1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?	Screening assessments used to guide instructional planning for our ELLS include TC Running records, conference notes, informal and formal classroom tests, NYSESLAT scores, and on-demand writing pieces. Small group instruction by the classroom teachers of ENL students as well as the integrated model required by New York State are the structures we have in place to address interventions. Additionally we purchased a software program - Reading eggs. The teachers and students are familiar with using this program to support their academic progress. Kindergarten through grade 1 will use TCRWP phonics instruction and for grade 2 students we continue with a double dose of Fundations instruction to improve phonemic awareness. After running records and NYSESLAT data has been analyzed and reviewed, those students who need interventions are identified. Students may be placed into small groups for RTI/AIS services, and differentiated classwork. NYSESLAT data is used to group students who may be struggling with the same skills. Word banks will be added to activities online at the start of the lesson when students might need more support. To help guide reading, graphic organizers with focus questions will be posted. Graphic organizers will include Know, Want to Know, Learned (KWL) chart to support pre-reading. See-Think-Wonder chart will be used to record observations during the learning.
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.	Targeted small group instruction for ENLs in ELA, Math and all content areas are available for all subgroups. Classroom and the ENL teacher set clear goals and assess ENLs on an ongoing basis. This helps determine student academic progress and his/her level of English language acquisition. Intervention services offered in our school include: Title III After school program, Reading Eggs computer program as well as small group instruction within the classroom. Students are offered double dose of Fundations instruction in grade 2. Students in kindergarten and 1st grade will use a TC phonics program. Targeted intervention programs for ELLs in all subgroups (including SIFE, newcomers, long term) include differentiation, scaffolds and supports in both their classroom setting and their ENL sessions. Struggling ELLs may receive RTI services, and at risk SETTS. Google translate will be used to explain the assignments, when needed. Struggling ELLs will have intervention by using the Fundations program.

a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.	Our school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework by examining running records levels, looking at Go Math assessments, teacher observations, and small group and individually one to one conferences. Data is used to guide instruction for ELLs within the RTI framework.Our school has an RTI support team who collaborate with the classroom and ENL teachers. After an ENL student is identified as "at risk", and it is determined that it is not solely a language issue, teachers will follow the RTI framework. Tier 1 is where the student is working in small groups with their classroom teacher using curriculum and strategies to reteach, review or give additional support and practice. In most cases, the time frame for Tier 1 interventions will be 6-8 weeks long with the classroom teacher, and support will be provided from the ENL teacher. The teacher will assess and collect data, create a goal(s) to work towards during that time. The teacher will then meet with the RTI team to review and to determine if Tier 2 interventions are necessary. In Tier 2, the student, with parental consent, will be pulled from the classroom by a special education provider in a smaller group setting for 2-3 times per week using a research based program. The student is assessed and gaps are identified for the teacher to target. At the end of the time period of Tier 2, data is reviewed with the team to determine if the child is still struggling. If progress is not made based on goals created and targets met, the child would then be provided Tier 3 intervention which gives students daily, intensive, small-group or individual intervention, targeting specific skill-based areas of deficit. At the end of the 3 Tier RTI process, the team determines whether the child is in need of a referral. Throughout this process the ENL teacher is also a part of all RTI meetings to offer her expertise and input regarding goals, strategies, programs and methods of delivery of instruction.
FORMATIVE 1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?	Data from the Spring 2021 NYSESLAT state test along with the ELA, Math and Science state tests and Fall 2021 TCRWP running records are used to inform and drive instruction in our ELL program. The workshop model of instruction is used in order to provide opportunities for listening, reading, speaking, writing, and math. We will also use the unit chapter tests in math and published writing. The Spring 2021 NYSESLAT provides scores and data across 4 modalities, reading, writing, listening and speaking. Data from this test, printed on the RLAT report in ATS, helps determine a student's strengths and areas where they may need additional help. This data also reveals trends across proficiency levels, years of service and grade levels.Students who score at the commanding level will no longer be required to take the NYSESLAT but will continue to receive ENL services for 2 years. Data from the Spring 2021 NYSESLAT also helps with scheduling the school year 2021-2022 ENL program. A student's proficiency level on this state test will determine the amount of minutes they are required to receive each week, according to CR-Part 154. When you compare NYSESLAT scores from one year to the next, you are able to see a clear picture of the progress of our ELLs. To assess literary skills for our ENLs, our school will use the TCRWP. The students are assessed quarterly throughout the school year to determine their reading level. This assessment determines our ENLs fluency, accuracy, and comprehension skills. Teachers use these reading levels to create small groups. In addition, students also use Myon, a reading program that allows teachers to assign appropriate, leveled books for them to read, based on the results of their Running Record assessments, and are able to review data to see their growth. The lower grades use Fundations, a phonics program that supports ENLs to develop phonetic skills within the English language. All ELLs have access to Reading Eggs for the 2021-2022 school year, an online reading program. This program tracks their growth while providing data for each lesson students complete. An on-demand writing assessment is given before each writing unit to create student profiles, giving teachers a clear picture of what the students need support with; to set goals for small-group instruction, as well as one-on-one conferencing. At the end of each unit, students are then assessed on a "published piece." In addition, Fall 2021 MOSL scores from the beginning of the school year are used to help plan instruction for the ELLs.
2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?	ENL students in the testing grades for the 2022-2023 school year will be provided with the translated versions of State exams and bilingual glossaries whenever possible. They are permitted to use the bilingual glossaries on state tests as well. Students at P.S.101 are from many different countries. For the 2021-2022 school year, we will use bilingual staff members, translation and interpretation services, parent volunteers, google translate, babelfish and bilingual class buddies help in translating information to the ELLs. Over -the-phone Translation services will be provided by the DOE and will be used by teachers when communicating with families who do not speak English.

