



**2024-2025
COMPREHENSIVE
EDUCATIONAL PLAN (CEP)**

DBN	16K308
School Name	P.S. 308 Clara Cardwell
Principal	Jeffrey Franck

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 Education Department (NYSED) under the Every Student Succeeds Act (ESSA) and aligns with NYC Public Schools’ (NYCPS) system-wide priorities below.

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

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

The Education Planning Process

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

The CEP development process begins with the identification of system-wide priorities, followed by a comprehensive needs assessment informed by an analysis of the school’s most current data to identify priority needs and root causes. Once the SLT clearly understands school needs, priorities and root causes, the team uses this data analysis to set **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, identifies key strategies, creates progressive action steps including professional learning and activities to support parent, family and community empowerment, and monitors the implementation of those strategies and activities. The SLT aligns the school-based budget with human and instructional resources to support implementation of the action plan and achievement of annual goals.

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

Guidance on Conducting a Comprehensive Needs Assessment

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

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

- Qualitative and quantitative data, including enrollment and class size trends
- 2023-24 ESSA Accountability Data
- Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results
- Quality Review Reports, NYSED and NYCPS CSI or A/TSI Support Visits, Receivership Quarterly Reports (as applicable), and **Diagnostic Tool for School and District Effectiveness Framework (DTSDE)**
- NYSED School Report Card, NYC School Quality Guide, NYC School Performance Dashboard, New Visions, NWEA MAP and/or other formative assessment data, and **NYCPS Tools for Understanding Your Data** for student subgroup information

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

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

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

- *What theories or hypotheses explain the current student and school outcomes?*
- *Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?*

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	The Clara Cardwell School
District Borough Number (DBN):	16K308
Grades Served:	3K, PK, K, 1, 2, 3, 4, 5, 6, 7, 8
School Address:	616 Quincy Street, Brooklyn, NY 11221
Phone Number:	718-571-6960
Fax:	718-571-6979
School Contact Person:	Jeffrey Franck
School Contact Person Email Address:	jfranck2@schools.nyc.gov
Principal:	jfranck2@schools.nyc.gov
United Federation of Teachers (UFT) Chapter Leader:	David Ephross
Parents' Association President:	Chanel Rice
SLT Chairperson:	Carol Greenidge
Title I Parent Advisory Council Chairperson (PAC):	Takia Davis
Student Representative(s) Middle /High School:	
Student Representative(s) Middle /High School:	

Community Based Organization (CBO) Representative:	PWC Jarrod Colston
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School-Based Students in Temporary Housing (STH) Liaison:	Rosell Billingsy - Social Worker
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District Information

Geographic District:	16
Superintendent:	Brendan T. Mims
Superintendent's Office Address:	787 Lafayette Avenue, Brooklyn, NY 11221
Superintendent's Email Address:	Bmims2@schools.nyc.gov
Phone Number:	929-336-6625
Fax:	n/a

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

DBN	16K308
School Name	P.S. 308 Clara Cardwell

School Leadership Team (SLT) Signature Page

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

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

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

SLT Member Name	Position and Constituent Group Represented	Signature	
Jeffrey Franck	Principal or Designee*		
David Ephross	United Federation of Teachers (UFT) Chapter Leader or Designee*		
Chanel Rice	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*		
Mary Dyson	District Council 37 (DC 37) Representative (staff), if applicable		
	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)		
Jarrod Colston/PWC	CBO Representative, if applicable		
Tanisha Gaskin	Member/Parent		
R. Rodriquez	Member/Parent		
Eniyah Willingham	Member/Parent		
Carol Greenidge	Chairperson		
Leticia Severino	Member/Staff UFT		
Leticia Severino	Member/Staff UFT		
Ann Marie Bancroft Placid	Member/Staff UFT		
La Trina Robinson Webster	Member/Staff UFT		
Aviance Burkett	Member/Staff		
Kevin Malave	CBO Representative		
Shanice Trotman	CBO Representative		
Angela Hammond	CSA		
Melanie Diaz	Member/Staff UFT		
Luis Lopez	Member/Parent		

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
Olympia Wilson	Position / Constituent Group: Global Kids	
Antoine Cassidy	Position / Constituent Group No Gun Smoke School Tour	
Kern Alcindor	Position / Constituent Group SMEL	
Jarrod Colston	Position/Constituent Group PWC	

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:	In Good Standing
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Provide your school’s mission statement:	Our mission is to prepare our scholars, teachers, and parents to be able to achieve their full potential as partners by creating a collaborative culture using coherent improvement strategies that impact our community of learners.
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Develop a narrative summary that includes contextual information about your school’s community and its unique/important characteristics and partnerships: Include demographic information about your school’s student population.	PS/IS 308 is a Title 1 school located in Brooklyn's Bedford Stuyvesant. The vision at PS/Is 308 is to cultivate a culture of care. Our scholars benefit from a creative environment that allows them to express their talents through a variety of mediums. Parents are drawn to our school because of our warm and trusting environment. Our school community collaborates to create goals for our scholars both internally and externally. We expose our students to the highest level of technology and the use of digital platforms to support rigorous instruction. We provide special enrichment opportunities. academic intervention and socio-emotional coping mechanisms. Various clubs and student government allow for scholar empowerment. We also partner with CBO's Global Kids, offering after-school support for our elementary and middle school scholars. Partnership With Children is our lead CBO that offers comprehensive support for scholars, teachers, and parents. Our focus at P.S. 308 is to foster a lifelong love of learning within our scholars. We are the "Best of the Brightest" in the heart of Brooklyn. Our mission is to prepare our students, teachers, and parents to be able to achieve their full potential. To ensure students make positive choices in order to navigate their academic plan. This will be accomplished by teaching our scholars to think critically and conscientiously.
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Briefly summarize the key initiatives your school will implement this school year.	This school year PS/IS 308 will focus on improving teaching and learning, strengthening school culture and reimagining family engagement. Through collaborative decision making and collective efforts we will: - ensure high quality instruction in all subject areas by having access to all curriculum materials and implementing the curriculum with fidelity - ensure students have the academic and social emotional supports needed to succeed - increase college and career readiness -engaging in ongoing activities to build trust amongst all stakeholders - engage in on-going professional learning for administrators, staff and families -offer a variety of family engagement events throughout the year
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What are the primary digital and/or print curricula/programs used for ELA and Math:

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	K-2, 3-5, 6-8	K-8 HMH Into Reading Curricular, Foundations, Heggerty Digital Access /*Reading Rescue; */ Padlet, Edpuzzle, Newsela, Epic,	Modify and expand phonemic awareness and the use of decodable books. Add explicit vocabulary techniques. Reading comprehension and vocabulary instruction
Math	K-5 6-8	Envision 2020, Padlet, Edpuzzel, Engage NY, Illustrative Mathematics	Use of explicit vocabulary, Use of CUBES and Three Read Protocol to support support word problems. Conceptual frameworks, number sense.
ELA	iReady	Digital Program	Individual Support
Math	Zearn/iReady	Digital Program	Individual Support
Phonics	Acadience	Digital Screener	Individual Support

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.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Note: Your school must complete at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality Individualized Education Program. In the **iPlan Portal**, your school can identify up to three (3) goals for each Priority, if desired.

