



**2023-2024**  
**COMPREHENSIVE**  
**EDUCATIONAL PLAN (CEP)**

DBN	03M452
School Name	P.S. 452
Principal	David Scott Parker

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

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

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

### The Education Planning Process



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

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

# Guidance on Conducting a Comprehensive Needs Assessment

## Guidance on Conducting a Comprehensive Needs Assessment

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

**1. Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:

- Qualitative and quantitative data
- 2022-23 ESSA Accountability Data
- Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results
- 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 Tools for Understanding Your Data** for student subgroup information

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

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

**3. Identify Root Cause(s):** After analyzing the data, engage in a process for uncovering root causes or contributing factors for low student and school performance. Develop theories or hypotheses to explain why these needs exist and why your school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the **5 Whys Method** or other methods for identifying root causes. Consider the questions below 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 the **iPlan Portal Public Resources Page**.

## SECTION 2: SCHOOL INFORMATION

### School Information

School Name:	PS 452
District Borough Number (DBN):	03M452
Grades Served:	3K-5
School Address:	210 W. 61st Street
Phone Number:	212-259-6222
Fax:	212-259-6235
School Contact Person:	Amelia Cermak
School Contact Person Email Address:	ACermak@schools.nyc.gov
Principal:	David Scott Parker
United Federation of Teachers (UFT) Chapter Leader:	Lori Collman
Parents' Association President:	Daniel Marks Cohen
SLT Chairperson:	Amy Margulies
Title I Parent Advisory Council Chairperson (PAC):	Sharon Lustig
Student Representative(s) Middle /High School:	N.A.
Student Representative(s) Middle /High School:	N.A.
Community Based Organization (CBO) Representative:	N.A.

School-Based Students in Temporary Housing (STH) Liaison:	Cassandra Matthews
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**District Information**

Geographic District:	03
Superintendent:	Christine Laughlin
Superintendent's Office Address:	333 Seventh Avenue, 8th Floor, New York, NY 10001
Superintendent's Email Address:	cloughl@schools.nyc.gov
Phone Number:	212-678-5857
Fax:	212-678-5857

# SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

DBN	03M452
School Name	P.S. 452

## 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), 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. Additional information and resources are available on the **School Leadership Team Resources** page. Under the Federal Every Student Succeeds Act (ESSA), NYS Education Law and Commissioner’s Regulations, stakeholder participation in the development of the CEP must include multiple constituencies who represent the school community. Note: Stakeholders participating in the development of the CEP who are not listed on the SLT page sign the section below entitled *Additional Stakeholder Participation on CEP Development*.

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

- Specify the position and constituent group represented, e.g., parent-PTA, staff-UFT, student. Note: Two student minimum required for high schools; SED requires CSI/ATSI/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	
David Scott Parker	Principal or Designee*		
Lori Collman	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Whitney Taylor Lemmon	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Amelia Cermak	District Council 37 (DC 37) Representative (staff), if applicable		
N.A.	Title I Parent Advisory Council Chairperson (or alternate)		
N.A.	Student Representative (Required for middle and high schools)		
N.A.	Student Representative (Required for middle and high schools)		
N.A.	CBO Representative, if applicable		
Sarah Maller	Member/Teacher		
Caroline Orem	Member/Teacher		
Anna Blender	Member/Parent		
Marisol Rodriguez	Member/Parent		
Jodi Hyde	Member/Parent		
Shira Boss	Member/Parent		
	Member/		
	Member/		
	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 **Assembling Your Team** to learn more.

- List the names of additional stakeholders in the first column on the chart below.
- Specify the individual’s position and constituent group represented.
- Stakeholders should review this document and sign in the Signature column. If the stakeholder does not wish to sign this plan, the member must check the box under the column “Opt Out of Signing, if applicable” and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of the additional stakeholders indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature

## SECTION 4: SCHOOL SUMMARY

### School Summary

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

Your School's Accountability Status:	Recognition School
Provide your school’s mission statement:	PS 452 is a learning community in which children, families, and staff from diverse backgrounds wonder, discover, and create together. We provide a rigorous and dynamic academic experience and a supportive environment for healthy social emotional development. We support our students in becoming informed, empathetic, critical thinkers with the skills and agency to grow into responsible citizens capable of bringing about positive change to their communities.
<p>Develop a narrative summary that includes contextual information about your school’s community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school’s student population.</p>	<p>As we near the end of the second decade of the 21st century, we recognize the need to educate and prepare our students for the future. We do this while, at the same time, retaining the wonder, creativity and discovery that is paramount to elementary school education. We are committed to supporting and sustaining a learning community that is inclusive, diverse and equitable. We embrace these values as being critical to development, learning, and success. It is important to recognize institutional barriers, including racism and bias, that contribute to pervasive inequities within our school system and wider communities. We take a strong stance against racism and institutional bias and stand in support of building a community of socially conscious, anti-racist lifelong learners--children and adults alike. Our community is a place that respects diversity, practices inclusion, and celebrates individual differences. PS 452 educates students through content based-learning and standards-aligned curricula and content based learning. We believe that students learn best by doing. Social studies and science inquiry drive the curriculum and foster while retaining the wonder, creativity, and discovery that is paramount to elementary school education. There are opportunities to explore the world outside the classroom and form educational partnerships with through visits to museums, landmarks, parks, neighborhoods, and cultural institutions, as well as through online resources. is essential to providing a holistic educational experience.; Collaborative teaching and learning is also at the heart of what we do. Group projects that require the children to plan, research, organize and share their work with others.; Goal-oriented units that use technology, art, drama and movement to express ideas.; Assessments based on NY State Standards help that inform students about what they know well and are able to do; and set clear expectations so children are aware of the journey of each unit of study. Students are guided to demonstrate their learning using creative and developmentally appropriate ways. In order to meet the needs of the whole child, PS 452 incorporates social emotional learning via RULER program (Yale University) as an explicit component of the school experience. In addition, PS 452 has a robust enrichment curriculum including studio art, music, and media and library studies. In a typical year students visit museums both in person and remotely; we have a partnership with Carnegie Hall's student music program; and many of our students participate in our partnership with NYRR and their young runners program. Additional partnerships include a school-wide program with the National Dance Institute, NY Scholastic Chess, and Salvadori.</p>
Briefly summarize the key initiatives your school will implement this school year.	

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-3	Foundations	
ELA	3-5	Wordly Wise	
ELA	4-5	REWARDS	
ELA	K-5	TCWRP	
Math	K-5	Everyday Mathematics	

# SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

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

### Priority 1 Needs and Root Causes

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

- Review multiple sources of feedback regarding data, practices, and resources to assess the school’s current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Schedule actions/activities to occur during the year to reach the school’s SMART goals by addressing identified priorities and root causes.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

**Note:** Your school must complete, at minimum, one (1) goal for each of the five system-wide Priorities. In the **iPlan portal**, your school can identify up to three (3) goals for each Priority, if desired.

### Priority Needs and Root Causes

**Directions:** After conducting your comprehensive needs assessment for this Priority use the chart below to:

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
All Students	NYSED ELA Performance Data, dropped from 76% (2019) to 71% (2022). *Note: There is no data reported in 2020 because there was no State Testing and the data from 2021 is not reliable because testing was optional (families had to opt-in).	Impact of COVID-19: hybrid learning, changes to student-teacher interactions and lack of access to resources.

Priority 1 SMART Goal(s)

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

Systemwide Focus Areas for Literacy

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

Target Population	Baseline Data	SMART Goal
All Students	71	By June, 2024, the percentage of students who are deemed proficient in reading in grades 3-5 will Increase by 4%, from 71 to 75, as measured by the New York State English Language Arts Test.

Priority 1 Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets				
		Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Middle of Year Progress Target	Period 2 Middle of Year Progress Target	Period 3 Middle of Year Progress Target
Universal Academic Screener	Grade-level Proficiency Rubric	May 2023	The baseline is the % of students that meet the grade level standards for that specific universal academic screener.	68%	72%	75%

## Priority 1 Action Plan

### 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?)
09/11/2023	01/31/2024	Teachers conduct diagnostic assessments at the beginning of the school year to collect data .
09/11/2023	01/31/2024	Utilize assessments to group students based on specific instructional needs and deliver targeted instruction with periodic progress monitoring.
09/11/2023	01/31/2024	Teachers use i-Ready's "Next Steps and Resources" to provide small group and 1:1 targeted instruction.

### 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 Priority. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2024	06/26/2024	Teachers conduct diagnostic assessments to collect data
02/01/2024	06/26/2024	Continue to utilize assessments to group students based on specific instructional needs and deliver targeted instruction with periodic progress monitoring.
02/01/2024	06/26/2024	Teachers use i-Ready's "Next Steps and Resources" to deliver RTI.

# Priority 1 Family and Community Engagement

## 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)
09/15/2023	06/27/2023	Parent Nights - PD for parents in ELA topics, Guest speakers at PTA meetings	UFT Parent University
09/15/2023	06/27/2023	Home-School Connections with Units of Study in Reading	



Priority 1 Budget and Resources

<p><b>Budget and Resources</b></p> <p><b>Directions:</b> Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p><b>Human Resources</b></p>	<p>Classroom Teachers, AIS Teacher, Admin</p>
<p><b>Instructional Resources</b></p>	<p>iReady, FUNdations, TCRWP Units of Study</p>
<p><b>Schedule Adjustments</b></p>	<p>None</p>
<p><b>Other Resources Needed</b></p>	<p>PTA Support</p>

# SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

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

### Priority 2 Needs and Root Causes

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

- Review multiple sources of feedback regarding data, practices, and resources to assess the school’s current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Schedule actions/activities to occur during the year to reach the school’s SMART goals by addressing identified priorities and root causes.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

**Note:** Your school must complete, at minimum, one (1) goal for each of the five system-wide Priorities. In the **iPlan portal**, your school can identify up to three (3) goals for each Priority, if desired.

### Priority Needs and Root Causes

**Directions:** After conducting your comprehensive needs assessment for this Priority use the chart below to:

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
All students	2022 NYC School Survey: Teacher 67% responded favorably	Inconsistent criteria for defining and identifying bullying among school community - faculty, students, families. Teachers have limited interventions to address bullying incidents when they occur.