SUMMATIVE 1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).	The summative assessments we use to identify baseline, progress and areas of need include TCRWP running records, NYSESLAT scores, NYS ELA and Math state assessments, conference notes, and student portfolios. Running records are administered to all students quarterly, including our ELLs, to show progress throughout the year by looking at their own baseline, and comparing it to their June reading level. The results provide data needed to plan instruction, such as guided reading groups. The NYSESLAT scores are another summative assessment our school uses to determine a student's strengths, as well as weaknesses. There are four modalities to this test including reading, writing, listening and speaking. Data on the RLAT allows us to review the students proficiency level for the last two years of ELL services.
2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.	Our NYSESLAT administration plan includes scheduling all ELLs to take the 4 subtests of the NYSESLAT within the testing window. Michelle Rao, our ENL teacher, and Angela LaVeglia, our IEP teacher, will administer the NYSESLAT. Michelle Rao and Angela LaVeglia will score the writing subtest along with other ENL teachers at P.S. 144, located in Forest Hills. All ELLs will continue to receive mandated services during the testing period.

Shared and Inclusive Curriculum

Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum How do you ensure all ML/ELL subgroups have access to and engage with grade level content? a. ELLs with IEPs	We offer support to our ML/ELL subgroups with IEPs by following the TC curriculum as well as the math curriculum. We are in constant communication with classroom teachers to determine what topics are being covered in all subject areas. ELLs will learn basic vocabulary (with visuals), objects in the classroom will be labeled, and they will sing jazz chants. They will be provided with sentence starters, sentence frames and lots of visuals and realia. They will participate in TPR activities, (Total physical response). Students will be assigned to preview videos through Google Classroom to build background knowledge. Links to resources in the home language will be provided. Fundations videos and lessons will be posted and used for this group of students. Word banks will be used at the start of lessons when students may need more support. Although ELLs with IEPs may be fluent in BICS (basic interpersonal communication skills) which they may learn within a year or two, CALP (cognitive academic language proficiency) takes much longer to learn. Instruction is focused on academic language and helping to develop needed skills. These students can benefit from sentence starters and sentence frames. Graphic organizers, such as KWL and See-Think-Wonder charts will help with their writing. They will be exposed to more opportunities for written and oral work in the content areas. They will receive AIS (academic intervention services).These students will also have access to Reading eggs online reading program. Brainpop will be used to help with students' comprehension. The ENL teachers will work with these students for the mandated amount of minutes as per Spring 2021 NYSESLAT scores.
b. SIFE	We do not have any SIFE students in our school for the 2022-2023 school year but if we were to get a new admit that fell into this category, the child would be placed in an age appropriate class. They would be assigned a buddy who speaks the same language. Native language support would be offered, if possible. This student would be eligible to attend the free Title III program afterschool.
c. Newcomer	In the school year 2021-2022, newcomers (0-3 years) will be welcomed into a warm, positive, classroom environment. Newcomer ELLs will learn basic vocabulary (with visuals), objects in the classroom will be labeled, and they will sing jazz chants. They will be provided with sentence starters, sentence frames and lots of visuals and realia. They will participate in TPR activities, (Total physical response). Students will be assigned to preview videos through Google Classroom to build background knowledge. Links to resources in the home language will be provided. Fundations videos and lessons will be posted and used for this group of students. Word banks will be used at the start of lessons when students may need more support. These students will also have access to Reading eggs online reading program. Brainpop will be used to help with students' comprehension. The ENL teacher will work with these students for the mandated amount of minutes as per their most current NYSITELL or NYSESLAT scores.