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
<p>There is a dire need for students to increase their ability levels to align with grade-level standards.</p>	<p>IReady Data trends show Grades 1-8 are performing 16% 1-grade below level, 14% 2-grades below and 38% 3-grades below as of May 31, 2024 for EOY. Map trends indicate Vocabulary acquisition and understanding key ideas, details and connections had the greatest areas of need for grades 1-8. Grade K, 57% of students are well below and 4% below in letter naming fluency. 1st grade 68% of the students are below grade level in word fluency or reading in Acadience.</p>	<p>The lack of reading opportunities to decode texts and the need for increased explicit phonics instructions for grades 1-5 and all SWD. Students missed opportunities which resulted in difficulty with deducing meanings of unfamiliar words. There is limited acquisition of strong vocabulary to aid in comprehending text. Below level in reading fundamental standards specifically: R.1, R.2, R.3, and R.4.</p>
<p>Grades 3-8 students demonstrate deficiencies in providing written content and analysis of evidence to support inference and claims.</p>	<p>MOSL Data shows 39.6% grades 3-8 are below grade level according to EOY May 2024.</p>	<p>Students struggle to develop their answers to questions with sufficient, relevant evidence for supporting an inference. In addition, understanding standard-based questions remains a concern.</p>
<p>There is a need for enhanced pedagogical practices and decisions that would guide effective differentiated instruction including specifically designed instruction.</p>	<p>Teacher observation and Administration data conversation.</p>	<p>Limited understanding of the science of reading as a support for instruction and intervention. Differentiated professional learning and integrated into the current curricular and assessment framework. Limited use of text-based strategies.</p>

Priority 1

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

Systemwide Focus Areas for Literacy

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

Priority 1 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	32%	By June, 2025, literacy for All Students will improve, as measured by a 10% Increase, from 32% to 42%, of percentage of students at/above grade level on the iReady Reading Diagnostic Grades 3 - 8.
All Students	29%	By June, 2025, literacy for All Students will improve, as measured by a 20% Increase, from 29% to 49%, of Percentage of Students with RCS scores performing at/above grade level on the Acadience Reading Screener Grades K - 2.
All Students	24%	By June, 2025, literacy for All Students will improve, as measured by a 10% Increase, from 24% to 34%, of Percentage of students scoring at Levels 3 & 4 on the NYS ELA Exam results.

Priority 1 Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

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 Progress Target	Period 2 Progress Target	Period 3 Progress Target
iReady Reading Diagnostic	% of students performing at or above grade level	June 2024	32%	32%	37%	42%
Acadience K-2 Reading Screener	% of students performing at or above grade level	June 2024	29%	29%	39%	49%
NYC Performance Task	% of students performing at or above grade level	October 2024	24	24	39	34

Priority 1 Action Plan

Directions: Identify the key strategy and progressive action steps your school will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the school.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g., expanded to reach a wider audience or refined for greater impact on students).

Note: Routine activities your school does every year should not be included.

Key Strategy:

Key Strategies
Professional Learning provided to increase teacher capacity for effective implementation of core curriculum programs, schoolwide assessments and screener, i.e. NGLS, HMH, Heggerty, Foundations, iReady & Acadience. Additionally, professional learning will be provided focusing on NYC Reads and Science of Reading Initiatives.
Modifying Reading Block Structure to provide foundational reading instructional, iReady small group individualized learning track, explicit vocabulary and phonics structures for grade K - 5.
Inter-visitation/Instructional Rounds will be conducted to support teachers and learners with effective implementation of strategies and structure that impact student outcomes and fosters growth.
Coaching will be provided through District collaborations and outside consultants such TeachLab, BrainPower, etc. to build teacher capacity in classroom culture and engagement
Response to Intervention will provided to support the varying needs of learners using schoolwide assessment data and progress monitoring.

Root Cause Addressed:

Root Cause Addressed
The lack of reading opportunities to decode texts and the need for increased explicit phonics instructions for grades 1-5 and all SWD. Students missed opportunities which resulted in difficulty with deducing meanings of unfamiliar words. There is limited acquisition of strong vocabulary to aid in comprehending text. Below level in reading fundamental standards specifically: R.1, R.2, R.3, and R.4.
Students struggle to develop their answers to questions with sufficient, relevant evidence for supporting an inference. In addition, understanding standard-based questions remains a concern.
Limited understanding of the science of reading as a support for instruction and intervention. Differentiated professional learning and integrated into the current curricular and assessment framework. Limited use of text-based strategies.

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff.

Action Steps
Principal , AP and Coaches attend professional learning sessions on all digital platforms and turn-key for training staff members. (I-Ready, HMH, Acadience ,Heggerty and Foundations) .
Collaborate with coaches and consultants to outline cycles of learning using the instructional report to address priority standards with a focus on specific skills and research based strategies for each grade level.
Instructional Team identifies instructional milestones to revise pacing calendar to align with the professional learning calendar to meet the needs of teachers during each learning cycle for the upcoming school year. Revisit success criteria and learning intentions to ensure alignment with standards. Modify and revise all school wide protocols to meet the current year's expectations.

Principal and AP share first school wide goals, vision. Mission and expectations along with the instructional focus. Teacher survey for professional needs and concerns. This will take place during the final staff conference day of the new school year. The Instructional Team meets to analyze teacher results from surveys and continued team efforts to revise and refine school wide protocols, overview of ELA modules and HMH platform updates. Revise learning targets to align with the current focus standards for the first unit of study. Vertical teacher teams begin working alongside coaches to unpack the first unit of study to align focus priority standards for reading and writing with research based strategies.
Make adjustments to the pacing schedule and integration of reading and writing all content areas. BOY assessment is distributed and assess. Process of establishing targeted ten and Flexible Friday learning activities based on focus standards for reading and writing begins.
The Principal, AP, and Instructional Team conduct learning walks to assess the use of consistency of success criteria, learning target , and flow of the day in each classroom. Planning of Friday learning walks focus on monitoring usage of research - based strategies and use of data from week's exit tickets used for Flexible Friday.
Routine instructional walks by teacher teams with the focus on teacher instructional practices using a checklist to identify glows and grows. Walkthrough for data driven instruction effectiveness and possible adjustment to support student needs. Data from walkthroughs and BOY are used to adjust professional learning and coaching cycles with individual teachers and teachers team.
Administrators conduct ADVANCE observations with a focus on domain 1a and 1e for actionable feedback. Principal data chats begin using data charts with staff. Principal meets with teachers on their learning plan for the targeted ten for each grade.
Coaches and consultants begin designing the second cycle of learning from December 2024 to February 2025 using periodic assessment for learning.
Instructional Team and Data Team analyze data trends from assessments to track progress of projected goals for reading and writing. Discourse from both teams to decide the appropriate adjustments to the next learning and support cycle.
Host data chats with teacher teams with a focus on standards -based instruction , progress monitoring and next steps process using standard aligned based curriculum.
Admin team and instructional team exam first learning cycle to determine if milestones, successes and goals for ENL's , SWD's Targeted 10, scholars far below grade level. After the analysis, the team will then determine the second learning cycle goals to bridge gaps.
Biweekly, the Instructional team conducts instructional learning walks with a Cycle 2 checklist to identify glows and grows. Administration creates a bi-monthly newsletter to highlight best practices in the school to help build capacity. Data from walkthroughs will be used to adjust professional learning and coaching cycles with individual teachers and teacher teams.
Principal data chats to monitor the progress on RTI, MTSS groups, and targeted 10.
Teacher Teams work with coaches using data sources to evaluate academic progress on focus standards for tiered grouping. Insight on upcoming units to continue standard alignment and adjustment to pace.
Host data chats with teacher teams with a focus on assessments and what they measure using the 5 why protocol.
The instructional teams work with teacher teams to analyze curriculum-based measure, MTSS, and RTI programs to take a more proactive approach to student mastery of grade level standards.
Instructional Team embeds opportunities for learner-centered teaching for students to think about their thinking when asking and answering questions about what they have read.
Collaborate with coaches and consultants to design the third cycle of learning from March 2025 to May 2025 on Small Group Instruction on tiered groups.
Instructional Team reviews ongoing data patterns to monitor progress for reading and writing. Teacher and paraprofessional professional learning updates on screeners, and reading and writing instructional platforms.
Host data chats for continued support for target interventions.
Administer Mock ELA exam- data analysis from data team to staff
Shared forum of strategies and practices for the ELA department. Observation of implementation to follow.
Administrators conduct ADVANCE observations with a focus on domains 3b and 3d for actionable feedback.

Continued teacher and paraprofessional professional learning updates on screeners, and reading and writing instructional platforms. Analyze data from instructional walkthroughs. Use the data for planning curriculum adjustments.

Summative conferences take place to assess the impact of professional development on student and teacher learning to adjust calendar and pacing.