## Priority 2 SMART Goal(s)

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

Systemwide Focus Areas for Physical and Emotional Safety

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

Target Population	Baseline Data	SMART Goal
All Students		By June, 2023, the school will develop school-wide expectations for common areas (i.e. hallways/stairwells, auditorium, bathrooms, recess yard & cafeteria) which will be incorporated within the RULER curriculum by 100% of classrooms resulting in a 10% decrease in Level 1-5 incidents as reported on the OORS report based on the 2021/22 school year.

## Priority 2 Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets				
		Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Middle of Year Progress Target	Period 2 Middle of Year Progress Target	Period 3 Middle of Year Progress Target
OORS Report	Incident Location Summary Report	September 8, 2022	0	<21	<42	<63

## Priority 2 Action Plan

### 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?)
09/05/2023	09/30/2023	SEL team, social worker and administration hold a session to review and clarify Bullying and Electronic Device Policy with entire staff. Faculty break into collaborative circles to address questions, share interventions, and identify additional supports needed regarding Bullying.
09/05/2023	09/30/2023	Back-to-school night, administration and social worker address the parent body regarding the bullying and the Electronic Device policy. Attention is paid to modifications in these policies from years prior.
10/01/2023	10/31/2023	SEL team supports the staff in implementing lessons and activities as part of Stomp Out Bullying month.
11/01/2023	01/31/2024	During weekly grade team meetings, teachers dedicate 5 minutes to discuss and share best practices relating to bullying that may have arisen. Teams meet on Election day with administration/social worker for additional supports, if deemed necessary.

### 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 Priority. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2024	06/15/2024	During weekly grade team meetings, teachers dedicate 5 minutes to discuss and share best practices relating to bullying that may have arisen.
02/01/2024	06/15/2024	SEL Team & Social Worker give short workshops at the beginning of 2 PTA meetings regarding bullying and cyberbullying.
03/01/2024	03/29/2024	Recognize International Stand Up to Bullying Day across the school. Staff with support of the SEL team, implement lessons and activities empowering the students to be up-standers.

## Priority 2 Family and Community Engagement

### 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)
09/12/2022	09/30/2022	Behavioral expectations for school common areas are presented at Curriculum Night and posted on the school website.	N/A
09/08/2022	06/23/2023	Progress monitoring will be reported to the SLT at monthly meetings.	N/A

Priority 2 Budget and Resources

<p><b>Budget and Resources</b></p> <p><b>Directions:</b> Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p><b>Human Resources</b></p>	<p>Classroom Teachers, Social Worker, SEL Team, Equity Team</p>
<p><b>Instructional Resources</b></p>	<p>RFA Resources</p>
<p><b>Schedule Adjustments</b></p>	<p>None</p>
<p><b>Other Resources Needed</b></p>	<p>None</p>

# SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

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

### Priority 3 Needs and Root Causes

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

- Review multiple sources of feedback regarding data, practices, and resources to assess the school’s current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Schedule actions/activities to occur during the year to reach the school’s SMART goals by addressing identified priorities and root causes.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

**Note:** Your school must complete, at minimum, one (1) goal for each of the five system-wide Priorities. In the **iPlan portal**, your school can identify up to three (3) goals for each Priority, if desired.

### Priority Needs and Root Causes

**Directions:** After conducting your comprehensive needs assessment for this Priority use the chart below to:

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
All Students	NYSED Math Performance Data, dropped from 76% (in 2019) to 66% (in 2022). *Note: There is no data reported in 2020 because there was no State Testing and the data from 2021 is not reliable because testing was optional (families had to opt-in).	Impact of COVID-19: hybrid learning, changes to student-teacher interactions and lack of access to resources.



Priority 3 SMART Goal(s)

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

Systemwide Focus Areas for High Quality Academics

- Strengthen core instruction, including via screener administration and Multi-Tiered Systems of Support (MTSS)
- Increase school staff diversity and retention
- Ensure multilingual language learners (MLLs) are served and progressing in appropriate settings; expand bilingual programming and professional learning for educators who support MLLs
- Ensure students with disabilities are served and progressing in the least restrictive and most appropriate settings; improve delivery of mandated services and expand specialized programs
- Strengthen Early Childhood Education program utilization, quality, and ability to serve all students
- Create new programs/schools in response to community need; expand high quality seats
- Elevate arts and civics for a reimagined and more engaged student academic experience

Target Population	Baseline Data	SMART Goal
All Students	66%	By June, 2024, the percentage of students who are deemed proficient in math in grades 3-5 will Increase by 4%, from 66 to 70, as measured by the New York State Math Test.

## Priority 3 Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets				
		Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Middle of Year Progress Target	Period 2 Middle of Year Progress Target	Period 3 Middle of Year Progress Target
Universal Academic Screener	Grade-level Proficiency Rubric	May 2023	The baseline is the % of students that meet the grade level standards for that specific universal academic screener.	68%	72%	76%

## Priority 3 Action Plan

### 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?)
09/11/2023	10/31/2023	Teachers will conduct diagnostic assessments to collect baseline data.
09/05/2023	01/31/2024	Provide PD opportunities for teachers to strengthen mathematical understanding and knowledge of domains. Provide opportunities for teachers to model and align best practices.
09/11/2023	01/31/2024	Implement games and structured practice to reinforce foundational skills.
09/11/2023	01/31/2024	Teachers will use i-Ready's "Tools for Instruction", to provide small group and individual targeted instruction. Teachers will use EDM language demand tools.
09/11/2023	01/31/2024	Grade teams will analyze school-wide assessment data and trends to provide instructional grouping and targeted instruction.

### 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 Priority. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2024	06/26/2024	Teachers will conduct diagnostic assessments to collect next step data and monitor progress.
02/01/2024	06/26/2024	Provide follow-up PD opportunities for teachers to strengthen mathematical understanding.
02/01/2024	06/26/2024	Use i-Ready's "Tools for Instruction", to provide small group and individual targeted instruction. Teachers will use EDM language demand tools. Analyze data trends to provide targeted instruction.

### Priority 3 Family and Community Engagement

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)
09/11/2024	06/26/2024	Provide learning/sharing opportunities for parents. Math nights/shares. Opportunities for parents to share their practical mathematical uses in the world.	
09/11/2024	06/26/2024	Provide i-Ready family reports and resources about progress and needs.	
09/11/2024	06/26/2024	Provide consistent EDM- home school connection and opportunities to support language differences.	

Priority 3 Budget and Resources

<p><b>Budget and Resources</b></p> <p><b>Directions:</b> Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p><b>Human Resources</b></p>	<p>Classroom Teachers, AIS Teacher, Admin</p>
<p><b>Instructional Resources</b></p>	<p>iReady, Everyday Math</p>
<p><b>Schedule Adjustments</b></p>	<p>Needed for PD</p>
<p><b>Other Resources Needed</b></p>	

# SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

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

### Priority 4 Needs and Root Causes

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

- Review multiple sources of feedback regarding data, practices, and resources to assess the school’s current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Schedule actions/activities to occur during the year to reach the school’s SMART goals by addressing identified priorities and root causes.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

**Note:** Your school must complete, at minimum, one (1) goal for each of the five system-wide Priorities. In the **iPlan portal**, your school can identify up to three (3) goals for each Priority, if desired.

### Priority Needs and Root Causes

**Directions:** After conducting your comprehensive needs assessment for this Priority use the chart below to:

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
All Teachers	"Program Coherence" percentage dropped from 85% (2022) to 80% (2023).	Less clarity in a clear approach to developing programs and instructional materials.

Priority 4 SMART Goal(s)

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

Systemwide Focus Areas for College and Career Readiness

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

Target Population	Baseline Data	SMART Goal
All Students	80	By June, 2024, for All Students will Decrease 5%, from 80 to 85, as measured by By June 2024, the percentage of teachers that respond favorably to the section titled "program coherence" will increase by 5% from 80 to 85, as measured by NYC School Survey results..

Priority 4 Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets				
		Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Middle of Year Progress Target	Period 2 Middle of Year Progress Target	Period 3 Middle of Year Progress Target
NYC School Survey results 2024	NYC School Survey results	June 2022	80	81	83	85



Priority 4 Action Plan

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?)
09/06/2023	01/31/2024	Assess what program information is consistently shared across grade bands.

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 Priority. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2024	06/26/2024	Continue to coordinate curriculum, instruction, and learning materials across the grade bands.

# Priority 4 Family and Community Engagement

## 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)
09/06/2023	06/26/2024	Professional Development	

Priority 4 Budget and Resources

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

# SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

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

### Priority 5 Needs and Root Causes

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

- Review multiple sources of feedback regarding data, practices, and resources to assess the school’s current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Schedule actions/activities to occur during the year to reach the school’s SMART goals by addressing identified priorities and root causes.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

**Note:** Your school must complete, at minimum, one (1) goal for each of the five system-wide Priorities. In the **iPlan portal**, your school can identify up to three (3) goals for each Priority, if desired.

### Priority Needs and Root Causes

**Directions:** After conducting your comprehensive needs assessment for this Priority use the chart below to:

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
3-K and Pre-K Families need more support in deciding which schools would be best for their child the following year.	From the 20-21 School Survey, only 57% of families responded favorably to this issue.	Lack of access to information.

Priority 5 SMART Goal(s)

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

Focus Areas for System Responsiveness to Parents, Families and Communities

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

Target Population	Baseline Data	SMART Goal
All Students	57	By August, 2024, for All Students will Increase 5, from 57 to 62, as measured by NYC School Survey Results.

Priority 5 Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets				
		Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Middle of Year Progress Target	Period 2 Middle of Year Progress Target	Period 3 Middle of Year Progress Target
Attendance records of information sessions.	Number of attendees at information sessions.	10/25/23	30% attendance of 3K and 4K families at information sessions.	30% attendance of 3K and 4K families at information sessions.	40% attendance of 3K and 4K families at information sessions.	50% attendance of 3K and 4K families at information sessions.