d. Developing	ENLS in the program for 4-6 years will work on academic vocabulary and be provided with lots of differentiation. Although they may be fluent in BICS (basic interpersonal communication skills) which they may learn within a year or two, CALP (cognitive academic language proficiency) takes much longer to learn. Instruction is focused on academic language and helping to develop needed skills. These students can benefit from sentence starters and sentence frames. Graphic organizers, such as KWL and See-Think-Wonder charts will help with their writing. They will be exposed to more opportunities for written and oral work in the content areas. They will receive AIS(academic intervention services).These students will also have access to Reading eggs online reading program. Brainpop will be used to help with students' comprehension. The ENL teachers will work with these students for the mandated amount of minutes as per Spring 2021 NYSESLAT scores.
e. Long Term	We do not have any long term ELLs in our building. If we were to have any long term ELLS, we would work on academic vocabulary and they would be provided with lots of differentiation. Although they may be fluent in BICS (basic interpersonal communication skills) which they may learn within a year or two, CALP (cognitive academic language proficiency) takes much longer to learn. Instruction would be focused on academic language and helping to develop needed skills. These students can benefit from sentence starters and sentence frames. Graphic organizers, such as KWL and See-Think-Wonder charts will help with their writing. They will be exposed to more opportunities for written and oral work in the content areas. They will receive AIS (academic intervention services).These students will also have access to Reading eggs online reading program. Brainpop will be used to help with students' comprehension. The ENL teachers will work with these students for the mandated amount of minutes as per Spring 2021 NYSESLAT scores.

f. Former ELLs up to two years after exiting ELL status	Former ELLS receive small group instruction by their classroom teachers daily. Differentiated instruction is used to help each child progress. Data is used to keep track of their progress by looking at their running record in the Fall, then again mid year, and in the Spring. Teachers use these reading levels to create small groups. Their On-demand writing piece is used to help track their needs and areas that need improvement. NYSESLAT data is used to determine where each child can use additional support and scaffolds. These students will also have access to Reading eggs online reading program. Brainpop will be used to help with students' comprehension.
2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	Home language support is assessed by using the home language survey. Based on this survey additionally resources may be purchased to use in the ENL program. We may hire a translator, as needed, during the NYS Math and Science tests. Home language support for ELLs is delivered in many different forms. Native language classroom buddies are assigned to newcomers to help translate directions and important content area information. Bilingual glossaries are provided in 9 different languages and given to the ELLs to use in their classroom setting and provided to them during state tests. The glossaries are available for ELA, math, science and social studies. Bilingual books are also available for the ELLs to read during independent reading time. ELLs use google translate and babelfish to look up any unfamiliar vocabulary words. Home language support is delivered to our ENL students through blingual teachers in our building. We have teachers who are bilingual and speak Spanish, Arabic, German, French, Portuguese, Italian, Maltese, Hindi and Hebrew. Students are provided with bilingual glossaries, when available, for ELA, Science, Math and Social studies. There are bilingual books available for students to read in the ENL classroom. Google translate is used to help an ENL child communicate with their teacher, peers and with their writing. Picture dictionaries are available in the ENL classroom in Russian, French and Arabic. Bilingual dictionaries are available in Russian, Chinese, Spanish, Greek, French and Japanese.
3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?	N/A