Analyze data from all sources. Principal, AP, Coaches and teacher teams work with the Instructional Leadership Team to plan PD and support for upcoming SY 2025-2026

<p>Implementation Monitoring:</p> <p>Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.</p>	<p>To effectively monitor the implementation of our key strategies and action steps, we will utilize several primary systems and structures. Regular check-ins, including weekly team meetings and monthly progress reviews, will allow us to discuss progress, challenges and next steps. Data collection tools such as student performance data from quarterly reports, classroom observations, surveys, and feedback forms will provide both quantitative and qualitative insights. Additionally, we will employ digital tracking systems (Google drive, etc.) and data dashboards (New Visions) to visualize key metrics, facilitating easy identification trends and areas needing attention. We will collect specific evidence including benchmark assessments, lesson plans, instructional materials, student work samples, and attendance and engagement metrics. By systematically analyzing this data, we can make informed decisions to refine out strategies, enhance instruction and improve student learning outcomes and achievement.</p>
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<p>Implementation Progress Checks: Use the most current data to assess whether your implementation of key strategies is on track, almost on track, or off track. Identify, using data points, what specific actions positively impacted the school's results and/or what challenges or barriers impacted the school's ability to achieve progress, and what necessary adjustments, if any, need to be made to the action plans based on the results for this period's progress. Note: This section is for internal school/district use and will not be publicly posted.</p> <p>Progress Check 1: November</p>	
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<p>Date:</p>	
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<p>As evidenced by (be data-specific):</p>	
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<p>Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 1:</p>	
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<p>Progress Check 2: February</p>	
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<p>Date:</p>	
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<p>As evidenced by (be data-specific):</p>	
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<p>Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 2:</p>	
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Progress Check 3: June Period: March - May Progress Check Date: June	
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Date:	
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As evidenced by (be data-specific):	
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Implementation Progress Check Reflection

Use what was learned during Progress Check 3 to inform the following year's plan.

Priority 1 Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/03/2024	06/02/2025	Parent Academy established to train parents in understanding scholar expectations in ELA. Syllabi will be shared with all parents.	Parent Coordinator, ELA Teacher Team leaders, PWC, Administration
09/03/2024	06/02/2025	Parent Buddies and Classroom Parents will be established to build and expand communication between family and school around literary instruction.	PTA Executive Board, Parent Coordinator, Teachers, Administration.

Priority 1 Budget and Resources

<p>Budget and Resources</p> <p>Directions: Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p>Human Resources</p>	<p>Consultants will lead professional development. Per session will be allocated to support teachers in attending sessions to support their pedagogy. Parents as Partners, School Community, Family Advocates</p>
<p>Instructional Resources</p>	<p>Sessions will be lead through various platforms, i.e. Teams Zoom, Google Meet, academic digital platforms for all core subjects, digital media, culturally responsive related trips that connect to the curriculum learner and on site videos.</p>
<p>Schedule Adjustments</p>	<p>Recurring scheduled walk throughs, common planning during the day, after school professional learning, in school mentoring and coaching for teachers, parent coordinators and administration.</p>
<p>Other Resources Needed</p>	<p>CBO Partnership- Partnership with children (PWC) Stimulating Minds Entrepreneurship and Leadership (SMEL), No Gun Smoke Tour (NGGST)</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.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Note: Your school must complete at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality Individualized Education Program. In the **iPlan Portal**, your school can identify up to three (3) goals for each Priority, if desired.

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students expressed a need in solving conflict fairly	51% of students feel conflicts are resolved fairly in this school.	Conflicts may reoccur after resolution. Due to lack of empathy/ understanding other points of view on the student end. Lack of time and support to conduct follow ups after resolutions.
Bullying Prevention	NYC School Survey 2023-2024, 60% of students feel that students harass, bully or intimidate other students.	Students have had more opportunities to engage with one another across grade levels in various activities at school. Students have brought up issues concerning bullying at later times with teachers who were not present at the time of the incident.

Priority 2

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

Systemwide Focus Areas for Physical and Emotional Safety

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

Priority 2 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	60%	By June, 2025, physical and mental wellness for All Students will improve, as measured by a 20% Decrease, in Percentage of students responded favorably to bullying in schools. from 60% to 40%, per the 2023-2024 New York City School Survey .

Priority 2 Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

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 Progress Target	Period 2 Progress Target	Period 3 Progress Target
Mock School Survey	Percentage of positive responses	40%	Spring 2024	40%	45%	50%

Priority 2 Action Plan

Directions: Identify the key strategy and progressive action steps your school will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the school.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g., expanded to reach a wider audience or refined for greater impact on students).

Note: Routine activities your school does every year should not be included.

Key Strategy:

Key Strategies
School Programs- implement school-wide programs to educate students, staff, and parents about bullying and its effects. Workshops and Training – conduct trainings and workshops for teachers and students for school policies and classroom rules. - conduct regular workshops and training sessions for teachers and students on recognizing and dealing with bullying. Clear Policies and procedures- clear anti bullying polices that define what constitutes bullying and outline the consequences.
Bystander Intervention program – train students on how to safely intervene and report bullying when they witness it. Counseling and Support groups- counseling and support groups for victims to help them cope with the effects of bullying. Safety plans- develop individualized safety plans for students who are targeted by bullying.
Increase Parent Involvement Parent- Education- educate parents about the signs of bullying and how to talk to their children about it. Parent Teacher Collaboration- encourage regular communication between parents and teachers to monitor and address bullying incidents.
Restorative Practices Create a climate of care- create a classroom where students feel welcomed and included. Create a positive culture within the classroom using Stanford Harmony SEL lessons and Mindful Mornings. Restorative Circles- implement restorative practices that focus on repairing harm and restoring relationships within the classroom.

Root Cause Addressed:

Root Cause Addressed
Students have had more opportunities to engage with one another across grade levels in various activities at school.
Students have brought up issues concerning bullying at later times with teachers who were not present at the time of the incident.
Conflicts may reoccur after resolution. Due to lack of reporting, empathy, understanding other points of view on the student end. Lack of time and support to conduct follow ups after resolutions.

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff.

Action Steps
Unplanned recreational periods will no longer be prohibited. This will address multiple grade levels interacting with conflicts reported not knowing the accused, incidents being reported to staff who were not present at the location of the incident, and lack of information in the accusations.
Planned recreational periods will be appropriately staffed for supervision. Students will get ongoing workshops on how to address bullying and what to do as a bystander or victim in order to address the situation with an adult in the school.
Mindful Mornings where students have the opportunity to put in concerns into the “Worry Box” Conflicts may reoccur after resolution, due to lack of empathy/ understanding other points of view on the student end. Lack of time and support to conduct follow ups after resolutions. Staff will receive training on school rules and regulations involving Crisis, Mandated Reporting, Suicide Idealation, Conflict Resolution and Code of Conduct.

<p>Implementation Monitoring:</p> <p>Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.</p>	<p>After each PD and coaching session teachers will complete feedback forms. Review of student monthly data on SEL. Review Mindfulness Morning, restorative practices, and curricula (Stanford Harmony SEL) data. Review MOY, EOY and NYC School Survey data. Targeted data analysis on SEL.</p>
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<p>Implementation Progress Checks: Use the most current data to assess whether your implementation of key strategies is on track, almost on track, or off track. Identify, using data points, what specific actions positively impacted the school's results and/or what challenges or barriers impacted the school's ability to achieve progress, and what necessary adjustments, if any, need to be made to the action plans based on the results for this period's progress. Note: This section is for internal school/district use and will not be publicly posted.</p> <p>Progress Check 1: November</p>	
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Date:	
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As evidenced by (be data-specific):	
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<p>Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 1:</p>	
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Progress Check 2: February	
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Date:	
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As evidenced by (be data-specific):	
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<p>Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 2:</p>	
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<p>Progress Check 3: June</p> <p>Period: March - May</p> <p>Progress Check Date: June</p>	
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Date:	
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As evidenced by (be data-specific):

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Implementation Progress Check Reflection

Use what was learned during Progress Check 3 to inform the following year's plan.