Priority 5 Action Plan

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?)
09/19/2023	10/18/2023	Parent Coordinator will host information sessions for families in 3K and 4K to educate families on school options and process.

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 Priority. 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?)
01/18/2024	04/17/2024	Parent Coordinator will host information sessions for families in 3K and 4K to educate families on school options and process.

# Priority 5 Family and Community Engagement

## 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)
09/13/2023	01/17/2024	Information sessions will be promoted via electronic newsletter and hard copy via kidmail.	



Priority 5 Budget and Resources

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

# SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

## SECTION 5: CHRONIC ABSENTEEISM

### Chronic Absenteeism Needs and Root Causes

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

- Review multiple sources of feedback regarding data, practices, and resources to assess the school’s current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Schedule actions/activities to occur during the year to reach the school’s SMART goals by addressing identified priorities and root causes.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

**Note:** Your school must complete, at minimum, one (1) goal for each of the five system-wide Priorities. In the **iPlan portal**, your school can identify up to three (3) goals for each Priority, if desired.

#### Priority Needs and Root Causes

**Directions:** After conducting your comprehensive needs assessment for this Priority use the chart below to:

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Improve Attendance within SE by 3%	Data based on ATS Reports: RGAR 1st Half 2nd Half, RYMA. Other relevant reports include RYIS, RCUA 2022-2023	Relative parent engagement with in-classroom activities
Improve Attendance in Pre-K by 3%	Data based on ATS Reports: RGAR 1st Half 2nd Half, RYMA. Other relevant reports include RYIS, RCUA 2022-2023	New parents not understanding importance of their role in supporting attendance.
Improve Attendance in K-2 Grades by 3%	Data based on ATS Reports: RGAR 1st Half 2nd Half, RYMA. Other relevant reports include RYIS, RCUA 2022-2023	Parents pulling some students out of class for family trips and illness that impact attendance - post Covid.

# Chronic Absenteeism SMART Goal(s)

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

Target Population	Baseline Data	SMART Goal
All Students	Currently the attendance in 2022-2023 is at approximately at 88%	By June, 2024, for All Students will Increase Increase the Pre-K & K attendance by 3%%, from Currently the attendance in 2022-2023 is at approximately at 88% to The outcome we expect to achieve is improved daily attendance. , as measured by By June 2024 attendance rates for students in Pre-K and K will approve by 3%. .

Chronic Absenteeism Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Middle of Year Progress Target	Period 2 Middle of Year Progress Target	Period 3 Middle of Year Progress Target
Attendance Reports RGAR 1st Half 2nd Half, RYMA. Other relevant reports include RYIS, RCUA	# of parent involved activities, including but not limited to read-aloud's, crafts, holiday related activities, and math related activities to bring parents into the school	School year Fall 2022 - Spring 2023	10 activities per each half.	7 Period 1 (Sept - Nov 2023). From 87% to 88%	9 for Period (Dec 2023 - Mar 2024) From 88% to 89%	5 for Period April - June 2024 From 89% to 90%
Attendance Reports RGAR 1st Half 2nd Half, RYMA. Other relevant reports include RYIS, RCUA	Adopt a family with chronic absenteeism	School year Fall 2022 - Spring 2023	2 Families per half	2 Families Period 1 (Sept - Nov 2023).	4 Families for Period (Dec 2023 - Mar 2024)	6 Families for Period April - June 2024

## Chronic Absenteeism Action Plan

### 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?)
09/07/2023	01/30/2024	Parent Engagement Workshop to educate new families on the important of attendance
10/01/2023	01/30/2024	Continue to adopt families (GE & SE) to strengthen relationship with an identified staff member(ie. PC, SW, AP, Teacher) relationship building and educating importance of attendance
11/01/2023	01/30/2024	Adopt SE family to strengthen the home-school relationship to improve chronic lateness & absenteeism

### 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 Priority. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2024	06/27/2024	Continue monitoring adopted family attendance
02/01/2024	06/02/2024	Monitor attendance of adopt SE family
02/01/2024	06/27/2024	Read Alouds & In classroom activities for Families in Targeted Grades with trending absenteeism

# Chronic Absenteeism Family and Community Engagement

## Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
10/01/2023	10/31/2023	Family Workshop on the importance of school attendance	Attendance Teacher attend Workshop
10/01/2023	06/27/2024	Educational material, flyers, pamphlets, emails, news, on school attendance (Ie. Purchase I Promise by Lebron James or Be a Healthy you in School in Dubuque by Community of Dubuque)	

Chronic Absenteeism Budget and Resources

<p><b>Budget and Resources</b></p> <p><b>Directions:</b> Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p><b>Human Resources</b></p>	<p>Pre-K Classroom Teachers, AP, SW, PC, Attendance Teacher,</p>
<p><b>Instructional Resources</b></p>	<p>read aloud books age appropriate on attendance</p>
<p><b>Schedule Adjustments</b></p>	<p>Pre-K &amp; K teachers have 1st period with their class to be able to hold parent activities, read alouds after drop off</p>
<p><b>Other Resources Needed</b></p>	<p>flyers &amp; professional pamphlets on attendance for families</p>

# SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

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

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

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

- Review multiple sources of feedback regarding data, practices, and resources to assess the school’s current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Schedule actions/activities to occur during the year to reach the school’s SMART goals by addressing identified priorities and root causes.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

**Note:** Your school must complete, at minimum, one (1) goal for each of the five system-wide Priorities. In the **iPlan portal**, your school can identify up to three (3) goals for each Priority, if desired.

**Priority Needs and Root Causes**

**Directions:** After conducting your comprehensive needs assessment for this Priority use the chart below to:

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Improving quality of services students with disabilities receive by improving quality of standards-based IEPs	Data from the Quality IEP Reviews from the 2022-2023 school year show that we need to improve how the IEP identifies the missing skills that impacts a student's ability to access, participate and make progress in the general education curriculum (Question #20 on the 2022-2023 DOE Quality IEP Review).	Inconsistency of assessments used across grade levels Inconsistency with norming the interpretation of assessment results related to the NGLS



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

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

Target Population	Baseline Data	SMART Goal
All Students with Disabilities (SWD)	39	By June 2024, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve the ways in which IEPs identify the missing skills that impact the student's ability to access, participate, and progress within the general education curriculum across the present level of performance (PLOP) in the IEP will increased from 63% to 80%, as measured by IEP Review.

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

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

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets				
		Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Middle of Year Progress Target	Period 2 Middle of Year Progress Target	Period 3 Middle of Year Progress Target
Quality IEP Review (Question #20 from the 2022-2023 Quality IEP Review)	Average Score of IEPs Reviewed (averaged out of a total of 32 points per 4 reviews)	June 2023	20 points out of 32 (63%)	Increase of 5% for an average score of 22 points (68%)	Increase of 7% for an average score of 24 points (75%)	Increase of 6% for an average score of 26 points (81%) .

## Quality Individualized Education Program (IEP) Action Plan

### Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/07/2023	06/26/2024	Improve development of standards-based quality IEPs	Special Education team (Special Education teachers, related service providers, school psychologist) attend MCBO PLO on Standards-Based IEP, specifically specially designed instruction, quality IEP development, effect of disability section
09/07/2023	06/26/2024	Improve development of standards-based quality IEPs	Special Education Liaison will work with group of Special Education team members to update/modify PLOP graphic organizer to reflect standards-based IEP development
09/07/2023	06/26/2024	Improve development of standards-based quality IEPs	Special Education team will have monthly SpEd team meetings with a focus on Quality IEP writing
09/07/2023	06/26/2024	Improve development of standards-based quality IEPs	Peer review of IEPs using the IEP Review and the school-created PLOP graphic organizer and Quality IEP review form
09/07/2023	06/26/2024	Improve development of standards-based quality IEPs	SpEd lead will run PLO for SIT members and SpEd team to norm IEP Review question responses
09/07/2023	06/26/2024	Improve development of standards-based quality IEPs	Create a main calendar with IEP meeting dates. Modify it to include dates of pre-IEP meeting and name of peer reviewer
09/07/2023	06/26/2024	Improve development of standards-based quality IEPs	

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

## Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/07/2023	06/26/2024	SpEd lead and team will lead 3 workshops for families on understanding topics surrounding Special Education	N/A
09/07/2023	06/26/2024	All Case Managers will engage with families in advance of the child's scheduled IEP meeting via survey, Zoom meeting or phone call in order to gather parent feedback and input for the development of the IEP	N/A

Quality Individualized Education Program (IEP) Budget and Resources

<p><b>Budget and Resources</b></p> <p><b>Directions:</b> Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p><b>Human Resources</b></p>	<p>G&amp;R ICT Coach - Ellen</p>
<p><b>Instructional Resources</b></p>	<p>iReady</p>
<p><b>Schedule Adjustments</b></p>	<p>Professional Development Days</p>
<p><b>Other Resources Needed</b></p>	<p>None</p>

## 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	Foundations assessment data (12-15% of students)	Foundations - double dose	Small group, in addition to whole class Tier 1 Foundations lesson	during school	No
Tier 2	iReady and formative assessment data	iReady	self-paced individualized program	during and after school	Yes
Tier 3	Foundations, iReady and TCWRP assessment data	iReady	small group, one-to-one	during school	No
Tier 3	Foundations assessment data (1-3% of students)	Foundations - previous grade levels	Small group, one-to-one	during school	No

# Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Students are identified by classroom teacher as not making progress with strong Tier 1 supports and structures in the classroom and are then brought to MTSS team	Reward System	One-to-One	During school	No
Tier 2	Students are identified by classroom teacher as not making progress with strong Tier 1 supports and structures in the classroom and are then brought to MTSS team	Social Narratives	One-to-One or Small Group	During school	No
Tier 3	Students not making sufficient progress with Tier 2 interventions	At-Risk Counseling	Individual or Small Group	During school	No
Tier 3	Students not making sufficient progress with Tier 2 interventions	Behavior Plan	Individual	During school	No