21st Century Adult Learning

1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.	Our annual professional learning plan ensures that all teachers and staff attend in-house PD presented by the school administration and teachers. The topics discussed include academic and social emotional needs of students including MLs/ELLs. Our school participates in the RULER program. When we meet with ELLS we revisit the "mood meter". This encourages them to share their emotions with us and to learn how to express their feelings. All teachers receive professional learning sessions on effectively delivering social-emotional lessons. Students are given the opportunity and are encouraged to discuss and communicate their emotions with their peers. During s elected common preparation periods, classroom teachers meet with the ENL teacher to discuss strategies to support their ENL students. ENL teachers are invited to attend meetings from the support center as well as Office of ENLs workshops. All teachers, including ENL teachers, receive professional development. Common preps and professional time is allotted for classroom teachers to plan with ENL teachers and discuss differentiation ideas. Professional development is also offered to the paraprofessionals in our school who also work with ENLs. ENL teachers collaborate with other ENL teachers in nearby schools. Queens South Field Support Center offers ENL professional development that our ENL teachers attend. ENL teachers attend Teachers College professional development along with the classroom teachers in our building. They are also sent to Columbia University for professional development days.
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).	ENL Professional Development will take place during the designated Chancellor's Conference Days, common planning time, outside conferences and workshops provided by the Office of English New Language Learners, and ENL support center. Professional development sessions will be facilitated by administrators, teachers and outside professional development providers. The ENL teacher will provide and show best practices to be used in the classroom for ENL students and share resources available to reach ENL students at all different levels. Evidence of ENL Professional Development, such as agendas, sign-in sheets, etc. will be kept on file and maintained by the ENL teacher and designated administrator. Professional development is offered to all teachers. As per CR Part 154.2, 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers will be ELL-specific topics. The professional development is offered in house and outside of our school. Teachers also attend ENL workshops offered by Teachers College. Teachers receive a certification from Teachers College after the workshop is completed. Classroom and ENL teachers attend professional development after school and in house.

Strong Family-Community Ties

1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.	ML/ELL families are invited to participate in many school functions, whether remote or in person. Parents as learning partners, picture day volunteers, recess play volunteers, classroom parent, PA meetings are all opportunities for ELL parents to be involved in their child's education. P.S. 101 will hold several workshops for parents on various topics including but not limited to : test prep and special education services. We also host several parent nights such as family movie night, and international dinner to promote parental involvement. We also have monthly parents as learning partners where the parents can conduct a lesson for the class. We have Read Across America and Career Day where parents are involved in these activities. The parent coordinator sends out weekly newsletters and calendars via email listing the various school activities. The school website is updated with the latest information for parents and parents are encouraged to visit the website regularly to stay informed. The role of the Parent Coordinator is to communicate regularly with parents and is the liaison between parents and the school. We use the assistance of the Office of Translation and Interpretation for written and oral communication when necessary. Parents are extremely involved in our school. During Kindergarten registration and orientation, the ENL teachers meet with the incoming parents to introduce themselves. The ENL teacher also holds a parent orientation throughout the school year each time a new admit arrives in our school. The parent is informed about the programs at our school, watches a video, and fills out the parent survey. Another example of how they are involved is that once a month we have parents as learning partners. Each classroom invites parents, including the parents of ELLs, to lead an activity with the class. This may include a read aloud or art project. Parents are invited on class trips, to school functions, and to special assemblies. Our parents association holds many events throughout the school year in which all parents are invited. This includes our Halloween festival, Walk-a-thon, 4th grade ballroom dance performance, career day, read across America and many more.
2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.	The ENL teachers reach out to and meet with parents of ENL students during parent involvement/engagement hours as well as during teacher preparation times. Translation is provided for the parent if needed through the Office of Translation Services. Parents look at the students work over time and next steps are explained to parents to help their child improve both at home and school in all content areas. It is also explained to the parents the different levels of language acquisition. During the parent orientation the ENL teacher meets with small groups of parents to discuss ENL strategies to help their child at home in reading, writing, math, and other content areas. Also, the ENL teachers send out a survey asking parents what they would like to learn more about to support their child. Based on the feedback small groups are formed to meet the needs of the parents. Translation services are available to parents by our identified bilingual staff if translation assistance is needed by the ENL teacher and parent. Bilingual staff languages include: French, Arabic, Portuguese, Italian, Bengali, Hebrew, Hindi, Maltese, German and Spanish. Parent involvement is provided each week to allow ENL teachers to meet individually with parents to discuss their child's language development progress, language proficiency assessment results and how the child is doing in all content areas. These meetings will take place through in person meetings, emails and zoom phone calls. Translators will be used when needed through the translation and interpretation unit. The ENL teacher keeps a log of these meetings, including the time and date that the conference took place. The classroom and ENL teacher may meet with the ENL parents in person or remotely to discuss important information regarding their child.