Priority 2 Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/03/2024	09/30/2024	Create survey for families to provide feedback on child's emotions during learning.	
09/03/2024	09/30/2024	Welcome and celebration all ENL families in their language.	
10/01/2024	11/01/2024	Provide trainings for families in the online platforms with translations provided	
12/01/2024	02/01/2025	Provide trainings for families on SEL strategies, restorative practices, and	
01/15/2025	02/15/2025	Mid-year survey for families to provide feedback on child's SEL.	
05/15/2025	06/15/2025	End of year survey for families to provide feedback on child's SEL.	

Priority 2 Budget and Resources

<p>Budget and Resources</p> <p>Directions: Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p>Human Resources</p>	<p>Assistant Principal, Teacher Mentor, Principal, District Coach (if possible), ENL Teacher, Counselor</p>
<p>Instructional Resources</p>	<p>Mindful Mornings, Restorative Practices, Stanford Harmony SEL -PBIS, supportive environment framework, and No Place for Hate.</p>
<p>Schedule Adjustments</p>	<p>NA</p>
<p>Other Resources Needed</p>	<p>Mindfulness resources from counseling department, NYC Public School Respect For All - NYC Public Civics For All resources.</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.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Note: Your school must complete at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality Individualized Education Program. In the **iPlan Portal**, your school can identify up to three (3) goals for each Priority, if desired.

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
<p>Schoolwide instructional prototype should reflect differentiated targeted groups across all content areas that will engage in customized instruction using iReady for both Math and ELA. This will be supported by other digital platforms.</p>	<p>iReady Math Diagnostic Data shows that only 18% of Grade 3-8 students are at grade level proficiency in Math. 22-23 NYS Exam data reveals 11% of students in grades 3-8 are proficient in math.</p>	<p>Teacher content knowledge continues to impact their pedagogy. Instruction is focused on operations and computation rather than conceptual knowledge. Teachers need support to unpack standards and assistance with teaching more on a conceptual level and making connections with the procedural.</p>
<p>For ELA grades 1st -3rd has shown growth in the relationship between letters and sounds using the Foundations reading program. However, struggling students need more intervention. Incremental data from I-Ready results for math indicate growth from most students in grades 3-8, however the majority of students in grades 1-5 struggle with basic building blocks of mathematics. For grades 6-8 struggle with foundational ideas of algebra, number theory and logic.</p>	<p>iReady Math Diagnostic Data shows that only 25% of Grade K-8 students are at grade level proficiency in Numbers and Operations, 27% of Grade K-8 students are at grade level proficiency in Algebra and Algebraic Thinking, 21% of Grade K-8 students are at grade level proficiency in Measurement and Data, 14% of Grade K-8 students are at grade level proficiency in Geometry</p>	<p>Teachers need to continuously provide explicit instruction, such as modeling, strategic guided practice, and progress monitor during independent think time. Teachers need to attain additional content support in order to enhance the learning of students.</p>
<p>Instructional practices must implement a vast number of content vocabulary to be math vocabulary instruction to increase students' understanding of key math terminology and development of Number Sense and Operation. Number Sense is an area of concern: Number & Operations and Real & Complex Numbers Systems. Students are having difficulty understanding vocabulary within context such as operational words.</p>	<p>iReady Math Diagnostic Data shows that only 25% of Grade K-8 students are at grade level proficiency in Numbers and Operations</p>	<p>Number Systems remains a targeted place to begin instruction as students continuously struggle in this area. Teachers need professional development to learn how to include fluency drills.</p>

Priority 3

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

Systemwide Focus Areas for High Quality Academics

- Strengthen mathematics instruction, including via screener administration and Multi-Tiered Systems of Support (MTSS)
- Increase school staff diversity and retention
- Ensure multilingual language learners (MLLs) are served and progressing in appropriate settings; expand bilingual programming and professional learning for educators who support MLLs
- Ensure students with disabilities are served and progressing in the least restrictive and most appropriate settings; improve delivery of mandated services and expand specialized programs
- Strengthen Early Childhood Education program utilization, quality, and ability to serve all students
- Create new programs/schools in response to community need; expand high quality seats
- Elevate arts and civics for a reimagined and more engaged student academic experience
- Ensure that Students in Temporary Housing (STH) access opportunities to receive tutoring and are purposefully engaged in new programs developed in the school.
- Elevate health and physical education and activities for a reimagined and engaged student academic experience promoting social, emotional, and physical wellness and wellbeing.

Priority 3 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	18%	PS/IS 308 will address Priority 3: All students have a high-quality academic experience with the following SMART Goal: By June, 2025, the Percentage of student performing at/above grade level will increase by 10% from 18% to 28%, for All Students, as measured by iReady Math Diagnostics results.
All Students	11%	PS/IS 308 will address Priority 3: All students have a high-quality academic experience with the following SMART Goal: By June, 2025, the Percentage of students scoring at Level 3 & 4 will increase by 10% from 11% to 22%, for All Students, as measured by NYS Math Exam results.

Priority 3 Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

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 Progress Target	Period 2 Progress Target	Period 3 Progress Target
NYS Math Exam	Performing at level 3 or 4	May 2023	11%	11%	16%	22%
Zearn Curriculum Progress Report (iReady - Math diagnostic)	% of the students completing ZEARN curriculum lessons (iReady - math diagnostic -students performing at or above grade level.)	June 2024	18%	18%	23%	28%
I-Ready Math Diagnostic	% of the students in at/above proficiency	June 2024	18%	18%	23%	28%

Priority 3 Action Plan

Directions: Identify the key strategy and progressive action steps your school will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the school.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g., expanded to reach a wider audience or refined for greater impact on students).

Note: Routine activities your school does every year should not be included.

Key Strategy:

Key Strategies
Professional Learning provided to increase teacher capacity for effective implementation of core curriculum programs, schoolwide assessments and screener, i.e. NGLS, Envision. Additionally, professional learning will be provided focusing on Algebra coursework and Regents preparation.
Modifying Math Block Structure aligned to Envision lesson structure for effective lesson implementation and fidelity. Explore the use of the flipped classroom model in middle school to support diverse needs of learners and preparation for high school coursework.
Inter-visitation/Instructional Rounds will be conducted to support teachers and learners with effective implementation of strategies and structure that impact student outcomes and fosters growth.
Coaching will be provided through District collaborations and outside consultants such NTN, Brain Power, etc. to build teacher capacity in classroom culture and engagement
Response to Intervention will provided to support the varying needs of learners using schoolwide assessment data and progress monitoring.

Root Cause Addressed:

Root Cause Addressed
Instruction focused on operations and computation rather than conceptual knowledge. Teachers need support NGLS standards and teaching to make connections with process and procedure of problem solving and critical thinking, Teachers need to provide explicit instruction, modeling, guided practice, progress monitor, and more independent think time. Teachers need additional support in order to enhance the learning needs of all students.
Number Systems instruction / lessons present an area of improvement. Teachers need professional development and on going support to enhance pedagogy.

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff.

Action Steps	
Re-convene with Instructional Leadership Team members which consist of administration, district coaches to plan professional learning and support for the year. This will align with the instructional foci and Danielson domain 1; planning and preparation to be intentional and impactful.	
Administrators work with district coaches and teachers teams to unpack data that will align to instructional practices in Math to put structures in place for support.	
The Instructional Team determines priority needs from schoolwide data to develop a year long goal embedded with short term goals. Discussion on researched high leverage strategies to support continued academic achievement.	
Administrators revisited instructional foci to determine its validity for the current year. Discussion surrounding schoolwide goals with modifications if not met. Beginning stages of the annual calendar for assessments, professional learning, and other school structured learning supports as determined by the data for academic improvement.	
Teacher teams collaborate and strategize learning standards needs and connect deficiencies with the first unit of study for math. Modification and adjustment of pacing calendar for Math to maximize the curriculum rollout.	
District coaches collaborate with teacher teams in the first cycle of unit study surrounding collaboration and discourse, critical thinking for problem solving practice. .	
Advance observations conducted by administration remain focused on Danielson, domain 1a and 1e continue actionable feedback.	
Administrators and teacher teams continue data analysis using progress monitoring to determine learning gaps.	
Instructional Leadership Teams provide ongoing analysis of data to determine if incremental growth is evident.	
District coaches collaborate with teacher teams to design a second cycle.	