# Students in Temporary Housing (STH) Support

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

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	<p>7</p>
<p>Describe the services you are planning to provide to the STH population.</p>	<p>Students in temporary housing will receive transportation services, if needed. In addition, we will provide clothes, backpacks, supplies, and snacks to students in temporary housing (or anyone who needs these resources). Our admin team and teachers will check in with families and ensure they have what they need for their child to succeed in school, iPads, pencils, notebooks, homework support, curriculum workshops etc. (this is also available for other students as well).</p>



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

## Parent and Family Engagement Policy

**Directions:** The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent and family engagement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy 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. PS 452, 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	PS 452 will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

<p>Parental Involvement and School Quality</p>	<p>PS 452's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents and family members and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent and Family Engagement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent and Family Engagement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:</p> <ul style="list-style-type: none"> <li>• actively involve and engage parents and family members in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Education Plan, including the implementation of the school's Title I Parent and Family Engagement Policy and School-Parent Compact;</li> <li>• engage all parents in discussion and decisions regarding the required Title I, 1% set-aside funds, which are allocated directly to the school to supplement parent and family engagement activities, including family literacy and parenting skills;</li> <li>• ensure that the Title I funds allocated for parent and family engagement are utilized to implement activities and strategies as described in the school's Parent and Family Engagement Policy and the School-Parent Compact;</li> <li>• support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional learning, especially in developing leadership skills;</li> <li>• maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;</li> <li>• conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;</li> <li>• provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;</li> <li>• host the required Annual Title I Parent Meeting each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent and family engagement requirements under Title I, Part A, Section 1116 and other applicable sections under ESSA;</li> <li>• schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;</li> <li>• translate all critical school documents and provide interpretation during meetings and events as needed.</li> </ul>
<p>Encouraging School-Level Parental Involvement</p>	<p>PS 452 will further encourage school-level parent and family engagement by:</p> <ul style="list-style-type: none"> <li>• hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;</li> <li>• encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;</li> <li>• supporting or hosting Family Day events;</li> <li>• establishing a Parent Resource Center/Area or lending library; instructional materials for parents;</li> <li>• encouraging more parents to become trained school volunteers;</li> <li>• providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;</li> <li>• developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;</li> <li>• providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.</li> </ul>

## School-Parent Compact (SPC)

School-Parent Compact (SPC)	PS 452 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;

<p>II. Parent/Guardian Responsibilities</p>	<ul style="list-style-type: none"> <li>• monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;</li> <li>• ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;</li> <li>• check and assist my child in completing homework tasks, when necessary;</li> <li>• read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);</li> <li>• set limits to the amount of time my child watches television or plays video games;</li> <li>• promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;</li> <li>• encourage my child to follow school rules and regulations and discuss this Compact with my child;</li> <li>• volunteer in my child's school or assist from my home as time permits;</li> <li>• participate, as appropriate, in the decisions relating to my child's education;</li> <li>• communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;</li> <li>• respond to surveys, feedback forms and notices when requested;</li> <li>• become involved in the development, implementation, evaluation and revision to the Parent and Family Engagement Policy and this Compact;</li> <li>• participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;</li> <li>• take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Advisory Council, School or District Leadership Teams;</li> <li>• share responsibility for the improved academic achievement of my child;</li> </ul>
<p>III. Student Responsibilities</p>	<ul style="list-style-type: none"> <li>• attend school regularly and arrive on time;</li> <li>• complete my homework and submit all assignments on time;</li> <li>• follow the school rules and be responsible for my actions;</li> <li>• show respect for myself, other people and property;</li> <li>• try to resolve disagreements or conflicts peacefully;</li> <li>• always try my best to learn;</li> </ul>

# SUBMISSION ASSURANCES

## Submission Assurances

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

# APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

## LANGUAGE ALLOCATION POLICY OUTLINE

### Language Allocation Policy Outline

#### 2023-24 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 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 Bilingual Education (DLBE) program, should be updated in this form.

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

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

This section should reflect the school’s demographics for the 2023-24 school year. If completing before the 2023-4 school year begins, questions should be based on the anticipated population served by the school.

**A. School Information**

District:	03
Borough:	M
School Number:	452



**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	David Scott Parker
Assistant Principal	Claudia Coia
Coach	N/A
Coach	N/A
English as a New Language (ENL)/Bilingual Teacher	Alexis Holtzman
School Counselor	
Teacher/Subject Area	
Teacher/Subject Area	
Parent	Mariko Saito
Parent Coordinator	Sharon Lustig
Related-Service Provider	

**C. Teacher Qualifications**

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

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

Number of ESOL certified teachers currently teaching ENL:	1
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	1
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	1
Number of ESOL certified teachers with a bilingual extension:	0

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

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	0
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	1
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	1

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

Total number of teachers with LOTE certification:	1
Total number of teachers with LOTE certification providing World Language instruction:	0
Total number of teachers with LOTE certification providing Home Language Arts (HLA) to students in bilingual programs:	0

**D. Student Demographics**

Total number of students at your school (excluding pre-K):	305
Total number of current ELLs at your school:	31
Total percentage (%) of current ELLs at your school:	10.49%
Total number of former ELLs at your school:	4
Total percentage (%) of former ELLs at your school:	1.64%

PART II: BILINGUAL PROGRAMS

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language Bilingual Education (DLBE)?	No
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Provide the number of classrooms for each bilingual program, by grade, at your school *for the 2023-24 school year*. If submitting before the 2023-24 school year begins, this should be the *anticipated* number of classrooms based on anticipated enrollment.

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

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	N/A			0													0
TBE	NA			0													0
TBE	N/A			0													0
DL	N/A			0													0
DL	N/A																0
DL	N/A																0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

**PART III: ML/ELL PROGRAMMING**

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



<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>We use the stand-alone model of instruction in conjunction with the integrated model for our entering and emerging students. These students receive their mandated 360 minutes of ENL instruction per week from our school's ENL Teacher. According to the NYSED CR Part 154 guidelines, half of the instructional time is in the stand-alone-model and half in the integrated model. Students from the same grade level are grouped together with students from the grade level above or below so that groups have only 1 or 2 contiguous grade levels with mixed proficiency levels. Their homeroom classes are all heterogeneous taught by a classroom teacher in a TC shared/guided literacy model. Listening, speaking, reading and writing are integrated.</p>
<p>Integrated English as New Language (ENL)</p>	<p>Students who score at the transitioning and expanding levels of English competency on the NYSITELL and/or NYSESLAT are mandated for 180 minutes of ENL instruction per week. The ENL teacher co-teaches and plans with the classroom teacher to provide ENL instruction in the students' classrooms. Students within the same classroom are in the same grade, but may be of mixed proficiency levels.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> <li>■ Transitional Bilingual Education (TBE) program</li> <li>■ Dual Language Bilingual Education (DLBE) program</li> </ul>	<p>We have no bilingual classes.</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>We review the RLAT report on ATS. This report tells us the students' NYSYESLAT and NYSITELL scores .The scores tell us the number of ENL minutes per week each student is mandated to receive according to CR Part 154-2 guidelines. Entering and Emerging students receive 2 units of study per week, 360 min in total. One unit (or 180 minutes) is in Standalone ENL and one unit (or 180 minutes) is in Integrated ENL. Transitioning and Expanding students receive 1 unit of study per week, 180 min in total. One unit (or 180 minutes) is either in Standalone ENL or is in Integrated ENL. Commanding students receive With this data, the ENL teacher provides the required minutes of instruction. Each child's classroom schedule is reviewed so that the ENL teacher knows the appropriate time to provide either stand-alone or integrated instruction. English Language Arts instruction is provided by the classroom teacher in English. The ENL teacher follows the curricula of each grade level. Home Language Arts is not offered at our school because we do not have a bilingual program.</p>
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3. For schools with Dual Language Bilingual Education programs:  Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated	We do not have a Dual Language program.
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: DATA ANALYSIS

### Data Analysis

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

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

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>We have 31 newcomers, which is 96.8% of our ELL population. We have no SIFE newcomers. Newcomer students are provided with many opportunities to speak and to listen. We engage them in TPR and use many hands-on activities as well as images and realia. Their work is scaffolded to a greater degree than most developing or long-term ELLs. Some examples are reading of simpler English texts, reading texts in their home language, writing with sentence frames or sentence starters. When possible, we pair them with a student who speaks their native language in their classroom so they can ask questions in their native language. If we did have SIFE newcomers, the ENL Teacher would work with the classroom teacher and other pedagogues to develop a plan to teach the child missing skills and build upon the knowledge they entered school with.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>We have one Developing ELL, who is 3% of our ELL population. Since Developing MLLs/ELLs know social English, we concentrate on improving their academic English through content area instruction. We work on having them speak and write in complete sentences and to use complex sentences appropriate to their level of language acquisition. We use maps, charts, pictures and graphic organizers to help students better understand social studies and science. We pre-teach vocabulary and use modified texts to enhance knowledge acquisition. We do not have any long-term ELLs since our students can only receive services from grades K-6 (a maximum of 6 years) in our Standalone and Integrated ENL Programs before moving on to middle school.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>Five out of 305 students (1.6%) are former ELLs. They are receiving 90 minutes per week of ELL services from their classroom teachers in small groups. Small group instruction is provided in all academic areas and they are grouped with other students in their homeroom classroom with similar needs. If additional support is needed, the classroom teacher consults with the ENL teacher on how to best meet the needs of the former ELLs.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>Eleven ELLs took the NYSESLAT in 2022. All except for 2 scored at the transitioning level or above. Most of the ELLs scored high in the modalities of reading, writing and listening. This indicates that further work on the type of speaking addressed in the NYSESLAT is necessary. Two students scored low in the writing modality and 1 in the speaking modality. Both need further support in speaking and transferring their verbal responses into writing.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>Three ELLs who took the NYSESLAT also took the state ELA and math tests. 1 student scored commanding on the NYSESLAT and is now a former ELL, but the other 2 students scored at the Transitioning and Expanding levels. All of these students scored below grade level on the State ELA and Math exams.</p>
<p>4. Examine all at-risk levels that might adversely affect ELLs at your school. What trends do you notice about the at-risk levels of ELLs at your school?</p>	<p>Three ELLs have at risk factors because they scored a 1 or 2 on the ELA and Math Tests in 2021. One of these students has an IEP, receives support from the Speech Teacher and has been placed in an ICT classroom. Poor attendance is a factor in this child's learning and the family has been contacted to explain the importance of the child attending school. In March of 2023 our school admitted 11 new English Language Learners, most of whom are living in shelters and had not previously attended school. We are working with their families to fill in the educational gaps created by lack of previous schooling.</p>