Additional Information

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

PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).	Activities in our school for newly enrolled, current ELLs include after- school classes offered by the Parents Association, spirit week, picture day, science fair projects, the school play and outdoor learning time. Reading eggs computer program is offered to all of our ELLS.
2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.	The identification team consists of an ENL certified teacher, Michelle Rao and Angela LaVeglia, the IEP teacher, as well as the pupil accounting secretary, Lisa Duca. After a parent completes the Home Language Identification form, the child and parent are interviewed by the teacher. They determine the home language code and if that child is eligible for the NYSITELL.

PART VII: LAP ASSURANCES

LAP Assurances Page

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

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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
Lisa	Duca	Secretary	2022	Yes	

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
Mariela	Chevry	Parent Coordinator

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	No

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education (**Chancellor's Regulation A-663**).

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

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

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

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
English	823	95.92	811	94.52
Chinese	13	1.52	16	1.86
Japanese	7	.82	8	.93
Spanish	7	.82	12	1.4
Russian	3	.35	3	.35
Arabic	1	.12	1	.12
Farsi/Persian	1	.12	1	.12
Korean	1	.12	1	.12
Georgian	1	.12	1	.12
Hebrew	0	0	1	.12
Serbian	1	.12	2	.23
Turkish	0	0	1	.12

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

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Spanish	3	3
Italian	1	1
Hebrew	2	2
German	1	1
Portuguese	1	1
Maltese	1	1
French	1	1
Farsi	1	1

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from: ■ Part III of the Home Language Identification Survey (HLIS) ■ Automate The System (ATS) reports ■ Student Emergency Contact cards ■ Surveys conducted by your school.	Data and methodologies used to assess language preferences begin with looking at the Home language identification survey. This information is provided to administration, teachers, service providers, and the parent coordinator. As needed, translated documents are provided for workshops and parent meetings in the necessary languages. Each parent is required to complete this form with their child's registration. We also use the Adult Preferred Language Report, RAPL, that indicates each parents language preference for oral and written communication. Data from ATS will be provided by the pupil accounting secretary to facilitate written and oral translation when necessary. The parent coordinator will distribute a letter to all staff members at the beginning of the year to make them aware of the opportunities provided by the Translation and Interpretation Unit to communicate with parents in their home language either orally or written.