<p>Implementation Monitoring:</p> <p>Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.</p>	<p>To effectively monitor the implementation of our key strategies and action steps, we will utilize several primary systems and structures. Regular check-ins, including weekly team meetings and monthly progress reviews, will allow us to discuss progress, challenges and next steps. Data collection tools such as student performance data from quarterly reports, classroom observations, surveys, and feedback forms will provide both quantitative and qualitative insights. Additionally, we will employ digital tracking systems (Google drive, etc.) and data dashboards (New Visions) to visualize key metrics, facilitating easy identification trends and areas needing attention. We will collect specific evidence including benchmark assessments, lesson plans, instructional materials, student work samples, and attendance and engagement metrics. By systematically analyzing this data, we can make informed decisions to refine out strategies, enhance instruction and improve student learning outcomes and achievement.</p>
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<p>Implementation Progress Checks: Use the most current data to assess whether your implementation of key strategies is on track, almost on track, or off track. Identify, using data points, what specific actions positively impacted the school's results and/or what challenges or barriers impacted the school's ability to achieve progress, and what necessary adjustments, if any, need to be made to the action plans based on the results for this period's progress. Note: This section is for internal school/district use and will not be publicly posted.</p> <p>Progress Check 1: November</p>	
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Date:	
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As evidenced by (be data-specific):	
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Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 1:	
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Progress Check 2: February	
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Date:	
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As evidenced by (be data-specific):	
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Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 2:	
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Progress Check 3: June Period: March - May Progress Check Date: June	
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Date:	
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As evidenced by (be data-specific):	
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Implementation Progress Check Reflection

Use what was learned during Progress Check 3 to inform the following year's plan.

Priority 3 Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/23/2024	01/31/2025	Family workshop on how to reinforce learning at home	
09/23/2024	05/16/2025	Family surveys - at home needs / resources / materials / technology	
11/11/2024	05/16/2025	Feedback forms on student skill development	
11/16/2024	04/30/2025	Family visits / family collaboration	

Priority 3 Budget and Resources

<p>Budget and Resources</p> <p>Directions: Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p>Human Resources</p>	<p>Teacher teams, District coaches, Administrators, Instructional Leadership Team</p>
<p>Instructional Resources</p>	<p>Professional Learning provided to increase teacher capacity for effective implementation of core curriculum programs, (i.e., Envisions, Algebra coursework, and Regents.)</p>
<p>Schedule Adjustments</p>	<p>Modifying Math Block Structure aligned to Envision lesson structure -- Assigned Training periods as part of the school day</p>
<p>Other Resources Needed</p>	<p>Inter-visitation/Instructional Rounds to support teachers and learners; Outside consultants such NTN and Brain Power; Coaching provided from District</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.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Note: Your school must complete at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality Individualized Education Program. In the **iPlan Portal**, your school can identify up to three (3) goals for each Priority, if desired.

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Children need to be exposed to different career paths (knowledge based, skill based, entrepreneur based and freelance).	According to the 2023-2024 New York City School Survey, 88% of teachers and staff believe it is a priority at this school that adults provide students with opportunities to learn about different career paths.	As an entrepreneurial school we focus more on Entrepreneur, freelance and knowledge based careers. Teachers leave career discovery to Career Day.

Priority 4

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

Systemwide Focus Areas for College and Career Readiness

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

Priority 4 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	88%	PS/IS308 will address Priority 4: All students graduate college and career ready and have a strong plan and pathway to economic security with the following SMART Goal: By June, 2025, the Percentage of Grade 3-8 students completion of Multiple Intelligence Survey for All Students will Increase by 95% from 88% to 10% as measured by Student Survey.

Priority 4 Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

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 Progress Target	Period 2 Progress Target	Period 3 Progress Target
Smart Body Survey	Survey Completion	June 2023	75%	75%	80%	85%

Priority 4 Action Plan

Directions: Identify the key strategy and progressive action steps your school will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the school.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g., expanded to reach a wider audience or refined for greater impact on students).

Note: Routine activities your school does every year should not be included.

Key Strategy:

Key Strategies
1. Career Days and Guest Speakers : - Invite professionals from various fields to speak about their jobs starting in NOVEMBER - Organize virtual field trips to different workplaces. - Host career fairs where students can interact with representatives from different professions.
2. Project-Based Learning : - Incorporate career-related projects into the curriculum, such as researching a profession and presenting findings. - Encourage group projects that simulate real-world tasks related to different careers.
3. Career Exploration Programs : - Utilize online platforms and software designed for career exploration. - Provide access to career assessment tools that help students identify their interests and strengths.
4. Integration with Academic Subjects : - Connect lessons in subjects like math, science, and language arts to relevant careers. - Highlight how different skills are used in various professions.
5. Clubs and Extracurricular Activities : - Start career-oriented clubs, such as coding clubs, science clubs, or business clubs. - Encourage participation in activities like student government, which can teach leadership and organizational skills.
6. Parental Involvement : - Engage parents in career exploration activities by inviting them to talk about their jobs. - Organize career nights where families can explore careers together.
7.**** High School Tours*****

Root Cause Addressed:

Root Cause Addressed
As an entrepreneurial school we focus more on Entrepreneur, freelance and knowledge based careers. With implementing more career research based learning, students will learn about a variety of careers that meet their interests. Teachers leave career discovery to Career Day. Career Day will be completed in November. Following Career day will be other events in the school that include visits from professionals to share about their jobs. Teachers will implement project based learning where teachers can lead role playing activities and simulation creating lesson plans that tie these experiences to learning objectives.

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff.

Action Steps
1. Career Days and Guest Speakers : - School Actions : - Create a committee (including teachers) to plan career days. - Schedule regular career days throughout the year. - Provide teachers with guidelines and resources to prepare students for guest speakers. - Facilitate post-event discussions and activities in classrooms led by teachers.
2. Project-Based Learning : - School Actions : - Offer professional development sessions for teachers on designing career-related projects. - Allocate time for collaborative planning among teachers across different subjects. - Provide templates and examples of successful projects. - Ensure teachers have access to necessary materials and resources.
3. Career Exploration Programs : - School Actions : - Use websites such as Career tech.org for career clusters and onetonline (o-net) department of labor that has an interest profiler and job exploration tools. - Train teachers on using these tools effectively in the classroom. - Integrate career exploration assessments into the curriculum. - Organize workshops for teachers to learn how to interpret and discuss assessment results with students.
4. Integration with Academic Subjects : - School Actions : - Offer professional development on integrating career concepts into core subjects. - Provide examples and resources for career-related lesson plans. - Encourage collaborative planning among subject teachers to create interdisciplinary units. - Monitor and support teachers in the implementation of these integrated lessons.
5. Clubs and Extracurricular Activities : - School Actions : - Identify and support teachers willing to sponsor career-oriented clubs. - Provide funding and resources for club activities. - Promote clubs to students and parents. - Recognize and reward teachers for their involvement in extracurricular activities.
6. Parental Involvement : - School Actions : - Organize career nights and involve parents in the planning process. - Create communication channels (newsletters, meetings) to keep parents informed. - Provide materials and support for parents to discuss careers with their children. - Encourage teachers to collaborate with parents for guest speaker sessions and career nights.
7. High School Tours