5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?	We have 8 Spanish speakers, 6 Japanese speakers, 3 French speakers, 2 Korean speakers, 3 Russian, 2 Chinese and one each of 5 other languages (Farsi, Hindi, Italian, Polish, Serbian). The HLIS asks parents in what languages they want communications to be sent to them. If parents indicate that they would like communications in English, they do not receive translated materials. Parents who request school communications in languages other than English receive translations of all the documents we send home. There are staff members who speak Spanish, Korean and Chinese who are available to translate for parent conversations and other communications. When there is no staff member who speaks a language needed for translation we use translation apps or employ the services provided by the Office of Language Access for over the phone translation or written translation.
6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of <b>Culturally Responsive and Sustaining Education</b> (CR-SE)?	The ethnicities are as follows: Asian, Black/Hispanic, Multiracial, White/Hispanic and White/Non-Hispanic. In our school, culturally responsive-sustaining (CR-S) education is grounded in a cultural view of learning and human development in which multiple expressions of diversity (e.g., race, social class, gender, language, nationality, religion, and ability) are recognized and regarded as assets for teaching and learning. The ELLs are included in all school activities and curricula. Read alouds and other materials are selected to reflect the racial and ethnic makeup of these students.
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?	Six current ELL students have an IEP, and three of them took the 2022 NYSESLAT. Two of these students are not performing at grade level. Cognitive learning challenges are preventing these children from making the progress required to be considered on grade level. These learning challenges are compounded by poor attendance. We are working hard to support these children with ENL instruction, speech instruction and integrated co-teaching. We have no SIFE students.
8. (For grades 9-12 only) Please review your data in the <b>Insight Tool</b> and STARS to answer the following questions:  a. How many ELLs are on-track towards graduation?	N/A
b. How many ELLs in grades 11-12 have a documented postsecondary plan in STARS or ATS?	N/A
c. What targeted strategies and interventions are in place to support ELLs who are currently off-track to graduate in four years?	N/A

## PART V: ML/ELL INSTRUCTION

### Tier 1: 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?	When possible, English Language Learners in the same grade are placed into the same homeroom class, which enables the ENL teacher to do integrated co-teaching. Additionally, an effort is made to place English Language Learners in the same homeroom class with students who speak the same home language. This enables MLs/ELLs to process information in their own language with another person. It creates a buddy system with other students who may share similar experiences and helps integrate new students into the school community.
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.	All instruction is in English and is aligned with Next Generation Learning Standards. We use the Teachers College Reading and Writing Program (TCRWP). We also use Foundations for phonetic awareness. Scaffolding, modeling, developing background knowledge, and Vocabulary instruction are all used to make content comprehensible in all subject areas. We also use guided reading, guided writing, and multi-sensory word study. Shared experiences, interactive read-alouds, interactive writing, dramatizations, chanting and singing songs, discussions and open-ended questions all help to develop content and language acquisition for all our ELLs. In mathematics, we use the Everyday Math Program, which comes complete with manipulatives, games, student journals and student workbooks. In addition, for second and third graders, experts come from the Salvardori Center to support science instruction. Through collaborative hands-on and project-based learning, using the scientific method of discovery, students learn the relevance of math and science to their local communities. They learn about and build bridges in second grade and skyscrapers in third grade. In all grades, we use the Foss science program, a research-based curriculum developed at the University of California at Berkeley. Visuals such as realia, pictures, videos, graph, charts, globes, maps and graphic organizers all enrich and enable the comprehension of social studies and science. The students in the integrated ENL program work in heterogeneous groups, thus allowing the ELLs to learn with and from fluent English speakers.
3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to grade level academic content areas and accelerate English language development? Include core content area as well as language materials.  a. ELLs with IEPs	Teachers of MLs/ELLs use the Teachers College Reading and Writing Program (TCRWP). We also use Foundations for phonetic awareness. Scaffolding, modeling, developing background knowledge, and Vocabulary instruction are all used to make content comprehensible in all subject areas. We also use guided reading, guided writing, and multi-sensory word study. Shared experiences, interactive read-alouds, interactive writing, dramatizations, chanting and singing songs, discussions and open-ended questions all help to develop content and language acquisition for all our ELLs. In mathematics, we use the Everyday Math Program, which comes complete with manipulatives, games, student journals and student workbooks. In addition, for second and third graders, experts come from the Salvardori Center to support science instruction. Through collaborative hands-on and project-based learning, using the scientific method of discovery, students learn the relevance of math and science to their local communities. They learn about and build bridges in second grade and skyscrapers in third grade. In all grades, we use the Foss science program, a research-based curriculum developed at the University of California at Berkeley. Visuals such as realia, pictures, videos, graph, charts, globes, maps and graphic organizers all enrich and enable the comprehension of social studies and science. The students in the integrated ENL program work in heterogeneous groups, thus allowing the ELLs to learn with and from fluent English speakers.
b. SIFE	Currently we have no SIFE students. If we did, we would administer the New York State Oral Interview Questionnaire. Next we would administer the New York State Multilingual Literacy SIFE screener. After that, we would administer a writing assessment. On the basis of these assessments, we would design instructional goals for the students. These goals would also be based on the students' proficiency level on the NYSITELL. For gaps in their knowledge, we would provide curricula and lessons to help them reach grade level competency. When appropriate, we would provide small group or individualized instruction. If a student does not know the alphabet, we would provide access to software platforms such as Starfall, ABC Mouse and BrainPop ELL. The students would be able to access texts on their level using Raz-Kids and Epic Books.
c. Newcomer	With Newcomers, who are here 0-3 years, and are at the entering and emerging level of English language acquisition, we use TPR and stories with repetitive language, like Brown Bear, Brown Bear What Do You See? to develop their listening and speaking skills. We make frequent checks for listening comprehension through careful questioning, allowing students to respond through pointing, one word answers, phrases or simple sentences. Newcomers at all levels of language instruction are taught both social and academic language. We scaffold instruction based on their current levels of language proficiency and use rigorous research-based methods to expand their understanding. Vocabulary is taught before students engage with new texts and concepts. Whenever possible, the ENL and classroom teachers access prior knowledge to help them understand new content. We provide students with texts at lower Lexile levels to help them understand social studies and science grade-level content. Students and teachers can access these texts on Raz-Kids, Epic and Newsela. Hands-on experiences in mathematics, science and social studies help make grade level content understandable. Pictures, realia, charts and graphs also help the ELLs understand the content.

d. Developing	Developing ELLs are students with 4-6 years of ENL instruction. They know social English. We concentrate on improving their academic English through grade-level instruction. They are helped to speak and write in complete sentences and use complex sentences appropriate to their level of language acquisition. We use maps, charts, pictures, graphic organizers and videos to help students comprehend social studies and science. We pre-teach vocabulary and use modified texts to enhance knowledge acquisition. These students have access to Raz-Kids, Epic, ReadingIQ, Newsela, BrainPop ELL, and BrainPop Jr. Instruction is provided in small groups and individualized settings by the classroom teacher and the ENL teacher. The children are involved in various projects where they work in groups and learn from fluent English speakers.
e. Long Term	We have no long term ELLs because we are an elementary school that goes up to fifth grade.
f. Former ELLs up to two years after exiting ELL status	Former ELLs are provided with 90 minutes of small group instruction weekly by their classroom teacher. The ENL teacher confers with the classroom teacher periodically to make sure that the students do not need additional ENL support.
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?	Our MLs/ELLs/SWDs are all placed in the least restrictive environment, which in our school is the integrated co-teaching classroom. The content area teacher and the special education teacher collaborate with the ENL teacher to make sure that all of the student's academic and social needs are met. If the student receives additional services, such as speech, counseling, physical therapy, or occupational therapy, we schedule these services at appropriate times that do not interfere with academic instruction. In order for us to make sure that the student achieve their IEP goals, all teachers who provide services review the student's IEP.
5. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	Our school only has an English as a New Language Program. Whenever possible, we place the newcomer in a class with another child or children who speak their home language. The Native Language is integrated as part of the Balanced Literacy Instruction and content area instruction as children are given the opportunity to read books in their native language as a genre choice during independent reading. Students' prior knowledge is activated to support participation. It is important that the native language is used to support challenging areas of instruction. Books and picture dictionaries are purchased in students' native languages and brought into classrooms. Technology programs are also being investigated. Parents are encouraged to share books from home in the native language after reading them with their children. Books, texts and videos are utilized in Epic and other sources as ebooks to build in home language support. Microsoft and Google translate apps are used and students are trained to use the camera to convert images and text into their home language.
6. (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
7. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs. Professional learning topics might include co-teaching strategies, or integrating language and content instruction.	PD will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners



<p>8. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>The ENL teacher fulfills the 50% dedication to MLL/ ELL PD by seeking MLL/ELL PD throughout the year, after school workshops, online resources such as EdWeb, Teacher's College model videos as well as professional journals and online workshops provided by the office of English Language Learners and other ELL related websites. Information is then provided by the ENL teacher to staff members about best practices for co-teaching strategies and integrating content and language instruction. The ENL Teacher works closely with classroom teachers who have ELLs in their classes. Teachers also attend staff development meetings with Teacher's College consultants in our building and professional development workshops at Teacher's College throughout the year.</p>
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## Assessment