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.
Home Language Identification survey	September/ongoing	NYCDOE translated
Report Cards	November/March/June	NYCDOE translated
Parent Surveys	September/ongoing	NYCDOE translated
Parent/Teacher Conference Announcements	November/March/June	Google Translate
Parent Orientation Information	September/ongoing	NYCDOE translated

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.
Back to School Night	September	Department of education Translation & Interpretation Services
Parent/Teacher Conferences	Nov/March/May	Department of education Translation & Interpretation Services
ENL Parent Orientation/ Video	September/ongoing	NYCDOE translated
Parent Engagement	as needed	Department of education Translation & Interpretation Services

3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of: (A) a school-wide emergency (i.e. lockdown, fire, etc..)	The parent coordinator will send out a mass email to inform all parents in the event of a school emergency. Using an online translation site, google translate, emails will be sent to the ENL families.
(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).	The school attendance teacher will reach out to families whose child is excessively absent. If needed, she will use over the phone translation services or online translation services.
(C) If a parent has an emergency and needs to contact the school.	We will use the translation and Interpretation services if a parent has an emergency and needs to contact the school. If we have a bilingual staff member who speaks that language, we will ask them to be a translator for the parent.

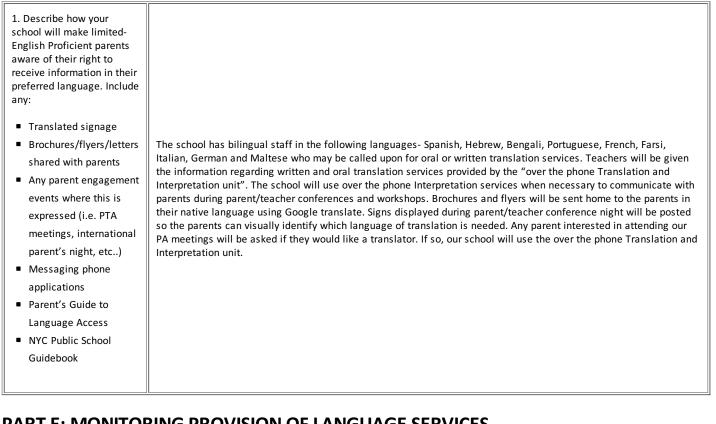# PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

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
Over-the-Phone Interpretation Desk Aid	Staff email
Language Access Handbook	Staff email
T&I Unit InfoHub Link	Turnkey training

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).	In order to make all staff members aware of the goal of Chancellor's Regulation A-663, professional development will be provided in house. Letters will also be distributed to teachers informing them about the Translation and Interpretation Unit which will include the phone numbers to call if a translator is needed. Signs for "over-the-phone Interpretation Services " are available at the main security desk and in the main office for use by school staff. The school can provide in house translation in Spanish, French, Portuguese, Italian, Hebrew, German, Maltese and Farsi.

PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any: • Translated signage • Brochures/flyers/letters shared with parents • Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) • Messaging phone applications • Parent's Guide to Language Access • NYC Public School Guidebook	The school has bilingual staff in the following languages- Spanish, Hebrew, Bengali, Portuguese, French, Farsi, Italian, German and Maltese who may be called upon for oral or written translation services. Teachers will be given the information regarding written and oral translation services provided by the "over the phone Translation and Interpretation unit". The school will use over the phone Interpretation services when necessary to communicate with parents during parent/teacher conferences and workshops. Brochures and flyers will be sent home to the parents in their native language using Google translate. Signs displayed during parent/teacher conference night will be posted so the parents can visually identify which language of translation is needed. Any parent interested in attending our PA meetings will be asked if they would like a translator. If so, our school will use the over the phone Translation and Interpretation unit.

PART E: MONITORING PROVISION OF LANGUAGE SERVICES

1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, **from Appendix A of Language Access Handbook**). This is separate from the end of year parent survey.	During parent workshops, and parent/teacher conferences, our school will gather feedback regarding language services they received. By using online translation sites, parents will be asked if they require additional support in their native language to improve communication between home and school. When requested, over the phone Interpretation services or interpreters will be utilized.
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.	Our school has implemented the feedback received from Limited English proficient parents by offering Translation and Interpretation services to all parents during parent workshops, parent/teacher conferences, IEP meetings, and school functions. We also translate letters sent home into their native language by using Google translate. During the next school year, we will continue to offer these Translation services to our ENL families.

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.