<p>Implementation Monitoring:</p> <p>Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.</p>	<p>To effectively monitor the implementation of key strategies for exposing students in grades 3-8 to different career paths, schools should establish primary structures and collect specific data/evidence. Here's a comprehensive plan:</p> <p>1. Career Days and Guest Speakers: - Structures for Monitoring: - Create a schedule of events and maintain attendance records. - Data/Evidence Collection: - Track the number of events and attendance. - Collect feedback from participants on the relevance and impact of the events. - Monitor student engagement through participation rates and follow-up discussions. - Impact Measurement: - Analyze feedback to identify successful aspects and areas for improvement. - Assess changes in student interest in careers discussed during events.</p> <p>2. Project-Based Learning: - Structures for Monitoring: - Maintain a project calendar and project logs for each class. - Use rubrics to evaluate project outcomes. - Data/Evidence Collection: - Track the number and types of career-related projects completed. - Collect student work samples and project presentations. - Evaluate student reflections on the project process and outcomes. - Impact Measurement: - Assess student learning and skill development through rubric scores. - Review student reflections for insights into their understanding of various careers.</p> <p>3. Career Exploration Programs: - Structures for Monitoring: - Track usage of career exploration software and tools. - Schedule regular check-ins with students on their progress. - Data/Evidence Collection: - Monitor log-in and activity data from software tools. - Collect career assessment results and student reflections. - Impact Measurement: - Analyze assessment results to identify trends in student interests and strengths. - Evaluate changes in student career aspirations over time.</p> <p>4. Integration with Academic Subjects: - Structures for Monitoring: - Develop curriculum maps showing integration points. - Collect lesson plans and student work samples. - Data/Evidence Collection: - Track the number of integrated lessons and subjects involved. - Evaluate student performance on integrated assignments. - Impact Measurement: - Analyze student work for understanding and application of career-related concepts. - Assess teacher feedback on the effectiveness of integrated lessons.</p> <p>5. Clubs and Extracurricular Activities: - Structures for Monitoring: - Maintain records of club membership and activities. - Collect club meeting minutes and activity logs. - Data/Evidence Collection: - Track the number and types of career-oriented clubs and activities. - Collect student feedback and achievements related to club participation. - Impact Measurement: - Evaluate student skill development and interest through feedback and achievements. - Assess the growth of clubs and student leadership opportunities.</p> <p>6. Parental Involvement: - Structures for Monitoring: - Schedule and record attendance at career nights and parent-led sessions. - Collect feedback from parents and students. - Data/Evidence Collection: - Track participation rates in career-related events involving parents. - Gather feedback on the impact of these events on student understanding. - Impact Measurement: - Analyze feedback to identify the benefits of parental involvement. - Assess changes in student interest and knowledge about careers discussed by parents.</p>
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Implementation Progress Checks: Use the most current data to assess whether your implementation of key strategies is on track, almost on track, or off track. Identify, using data points, what specific actions positively impacted the school's results and/or what challenges or barriers impacted the school's ability to achieve progress, and what necessary adjustments, if any, need to be made to the action plans based on the results for this period's progress. **Note: This section is for internal school/district use and will not be publicly posted.**

Progress Check 1: November

Date:

As evidenced by (be data-specific):

Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 1:

Progress Check 2: February

Date:

As evidenced by (be data-specific):

Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 2:

Progress Check 3: June

Period: March - May

Progress Check Date: June

Date:

As evidenced by (be data-specific):

Implementation Progress Check Reflection

Use what was learned during Progress Check 3 to inform the following year's plan.

Priority 4 Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/30/2024	10/30/2024	Parent workshop on *Career Exploration Programs**	
09/30/2024	10/30/2024	Provide materials and support for parents to discuss careers with their children.	
11/01/2024	05/30/2025	Surveys to ask families what types of jobs they think their children are interested in, and what jobs they can bring into the school to demonstrate for students.	
11/01/2024	05/30/2025	Promote clubs to students and parents. Invite families in for career day and job explorations. Warren Buffett model "emphasizes the importance of parents teaching kids financial literacy from a young age."	

Priority 4 Budget and Resources

<p>Budget and Resources</p> <p>Directions: Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p>Human Resources</p>	<p>Teachers, Principal and Vice Principal (VP), Counselor, Parent Coordinator, Guest Speakers, and School / District Coach</p>
<p>Instructional Resources</p>	<p>Career Days and Guest Speakers, Career Programs - as needed for special events - career day</p>
<p>Schedule Adjustments</p>	<p>Career Days and Guest Speakers, Career Programs - as needed for special events - career day</p>
<p>Other Resources Needed</p>	<p>Career Zone - A to Z Career Lab - STEM Careers</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.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Note: Your school must complete at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality Individualized Education Program. In the **iPlan Portal**, your school can identify up to three (3) goals for each Priority, if desired.

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Strengthening Community Relationships and Leveraging Parent Engagement	NYC School Survey results reflect that 91% of parents reports that the school makes an effort to engage them directly in the process of strengthening student learning.	Using SLT Feedback and parent response to in-house surveys it was discovered that parent desire to have a more influential role in improving teaching and learning.

Priority 5

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

Focus Areas for System Responsiveness to Parents, Families and Communities

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

Priority 5 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
Parents of All Students	55%	PS?IS 308 will address Priority 5: All districts and schools are more inclusive and responsive for Parents of All Students with the following SMART Goal: By June, 2025, the Percentage of parents/families indicating that they are satisfied with the education their child is receiving will Increase by 10% from 55% to 65% as measured by NYC School Survey Results.

Priority 5 Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

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 Progress Target	Period 2 Progress Target	Period 3 Progress Target
NYC School Survey	Number of parents that report that they are satisfied with the education their student is receiving	June 2024	40%	40%	50%	60%

Priority 5 Action Plan

Directions: Identify the key strategy and progressive action steps your school will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the school.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g., expanded to reach a wider audience or refined for greater impact on students).

Note: Routine activities your school does every year should not be included.

Key Strategy:

Key Strategies
FAT selection will be conducted by Parent Coordinator in collaboration with the SLT
Monthly Meetings will be conducted to focus on parent supports and concerns

Root Cause Addressed:

Root Cause Addressed
Using SLT Feedback and parent response to in-house surveys it was discovered that parent desire to have a more influential role in improving teaching and learning.

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff.

Action Steps
School leaders with the aid of SLT will engage in discussion to develop and identify ways parents can support in the daily structures with the school community to impact strengthening student learning.
SLT will create a draft schedule for the year of monthly events to involve parents in improving learning for scholars at home and in-school. PTA and Parent Coordinator Solidify a school team that will support relaying information for these events and leading the teams. Begin collecting volunteer parents that will host and carryout responsibilities for school event. PTA and Parent Coordinator will monitor the events and participation.
Ongoing session of collaboration will be hosted by parents in collaboration with Parent Coordinator, PTA and SLT. PTA And Parent Coordinator will launch a variety of volunteer services at the center including Supporting Your Learner at Home, What Every Parent Should Know About State Exams, Technology 2.0 How important is technology to students future, Healthy Eating Impact on Student Success, etc. PTA and Parent Coordinator will establish Family Engagement team for future outreach for ongoing parent and community initiatives.
The Family Engagement Team will solidify community partnerships between volunteers and school-based teams (SLT, ILT, PTA). PTA and F.A.T. will be set share information with the community through various forms of communication: flyers, ClassDOJO, Phone calls, DOE Messaging and Word of mouth regarding up coming events to increase parent knowledge of how to impact student learning. The F.A.T. will be fully established and continue to support calendared events. F.A.T. will prioritize NYS Regents and Exams Testing, Open Applications for Early Childhood and Middle School support to the school community. F.A.T. will prioritize networking to provide families with at-home tutoring, training on in-school programs and assessments, use of NYCSA to communicate and be informed about their scholar. F.A.T. will provide on-going workshops around anxiety and social media impact on students esteem in preparation for state exams and regents.
F.A.T. and CBO will begin planning for the Spring Community School Forum, inviting community members to participate. The Community school Forum will be connected with the supporting mental health in schools to improve self-esteem and manage emotions. Outreach to various SEL services will be outreached to be a part of mental health fair/forum to provides education on mental health services in and around the community. The Family Engagement Team will work with CBO to organize fair/forum.
F.A.T. will conduct EOY survey for parents collecting data on how the school engaged in community activities for the year and impact.