<p><b>SCREENERS</b></p> <p>9. Which screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>The screening assessments we use are Acadience and iReady. Children who scored below benchmark levels receive additional support in their classroom from their teacher. The classroom teacher and the ENL teacher plan small group lessons to address the strengths and challenges of each student. In addition, these students use iReady for instruction targeted to their level and some receive AIS services as well.</p>
<p>10. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>In addition to the screeners, we use TCRWP's running records, iReady and Foundations assessments to frequently assess each student's reading and writing skills. Classroom teachers and the ENL teacher regularly assess the student's work through informal observations. In mathematics, assessments are given at the end of each Everyday Math Unit. Based on the results of our formal and informal assessments, we plan and implement targeted interventions for individual students in their areas of need. The classroom teacher and the ENL teacher use the data from these assessments to plan small group lessons to address the strengths and challenges of each student or to assign targeted instruction and practice in iReady. Various supports are available for students who are not making annual yearly progress. These supports include small group instruction and/or individual instruction. Students are monitored to see if the supports are working or if we need to try other strategies. The ENL teacher meets with classroom teachers to co-plan targeted interventions for ENL students that are at risk or already have IEPs. The Speech teacher, social worker and school psychologist also meet to plan targeted interventions with the ENL and classroom teachers. Additional support is available from the RTI Team who reviews data of struggling students, helps plan for further intervention and monitors the progress of these students. In ELA, students can access literary materials at their levels through sources such as Epic Books, Raz Kids and their classroom leveled libraries. While most instruction and materials are in English, both Epic Books and Raz Kids offer reading material in other languages.</p>
<p>11. For all grades, describe how your school uses data to guide instruction for ELLs within a Multi-tiered System of Supports (MTSS). Refer to the <b>Instructional Leadership Tool for MLs and ELLs</b> and <b>MTSS Guide for MLs and ELLs</b> to help in the development and implementation of your school's plan for MLs/ELLs.</p>	<p>The RTI team meets weekly in order to implement effective interventions for students including struggling language learners. Our school uses informal teacher observations, reviews of students' work and formal assessments to ascertain whether our English Language Learners are meeting grade level standards. The school determines what additional support services will benefit the student. Results from the NYSESLAT and ELA State exam are analyzed. The teachers also analyze data from running records, iReady, Everyday Math and Foundations assessments. All our students receive RTI Tier I instruction, which is high quality core instruction, in their classroom. For most students, this is proactive and effective. For ELL students who are at-risk, we implement targeted RTI Tier II interventions, which include small group instruction and weekly review of the students' progress. If Tier II interventions are not working, the students are given individual instruction with weekly review of each student's performance.</p>
<p><b>FORMATIVE</b></p> <p>12. Which formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>We use NYSITELL, NYSESLAT, TCRWP running records, iReady diagnostics, Foundations assessments, Everyday Math Unit tests and teacher created formative assessments.</p>

<p>13. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>The only test we have to evaluate students in their home language is the Spanish Lab for newcomers whose home language is Spanish. Our only language of instruction is English. We have no ability to evaluate students in their home language.</p>
<p><b>SUMMATIVE</b></p> <p>14. Which summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>At PS 452, most of the ELLs are in Kindergarten and grade 1 and do not take the state ELA or Math Tests. In 2022 only 3 students took the ELA and Math tests. All of them scored below benchmarks on the ELA and two of the 3 were below benchmarks on the Math Test. This indicates that these students need more support with the kind of academic language used on these tests. In 2023 six students took the state Math test and 3 took the ELA test. The EDAT allows us to see strengths and needs across the modalities. In 2022, the NYSESLAT was administered to 15 students. Most of these children had only had 8 months of ENL services and were taking the NYSESLAT for the first time. 3 students scored Commanding and most others progressed to higher levels. Three grades had children who scored high in listening and reading. Two grades scored high in speaking and writing. Only one grade had a low score in writing. In 2023, 32 students were administered the NYSELAT which will give us more data to evaluate our program in the Fall of 2023. When the results come back, the ENL teacher will use the data to plan instruction for the ELLs who are still entitled to receive services.</p>
<p>15. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe your plan to ensure that all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>The ENL teacher administers the NYSESLAT to all ELLs. After the administration, speaking and writing sections are scored by other ENL teachers in nearby schools. In order for the students to receive their mandated minutes of ENL instruction during the testing period, we hire a substitute to teach them. The ENL teacher leaves detailed lesson plans for her ENL students. She also confers with the substitute teacher before the start of the day. During the testing time, the former ELLs are still receiving their 90 minutes per week of small group instruction from their classroom teacher.</p>

## PART VI: FAMILY PARTNERSHIP

### Family Partnership

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 join the PTA and all school and PTA sponsored events. Some events throughout the year include the Fall Fair, Auction and Community Service Activities. Each class invites parents to events in their classrooms and there are morning meet ups for each grade in the fall and the spring. Orientations are held for new families and translators are available to facilitate questions and answers about the school.
2. Describe your school's plan to ensure all families of ELLs are provided with an annual individual meeting as required by CR Part 154 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 are separate from and do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.	The ENL teacher administers the NYSITELL to all new ELLs and conducts Parent Orientations with their families. The families are encouraged to reach out through email with any questions and concerns throughout the school year. In addition, the ENL teacher makes appointments with families of ELLs to discuss their children's language development progress and explain the results of language proficiency assessments as the children continue in ENL program. If an interpreter is needed, either a staff member will translate or an over the phone translator will be used.
3. What culturally and linguistically responsive partnerships do you currently have that support the needs of your school community?	Partnerships include the Salvadori Center, the National Dance Institute, Carnegie Hall, ORFF Institute, New York Historical Society and Digital Learning initiative. First grade students attended Drag Queen Story Hour. Select teachers attended workshops on Restorative Practices, SEL and Racial Equity Training. In the future, we hope to partner with Morningside Center for Teaching Social Responsibility.
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.	

## PART VII: ELL IDENTIFICATION ATTESTATION

### Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs, and former ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator). The plan should address how ELLs and former ELLs will continue to receive mandated instruction.</p>	<p>The parent coordinator is involved in setting up buddy families for newly enrolled ELLs. Newcomers who start in September are invited to a picnic in August. ML/ELL Families are invited to join the PTA and all school and PTA sponsored events. Some events throughout the year include the Fall Fair, Auction and Community Service Activities. Each class invites parents to events in their classrooms and there are morning meet ups for each grade in the fall and the spring. Orientations are held for new families and translators are available to facilitate questions and answers about the school. After reviewing the RLAT report, continuing ELLs are programmed for the amount of minutes required by their level. They work with the ENL Teacher, who collaborates with their classroom teacher. Former ELLs receive small group instruction from their classroom teacher.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>The members of our identification team are trained pedagogues, including the ENL teacher. The parent or guardian completes the Home Language Identification Survey in the parent's preferred language. If necessary, translation services are provided by a member of the staff or DOE's over-the-phone translation services. The student is interviewed in English to determine if the student is proficient in English. If the student is proficient, that student does not have to take the NYSITELL. Students with IEPs are assessed by the LPT to determine NYSITELL eligibility and then the LPT fills out the NYSITELL determination form with their recommendation. The information is entered on the ELLO screen of ATS if students are not eligible for the NYSITELL. If the student is not proficient in English, based on the interview and samples of the student's prior work, the student is then given the NYSITELL within ten days of entering school. Spanish speaking students who are identified as ELLs are administered the Spanish LAB within the 10 day testing window. For newly identified ELL students in grades 3-5, the ENL teacher interviews the parent to make a preliminary determination whether or not the student has had an interruption or inconsistency in their formal schooling. Initial SIFE status is indicated in the BNDC screen within 30 days of enrollment and the final determination of SIFE status is made within one year. The parents are informed within five days of the administration of the NYSITELL whether their child needs ELL services. Parents are also notified that they have 45 days to appeal the ELL status of their child. The parents of all students who score below the Commanding level on the NYSITELL are invited to a parent orientation meeting. At the meeting, they learn about the three ENL programs that are available to their children in New York State (Transitional Bilingual Education, Dual Language, and English as a New Language programs). A video explaining the three programs is shown in their preferred language. After watching the video, parents are encouraged to ask questions. Parents then fill out the Parent Survey and Program Selection Form. Any parents who choose a bilingual program would then fill out a Family Request for ELL transfer form and the principal would submit the ELL transfer request. All other qualifying children are placed in our schools English as a New Language Program.</p>

# PART VIII: LAP ASSURANCES

## LAP Assurances Page

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

**Download a blank LAP assurances page.**

# APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

Office of Language Access (OLA) Contact	Ricardo Rivera
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## LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

<b>Office of Language Access (OLA) Contact:</b>  Contact Information: <ul style="list-style-type: none"><li>▪ Araina E. Sepúlveda-Moreiras, <a href="mailto:ASepulvedamoreiras@schools.nyc.gov">ASepulvedamoreiras@schools.nyc.gov</a></li><li>▪ Cunneely Elena, <a href="mailto:ECunneely@schools.nyc.gov">ECunneely@schools.nyc.gov</a></li><li>▪ Rivera Ricardo, <a href="mailto:RRivera60@schools.nyc.gov">RRivera60@schools.nyc.gov</a></li><li>▪ Williams Robert, <a href="mailto:RWilliams32@schools.nyc.gov">RWilliams32@schools.nyc.gov</a></li></ul>	Ricardo Rivera
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The principal has designated the following staff member(s) as the Language Access Coordinators (LACs) in Galaxy.

\*The Field Language Access Coordinator and The Office of Language Access will communicate with the LACs on compliance, budget, translation, interpretation, parents’ awareness of language assistance services, and school’s self-assessment on language services provided.

First Name	Last Name	Job Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?
Sharon	Lustig	Parent Coordinator - Annual	1/30/23

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

First Name	Last Name	Title
Sharon	Lustig	Parent Coordinator

**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

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> <li>■ Part III of the Home Language Identification Survey (HLIS)</li> <li>■ Automate The System (ATS) reports</li> <li>■ Student Emergency Contact cards</li> <li>■ Surveys conducted by your school.</li> </ul>	<p>We review the parent/guardian's response to Part III of the Home Language Identification survey (HLIS). The parent/guardian's response to questions 1 and 2 inform us about what language they want to receive oral and written communication from the school. We also access the Parent's Preferred Language Report (RAPL) from ATS. This report lists which language each parent/guardian wants to receive written and oral communication in. We also review the blue emergency card where parents indicate their preferences. We also review the student registration document at the time of registration which records family home language.</p>
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2. List parents' preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent's Preferred Language Report (RCPL) ATS report.

For the last two columns: List number of school staff that are comfortable using their language skills to communicate with parents.

Language (Description within RCPL)	Written Preferred	Percent Written	Oral Preferred	Percent Oral	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
English	340	93	339	93	69	69
Spanish	17	4	18	4	5	5
Mandarin	2	1	0	1	1	1
Korean	1	1	1	1	2	1
Russian	2	1	2	1	0	0
French	1	1	1	1	2	2
Farsi	1	1	1	1	0	0
Japanese	1	1	1	1	0	0
						0

## PART B: HOME-SCHOOL COMMUNICATIONS LANGUAGE SUPPORT APPROACH

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

Document Type (e.g. parent flyers, IEPs, etc.)	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
ENL entitlement and non-entitlement letters	Translations are available on the DOE or NYS state website. If the language is not available, we use the services of the Office of Language Access.
ENL continuation letters	Translations are available on the DOE or NYS state website. If the language is not available, we use the services of the Office of Language Access.
ENL non- continuation letters	Translations are available on the DOE or NYS state website. If the language is not available, we use the services of the Office of Language Access.
ENL parent surveys	Translations are available on the DOE or NYS state website. If the language is not available, we use the services of the Office of Language Access.
School newsletter	Staff members can translate into most languages that are needed. If a staff member does not speak or write the language needed, we use the services of the Office of Language Access.
Curriculum Night	Staff members can translate into most languages that are needed. If a staff member does not speak or write the language needed, we use the services of the Office of Language Access.
Parent/Teacher Conference Letters	Staff members can translate into most languages that are needed. If a staff member does not speak or write the language needed, we use the services of the Office of Language Access.
District Flyers	District sends translated copies of flyers; staff members can translate into most languages that are needed.

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

Meeting Type (e.g. parent workshops, PTCs)	How does your school plan to provide interpretation service(s)? Include procedures/resources to ensure timely provision of interpretation to parents.
Curriculum Night	When the parents request meetings in their preferred language, we provide interpretation services. If we have a staff member who speaks the parent's preferred language, we will use that person to interpret. If not, we will request an interpreter from the Office of Language Access.
Parent Teacher Conferences	When the parents request meetings in their preferred language, we provide interpretation services. If we have a staff member who speaks the parent's preferred language, we will use that person to interpret. If not, we will request an interpreter from the Office of Language Access.
IEP meetings	When the parents request meetings in their preferred language, we provide interpretation services. If we have a staff member who speaks the parent's preferred language, we will use that person to interpret. If not, we will request an interpreter from the Office of Language Access.
Orientation for new families	When the parents request meetings in their preferred language, we provide interpretation services. If we have a staff member who speaks the parent's preferred language, we will use that person to interpret. If not, we will request an interpreter from the Office of Language Access.
Parent Engagement Meetings	When the parents request meetings in their preferred language, we provide interpretation services. If we have a staff member who speaks the parent's preferred language, we will use that person to interpret. If not, we will request an interpreter from the Office of Language Access.

<p>3. Describe your school's communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p>	<p>If we need to get in contact with a parent, we use an in-house staff member, who speaks the parent's language, to call the parent via telephone. If we do not have an in-house speaker of a parent's preferred language, we conduct three-way telephone calls with the Office of Language Access.</p>
<p>(B) a student-specific emergency (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>If we need to get in contact with a parent, we use an in-house staff member, who speaks the parent's language, to call the parent via telephone. If we do not have an in-house speaker of a parent's preferred language, we conduct three-way telephone calls with the Office of Language Access.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>We try to get an in-house staff member who speaks the parent's preferred language to come to the phone. At the beginning of the year, we give the email address of our language access coordinator to all parents whose preferred language is not English. In the event of an emergency, the parent can email the language access coordinator in the parent's preferred language, who can then use translation software (such as Google Translate) to translate the message and send back a message that is also in the parent's preferred language.</p>

PART C: TRAINING PARENT-FACING STAFF ON POLICIES AND PROCEDURE

1. Describe how your school will ensure that all staff members are aware of the goals of <b>Chancellor’s Regulation A-663</b> and what resources are available to meet compliance. Specify how your school designated LAC will turnkey and make school staff aware of the available language access resources.	The LAC attends workshops which are provided by the The Office of Language Access. She turnkeys what she has learned at staff professional development meetings. In addition she emails further information about Over-the-Phone Interpretation and translation services provided by the Office of Language Access when staff members do not speak or write all of the languages of the families within our school.
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<div>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</div> <div><div>▪ Translated signage</div><div>▪ Brochures/flyers/letters shared with parents</div><div>▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)</div><div>▪ Messaging phone applications</div><div>▪ Parent’s Guide to Language Access</div><div>▪ NYC Public School Guidebook</div></div>	<div>The Office of Language Access translates all of our flyers, brochures and letters on an as-needed basis, into the nine covered languages, which are: Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu. Translation and interpretation support in other than the nine covered languages is available through contracted vendors. Chancellor’s Regulation A-663 requires that all documents which contain critical information regarding a student’s education be translated into the covered languages. On the DOE’s InfoHub you can find the critical documents that all parents receive translated into the nine covered languages. The Home Language Identification Survey is an example of a document that is translated into the nine covered languages. Parents of all newly enrolled students are given the “Parents’ Bill of Rights” which is available in the covered languages. This pamphlet makes parents aware of their rights to language services. In the main lobby the language</div>
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**PART E: MONITORING PROVISION OF LANGUAGE ASSISTANCE SERVICES**

1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents’ language, on the language services they receive. This is separate from the end of year parent survey.	We give our limited-English-proficient parents and guardians the Parent Survey on Language Access and analyze their answers in order to provide more effective translation and interpretation services in the future.
2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.	We are going to provide the school safety agent and the office staff a list of the staff members who speak languages other than English. This will enable faster access to translation services within the school building.

# APPENDIX 4: TITLE III (IMMIGRANT) APPLICATION

## TITLE III IMMIGRANT OUTLINE

### Title III Application for Immigrant Funding

#### REQUIREMENTS

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

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

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

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

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

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

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

#### DIRECTIONS

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

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

Completed applications must be submitted in iPlan for review and approval. Please refer to the respective **School Allocation Memo**. Schools are not permitted to use funds until they submit a plan and receive notification of its approval.



PART A: SCHOOL INFORMATION

NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	Yes
Name of school:	PS 452
DBN:	03M452
This school is (select one):	NOT conceptually consolidated (must complete Part E of this document)

**PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION**

The direct instruction component of the program will consist of (check all that apply):	,After School
Total # of immigrant students (including ELLs) to be served:	42
Grades to be served in this program. Select all that apply.	,K,1,2,3,4,5
Total # of teachers in this program:	5

<p>Provide a summary of each program funded under Title III immigrant:</p> <p>For each program, describe:</p> <ul style="list-style-type: none"> <li>■ When the program takes place (after school, before school, Saturday academy)</li> <li>■ Activities the students will engage in and how these activities will enhance instructional opportunities for immigrant students (including ELLs)</li> <li>■ How students will be grouped for instruction and specify the number of student groups</li> <li>■ How instruction will be delivered (e.g., team teaching, parallel teaching, etc.)</li> <li>■ How the program will be supervised</li> </ul>	<p>The program will take place after school from 2:50 to 3:45 on Thursdays. Students will be in continuous grade level groupings (K/1, 2/3, 4/5) and instruction will be delivered through team teaching in which the ENL teacher plans collaboratively with the other teachers. Students will be engaged in a variety of literacy activities to support their literacy development (Read aloud, shared reading and shared writing, independent reading and writing). The program will be supervised by the assistant principal or principal.</p>
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<p>Describe the rationale for each Title III Immigrant funded program:</p> <p>For each program, include:</p> <ul style="list-style-type: none"> <li>■ Qualitative and quantitative data analysis that support the need for program</li> <li>■ Data sources used to justify the need for the program</li> </ul>	<p>PS 452 has received an influx of immigrant students, who are also English Language Learners in the past year. These students have all tested at the Entering or Emerging Level on the Spring 2023 NYESLAT or Fall 2023 NYSITELL. This indicates that they do not have grade level skills in Language and Literacy . Some of them had never attended school before or have missed significant amounts of school. Many of them are behind in reading and writing in their native language as well as in English. This is reflected in their classroom assessments such as TC running records, Acadience and iready. 72% of Kindergarten Immigrant Students, 59% of First Grade Immigrant Students and 85% of Second Grade Immigrant Students were below benchmark in the Fall administration of Acadience. In Grades 3-5, all of the Immigrant Students were below benchmark in the Fall administration of iready reading except for 1 student. These children need to practice speaking and listening in English as well as reading and writing.</p>
<p>For each Title III Immigrant funded program, describe the students that will be served:</p> <p>Include:</p> <ul style="list-style-type: none"> <li>■ Total number of students for each program</li> <li>■ Grade levels for students in program</li> <li>■ If ELLs are also included in these programs, <b>describe subgroup of ELLs</b> (Newcomer, Developing, etc).</li> </ul>	<p>There are 42 immigrant students from Kindergarten through 5th grade who are also Newcomer ELLs. There is one Developing ELL. Kindergarten: 8 students First Grade: 17 students Second Grade: 8 students Third Grade: 2 Students Fourth Grade: 4 students Fifth Grade: 3 students</p>