<p>Implementation Monitoring:</p> <p>Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.</p>	<p>Our school employs several primary structures to effectively monitor the implementation of key strategies and action steps, ensuring alignment with our instructional goals and promoting student achievement. The School Leadership Team (SLT), parent groups, parent coordinator, and administration play integral roles in this process. The SLT collaborates to develop and monitor the School Comprehensive Educational Plan (SCEP), which outlines our strategic goals and action steps. Through regular meetings and reviews of progress reports, the SLT assesses the implementation of these strategies. They analyze specific data points such as student performance on standardized tests, formative assessments, and attendance records to measure instructional impact and inform future planning. Our FAT and parent coordinator provide valuable community perspectives and feedback on program effectiveness and family engagement. They contribute to discussions on curriculum enhancements, extracurricular activities, and support services. Regular communication with parents via surveys and meetings helps gauge satisfaction and gather insights into the impact of strategies on student learning and achievement. Administration oversees the overall implementation of strategies and action steps, ensuring alignment with educational standards and district policies. They monitor teacher professional development activities, classroom observations, and student behavior trends to assess instructional quality and school climate. By integrating feedback from SLT, parent groups, parent coordinator, and administration, we maintain a comprehensive approach to progress monitoring that supports continuous improvement and enhances outcomes for all students.</p>
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<p>Implementation Progress Checks: Use the most current data to assess whether your implementation of key strategies is on track, almost on track, or off track. Identify, using data points, what specific actions positively impacted the school's results and/or what challenges or barriers impacted the school's ability to achieve progress, and what necessary adjustments, if any, need to be made to the action plans based on the results for this period's progress. Note: This section is for internal school/district use and will not be publicly posted.</p> <p>Progress Check 1: November</p>	
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<p>Date:</p>	
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<p>As evidenced by (be data-specific):</p>	
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<p>Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 1:</p>	
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<p>Progress Check 2: February</p>	
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<p>Date:</p>	
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<p>As evidenced by (be data-specific):</p>	
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<p>Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 2:</p>	
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Progress Check 3: June Period: March - May Progress Check Date: June	
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Date:	
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As evidenced by (be data-specific):	
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Implementation Progress Check Reflection

Use what was learned during Progress Check 3 to inform the following year's plan.

Priority 5 Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/05/2024	06/01/2025	Ongoing session of collaboration will be hosted by parents in collaboration with Parent Coordinator, PTA and SLT. Healthy Eating Impact on Student Success, etc. PTA and Parent Coordinator will establish Family Engagement team for future outreach for ongoing parent and community initiatives. Send home translated flyers to sign up for SLT and PTA.	
09/15/2024	06/26/2025	Continue to make outreach to get all families involved in elementary and secondary education. PTA and Parent Coordinator launch a variety of volunteer services at the center including Supporting Your Learner at Home, What Every Parent Should Know About State Exams,	
09/15/2024	06/05/2025	Workshop for parents that are struggling-Tech 2.0 How important is technology to students future, (i.e., AI, CBT, computer literacy skills.)	

Priority 5 Budget and Resources

<p>Budget and Resources</p> <p>Directions: Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p>Human Resources</p>	<p>Educators, Caregivers / Guardians, Principal and Vice Principal, Counselor, Parent Coordinator, and District Family Leadership Coordinator</p>
<p>Instructional Resources</p>	<p>Create a visual support to send home to parents in multiple languages</p>
<p>Schedule Adjustments</p>	<p>NA</p>
<p>Other Resources Needed</p>	<p>ClassDojo, GAMA - various forms of communication: flyers, Phone calls, DOE Messaging, website, social media, Word of mouth (in-person communication) regarding up coming events to increase parent knowledge of how</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.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Note: Your school must complete at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality Individualized Education Program. In the **iPlan Portal**, your school can identify up to three (3) goals for each Priority, if desired.

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Increase students attending school daily	Insight Chronic Absenteeism Rate is 44%	Family Dynamics and Socioeconomic Factors: Economic instability, homelessness, single-parent households, or caretaker responsibilities can impact a student's ability to attend school regularly. Understanding and supporting families facing these challenges is essential.
Educate parent about illness and attendance	Based on Attendance tracker, majority of students remained home for illness	Health and Wellness: Issues such as chronic illness, mental health concerns, or lack of access to healthcare services can lead to frequent absences. Addressing these health-related barriers is crucial for improving attendance.
Decrease correlation of attendance and in-school incidents	Based on Attendance tracker, students remained home due to in-school incidents	Peer Influence and Social Pressures: Peer relationships and social dynamics within the school community can influence attendance patterns. Addressing issues of bullying, social exclusion, or peer pressure can mitigate absenteeism.

Chronic Absenteeism

Directions: After conducting a comprehensive needs assessment by analyzing the school data, exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop at least one outcome-focused SMART goal aligned to our systemwide focus on **reducing Chronic Absenteeism**.

Systemwide Focus Area for Chronic Absenteeism: Develop and implement improved attendance practices to combat chronic absenteeism and center equity.

Chronic Absenteeism SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	44%	By June, 2025, the Chronic Absenteeism Rate for All Students will decrease by 4%, from 44% to 40%, as measured by the Chronic Absenteeism Reports.

Chronic Absenteeism Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

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 Progress Target	Period 2 Progress Target	Period 3 Progress Target
Chronic Absentee Rate on Insight	Number of students chronically absent	June 2024	44%	44%	42%	40%

Chronic Absenteeism Action Plan

Directions: Identify the key strategy and progressive action steps your school will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the school.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g., expanded to reach a wider audience or refined for greater impact on students).

Note: Routine activities your school does every year should not be included.

Key Strategy:

Key Strategies
Data Monitoring and Analysis will be ongoing through our robust attendance tracking system to monitor daily student attendance. Then the Attendance team will analyze attendance data regularly to identify patterns, trends, and areas needing intervention.
Early Intervention: Identify students at risk of chronic absenteeism based on attendance data analysis. Develop personalized attendance improvement plans (AIPs) tailored to individual student needs and family circumstances.
Building Family Engagement will foster strong partnerships with families through regular communication and outreach. PWC and Parent Coordinator will collaborate to provide workshops and resources to educate parents on the importance of attendance and strategies to support consistent school attendance.
Student Support Services will be offered targeted interventions such as mentoring programs, counseling services, and academic support to address underlying factors contributing to absenteeism.
Professional Development will be provided ongoing training for staff on best practices for addressing absenteeism, building positive school culture, and fostering student engagement.
Measurement and Evaluation: - The Attendance Team will track progress through monthly attendance reports, comparing current data with baseline metrics. - The team will conduct periodic reviews of AIP effectiveness and adjust strategies as needed based on outcomes. - The team will administer surveys to students, parents, and staff to assess perceptions and satisfaction with absenteeism reduction efforts.

Root Cause Addressed:

Root Cause Addressed
Health and Wellness: Issues such as chronic illness, mental health concerns, or lack of access to healthcare services can lead to frequent absences. Addressing these health-related barriers is crucial for improving attendance.
Family Dynamics and Socioeconomic Factors: Economic instability, homelessness, single-parent households, or caretaker responsibilities can impact a student's ability to attend school regularly. Understanding and supporting families facing these challenges is essential.
Peer Influence and Social Pressures: Peer relationships and social dynamics within the school community can influence attendance patterns. Addressing issues of bullying, social exclusion, or peer pressure can mitigate absenteeism.

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff.

Action Steps
Engage in outreach with families over the summer around support and resources to promote healthy habits and consistent attendance.
PWC (CBO) will facilitate attendance monitoring protocols focusing on encouraging perfect attendance to scholars at risk, between 86% and 92%, inclusive of support, encouragement, and prizes for ending the school year above 90%.
Weekly Attendance Teams will meet to discuss attendance and ways to support the attendance initiative in the school. Attendance Team will follow up with families listed as having moved or having had historical difficulty maintaining consistent attendance.
SEL activities such as fashion, soccer, boxing, coding, healthy cooking, and chess will be arranged by PWC as an avenue to relieve the stress the pandemic has brought on families and to encourage them to attend school regularly.
Administration, parent coordinator, and PWC will continue outreach to families via email, social media, letters on attendance procedures and policies. Letter are also color coded red (chronically absent), yellow (at risk of chronically absent), and green (in good standing).
On-going surveys to parents collect concrete data as to specific obstacles which prevent consistent attendance.
Parents will be acknowledged for their support in assisting their child reach improved attendance. Families will be offered gift cards and pizza rewards.
Daily announcements and shout outs during morning announcements to acknowledge 100% class attendance from the previous day.
Admin will work with CBO to expand mentorship programs with a focus on middle school aged boys, and targeted subgroups.
Attendance updates will be communicated with parents immediately-within 12 hours by robo-calls and direct calling.
Assess and reassess attendance rate and effectiveness of attendance mandates and protocols via current and past data.