<p>Schedule and duration:</p> <p>For <i>each</i> Title III Immigrant funded program, include:</p> <ul style="list-style-type: none"> <li>■ Start and end dates</li> <li>■ Total number of sessions</li> <li>■ Days of sessions</li> <li>■ Time and duration of sessions</li> </ul>	<p>The program will meet for 10 sessions from February 1 to April 18. (2/1, 2/8, 2/15, 2/29, 3/14, 3/21, 3/28, 4/4, 4/11, 4/18) Each session will last for 1 hour from 2:45PM-3:45PM</p>
<p>For each Title III Immigrant funded program, include language of instruction:</p>	<p>The language of instruction will be English for all Title III Immigrant Programs.</p>
<p>For each Title III Immigrant funded program, include number and type of certified teachers:</p>	<p>There will be 1 Certified ENL Teacher and 4 other Teachers Certified in Early Childhood or Common Branches.</p>
<p>For each Title III Immigrant funded program, include types of materials and whether they are at cost to Title III Immigrant:</p>	<p>Paper, pencils and crayons will not incur additional costs. Books will be ordered that will come from the Title III Immigrant Fund money.</p>

<p>Add additional details here:</p> <p>Including:</p> <ul style="list-style-type: none"><li>▪ How your school will <b>maintain records</b> of students served in this program</li><li>▪ Your school's plan for implementation</li><li>▪ Titles of the staff at your school that will administer and monitor the program</li></ul>	<p>We will maintain copies of dated, translated letters and emails sent to parents informing them of the program in a binder. Additionally, student rosters with the names of the students and teachers will be maintained and will include the dates and attendance information. These records will be administered and monitored by the principal or assistant principal.</p>
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## PART C: PROFESSIONAL DEVELOPMENT

<p>Provide a summary of your school's plan for professional development under your Title III Immigrant program:</p> <p>Please make sure to describe:</p> <ul style="list-style-type: none"> <li>Professional development to be provided</li> <li>Activities that teachers will engage with by topic</li> <li>Whether the professional development provided will be at cost to Title III Immigrant funds</li> </ul>	<p>Money will be used to purchase professional books about the teaching of Immigrant and ELL students. Teachers will read and discuss topics from professional books, articles on the internet and watch videos to learn more about the needs of these students and how to best support them.</p>
<p>Describe the rationale for the professional development to be provided:</p> <p>For each activity include:</p> <ul style="list-style-type: none"> <li>Qualitative and quantitative data analysis that support the need for the professional development</li> <li>Data sources used to justify the professional development</li> </ul>	<p>PS 452 has received an influx of immigrant students, who are also English Language Learners in the past year. These students have all tested at the Entering or Emerging Level on the Spring 2023 NYESLAT or Fall 2023 NYSITELL. This indicates that they do not have grade level skills in Language and Literacy Skills. Some of them had never attended school before or have missed significant amounts of school. Many of them are behind in reading and writing in their native language as well as in English. This is reflected in their classroom assessments such as TC running records, Acadience and iready. 72% of Kindergarten Immigrant Students, 59% of First Grade Immigrant Students and 85% of Second Grade Immigrant Students were below benchmark in the Fall administration of Acadience. In Grades 3-5, all of the Immigrant Students were below benchmark in the Fall administration of iready reading except for 1 student. Teachers need professional development to best help these students.</p>
<p>Teachers to receive professional development:</p> <p>Include information on the teachers to receive professional development. Please specify how all teachers working in the Title III Immigrant program will receive ongoing professional development related to the Title III Immigrant program.</p>	<p>Teachers in the Title III Immigrant program will be teachers who have immigrant students in their classrooms during the regular school day. They will engage in professional development during the Monday professional development time after school.</p>

<p>Schedule and duration:</p> <p>For <i>each</i> Title III Immigrant professional development activity, include:</p> <ul style="list-style-type: none"> <li>■ Start and end dates</li> <li>■ Total number of sessions</li> <li>■ Days of sessions</li> <li>■ Time and duration of sessions</li> </ul>	<p>Professional development will take place during the school's allotted Professional Time from 2:45PM to 3:45PM on 3 Monday afternoons in January. The dates are 1/8/24, 1/22/24 and 1/29/24..</p>
<p>Topics to be covered:</p> <p>For each Title III Immigrant professional development activity, include topics to be covered.</p>	<p>The first session will focus on Language Development and the Differences between social and academic language. The second session will focus on Accomodations for English Language Learners within the classroom. The third session will focus on defining SIFE students and making plans to support them.</p>
<p>Name of provider:</p> <p>For each Title III Immigrant professional development activity, include name of provider.</p>	<p>The ENL Teacher, Alexis Holtzman will facilitate each session of the professional development.</p>
<p>Add additional details here:</p> <p>Including your school's plan for maintaining <b>documentation</b> of professional development provided using Title III Immigrant funds.</p>	<p>Our school will keep records in a binder for each professional development session that uses Title III Immigrant Funds. The records will include attendance sheets with the names of the teachers who attended, dates, times and length of sessions as well as materials provided to the teachers to support the professional development.</p>



## PART D: FAMILY ENGAGEMENT ACTIVITIES

### Family Engagement Summary

<p>Provide a summary of your school's family engagement activities under your Title III Immigrant program. Describe the activities that families of immigrant students (including ELLs) will engage with by topic. Please make sure to include whether the activities will be at cost to Title III Immigrant.</p>	<p>We are planning on using Title III Part A Immigrant Funds to establish a parent outreach program that will assist parents to become active participants in the education of their immigrant children. The program will serve the families of students who have been in American schools for three years or less, many of whom are MLLs. Additionally, we will find out what clothing or other supplies that the students and their families need and help provide those items. We will purchase books and other items for parents to use at home to support their children's learning.</p>
<p>Describe the rationale for the family engagement activities to be provided:</p> <p>For each activity, include:</p> <ul style="list-style-type: none"> <li>■ Qualitative and quantitative data analysis (reasons for topics, time its being offered)</li> <li>■ Data sources used to justify the need for activities</li> </ul>	<p>Before students can be successful academically, they must have their needs met. Part of our work with families includes finding out what clothing or other supplies they need and helping to procure those items. Many of the parents of immigrant students do not speak English and/or are unfamiliar with Americans schools. They need more information and guidance to best support their children in school. Additionally, we will use classroom data such as TC running records, iReady, Acadience, and NYSITELL to evaluate the needs of the Immigrant Students and plan activities that will help their parents to support them.</p>
<p>Schedule and duration:</p> <p>For each Title III Immigrant family engagement activity, include:</p> <ul style="list-style-type: none"> <li>■ Start and end dates</li> <li>■ Total number of sessions</li> <li>■ Days of sessions</li> <li>■ Time and duration of sessions</li> </ul>	<p>Winter Donation Drive The 7 sessions took place from 11/1 - 11/8/23. From 11/8 - 11/13, we planned and gathered the necessary items for donation. Then from 11/14-11/27/23, there were 8 sessions in which we met with families individually to distribute donations. Spring Donation Drive There will be 6 sessions from 3/1 to 3/8/24. From 3/11 through 3/14 we will plan and gather the necessary items for spring donation and then distribute donations to families between 3/15 and 3/27 (8 sessions). Literacy Learning On January 22nd &amp; 23rd, 2024, 3 50 minute sessions. Introduction to the New York Public Library Date: TBD, occurring after school hours NYSESLAT Workshop On March 25 &amp; 26 there will be 3 50 minute sessions.</p>

<p>Topics to be covered:</p> <p>For each Title III Immigrant family engagement activity, include topics to be covered.</p>	<p>Winter Donation Drive We ran a donation drive the month of November. We first surveyed our families orally (discretely) regarding what they might need as the colder months approached. The 7 sessions took place from 11/1 - 11/8/23. From 11/8 - 11/13, we planned and gathered the necessary items for donation. Then from 11/14-11/27/23, there were 8 sessions in which we met with families individually to distribute donations. Spring Donation Drive We will run a donation drive during the month of Month. We will survey our families orally (discretely) regarding what they might need as spring/summer months approach. There will be 6 sessions from 3/1 to 3/8/24. From 3/11 through 3/14 we will plan and gather the necessary items for spring donation and then distribute donations to families between 3/15 and 3/27 (8 sessions). Literacy Learning On January 22nd &amp; 23rd, 2024, we will hold 3 workshops for the following grade bands: K-1, 2-3, 4-5. Each session will last for 50 minutes and will help families understand how reading and writing are taught in our school. Introduction to the New York Public Library We will take families of Immigrant children to the Riverside branch of the NYPL and help them apply for library cards and find out what resources are available to them. NYSESLAT Workshop On March 25 &amp; 26 we will host 3 sessions consisting of 50 minutes each to inform parents about the NYSESLAT. They will learn about the format of the test, what it is used for and the implications of the results mean.</p>
<p>Name of provider:</p> <p>For each Title III Immigrant family engagement activity, include name of provider.</p>	<p>Winter and Spring Donation Drives Organized by the Parent Coordinator Literacy Learning Organized by the Parent Coordinator and the ENL Teacher Introduction to the New York Public Library Organized by the Parent Coordinator NYSESLAT Workshop Organized by the Parent Coordinator and the ENL Teacher</p>
<p>Family Notification of Activities:</p> <p>Include how families will be notified of Title III Immigrant family engagement activities (e.g., phone calls, emails).</p>	<p>We will notify our title III Immigrant families through phone calls, emails and flyers in kid mail. In addition, we will provide in person reminders at arrival and dismissal.</p>
<p>Add additional details here:</p> <p>Including how your school will maintain <b>documentation</b> of family engagement activities and notifications to families.</p>	<p>We will maintain a record of each activity that has taken place in a binder, including email invitations that were sent out and their translations, flyers, attendance sheets, and handouts.</p>

PART E: BUDGET

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

This school is (select one):	NOT conceptually consolidated (must complete Part E of this document)
Allocation Amount (\$):	\$5663.00

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem	\$3397.80	Each classroom teacher will work 1 hour per week for 10 weeks.
Purchased services -High quality staff and curriculum development contracts.		There will be three hours of professional development.
Supplies and materials -must be supplemental -additional curricula, instructional materials -must be clearly listed.	\$1665.20	Books, instructional supplies, professional publishing products and services
Educational Software (Object Code 199)	\$400.00	Raz Plus ELL Edition, Brainpop ELL
Travel		
Other	\$200.00	Coffee, refreshments to be served at workshops
TOTAL	\$5663.00	