<p>Implementation Monitoring:</p> <p>Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.</p>	<p>Our approach to monitoring the implementation of key strategies and action steps to address chronic absenteeism is structured around several core components. Firstly, we utilize a robust attendance tracking system that records daily student attendance and identifies patterns of absenteeism. This data serves as a foundational piece in understanding the extent and nature of absenteeism across grade levels. To measure progress and impact on instruction and student learning, we regularly analyze attendance data to identify trends and areas for targeted intervention. This includes examining attendance rates by grade, demographic factors, and specific periods of the school year. By tracking these metrics, we can tailor support strategies such as personalized attendance improvement plans, family outreach initiatives, and targeted interventions for at-risk students. We will employ qualitative measures such as student and parent surveys to gather feedback on barriers to attendance and effectiveness of our intervention strategies. This feedback helps us adjust our approaches and enhance engagement with families and students. Our ultimate goal is to improve student attendance rates, which correlates directly with improved academic outcomes and achievement. By collecting and analyzing attendance data alongside qualitative feedback, we ensure that our strategies are impactful in reducing chronic absenteeism and supporting student success.</p>
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<p>Implementation Progress Checks: Use the most current data to assess whether your implementation of key strategies is on track, almost on track, or off track. Identify, using data points, what specific actions positively impacted the school's results and/or what challenges or barriers impacted the school's ability to achieve progress, and what necessary adjustments, if any, need to be made to the action plans based on the results for this period's progress. Note: This section is for internal school/district use and will not be publicly posted.</p> <p>Progress Check 1: November</p>	
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Date:	
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As evidenced by (be data-specific):	
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Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 1:	
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Progress Check 2: February	
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Date:	
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As evidenced by (be data-specific):	
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Implementation Progress Check Reflection: Summarize any updates made to the action plan as a result of Progress Check 2:	
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Progress Check 3: June Period: March - May Progress Check Date: June	
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Date:	
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As evidenced by (be data-specific):	
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Implementation Progress Check Reflection

Use what was learned during Progress Check 3 to inform the following year's plan.

Chronic Absenteeism Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/05/2024	10/01/2024	Family contract on attendance expectations.	
10/01/2024	11/01/2024	Family workshop for target group of students that were chronically absent during the 23-24 school year.	
11/01/2024	06/26/2025	Ongoing communication with families on student attendance.	

Chronic Absenteeism Budget and Resources

<p><u>Budget and Resources</u></p> <p>Directions: Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p>Human Resources</p>	
<p>Instructional Resources</p>	
<p>Schedule Adjustments</p>	
<p>Other Resources Needed</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.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

Note: Your school must complete at minimum one (1) goal for each of the five system-wide Priorities, as well as Chronic Absenteeism and Quality Individualized Education Program. In the **iPlan Portal**, your school can identify up to three (3) goals for each Priority, if desired.

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students who are struggling academically are not provided with targeted supports that successfully meet their needs, resulting in higher referral rates.	PowerBi identified that 5% of students referral rate.	There needs to be more professional learning and support for teachers to develop a bank of instructional strategies to use to support struggling learners across different subject areas. The school needs to establish and reinforce clear, coherent, and effective structures of RTI for Tier 1, Tier 2, and Tier 3 supports.

Quality IEP

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

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

Target Population	Baseline Data	SMART Goal
Students with Disabilities (SWD)	5%	By June, 2025, to strengthen the quality and implementation of IEPs for Students with Disabilities (SWD), we will improve Our school aims to decrease student special education referrals by providing early intervention and targeted support across three tiers. by a 2% Decrease, from 5% to 3%, as measured by PowerBi.

Quality Individualized Education Program (IEP) Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, occurs at three progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient improvement in outcomes to meet the goal. Note that all schools are required to enter results in the Progress Reporting Tool (PRT) on the iPlan Portal.

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 Progress Target	Period 2 Progress Target	Period 3 Progress Target
PowerBi	Number of students referred for Special Education services	June 2023	5%	5%	4%	3%

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?)
09/07/2024	06/26/2025	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Conduct bi-monthly meetings with team of teachers and service providers to review program and service recommendations for each student with IEPs to ensure that all recommendations are appropriate and least restrictive. Data Conversations with admin on progress of scholars.
09/07/2024	06/26/2025	Develop appropriately rigorous standards-aligned annual goals	Engage teachers with ongoing professional learning and support around NGLS and unpacking standards to ensure they are aligned with each students' skill deficits to create interdisciplinary goals.
09/07/2024	06/26/2025	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Through the IEP review process and professional development teachers and providers will ensure that the "impact of disability statements" reflect the effect of the student's disability on access, participation and progress in the general education curriculum.
09/07/2024	06/26/2025	Ensure that programs and services mandated on each student's IEP are delivered	Through ongoing review of Related Service Recommendation Report following initial, annual and triennials, providers will ensure that the mandate posted is what is being delivered. . Review weekly related service encounter attendance reports.
09/07/2024	06/26/2025	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	Through professional development and\ departmental meetings, teachers will ensure inclusion of post-secondary goals and coordinated sets of activities by ensuring Level I vocational assessments have been completed by students, teachers and parents.
09/07/2024	06/26/2025	Conduct IEP meetings within specified compliance dates	Special Education department will develop and shared calendar and case management spreadsheet including due dates, date meeting was scheduled and finalization date in order to meet compliance date. Administrators will reach out to provide weekly reminders for upcoming due dates for relevant staff.
09/07/2024	06/26/2025	Monitor referrals to Special Education to ensure appropriate referrals only	Develop and reinforce a shared understanding of the process of identify and addressing student needs through systems of RTI informed by ongoing data to track impact prior to engaging in the referral process.

09/07/2024	06/26/2025	<p>Ensure that students in foster care, their birth parents, and foster care agency points are reached out to for all initial, annual reviews, and re-evaluation Individualized Education Program (IEP) services.</p>	<p>Implement a comprehensive outreach plan to ensure consistent communication and involvement of students in foster care, their birth parents, and foster care agency points throughout all stages of Individualized Education Program (IEP) services. Initiate contact during initial IEP meetings to establish communication channels and gather input from all stakeholders regarding the student's needs and goals. Maintain regular updates and invitations for annual reviews and re-evaluation meetings, accommodating schedules and providing multiple means of participation such as virtual options or flexible meeting times. This approach aims to foster collaborative decision-making and ensure that the educational needs of students in foster care are effectively addressed through inclusive and supportive IEP processes.</p>
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Quality Individualized Education Program (IEP) Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/07/2024	06/26/2025	Parent workshops i.e, career development, self-care, technology, special services for children, advocacy, monitor recommendations, conduct random IEP reviews ensure services are being rendered	Teachers, parent coordinator, CBO, Teachers, District Liaison, IEP Teacher
09/07/2024	06/26/2025	Parent Buddies, Room Dads-Moms, empowering parents to advocate for special needs children	PTA President and Executive Board

Quality Individualized Education Program (IEP) Budget and Resources

<p>Budget and Resources</p> <p>Directions: Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), schedule adjustments, other. Use N/A if not applicable and/or indicate other resource needs.</p> <p>Human Resources</p>	<p>IEP Teacher, School District representative, Parent Coordinator, PTA Executive Board, Admin, School counselors, social workers, school psychologist, paraprofessional support and duties</p>
<p>Instructional Resources</p>	<p>IEP training, IEP compliance reports and training, FBA training, Diagnostic training, progress monitoring, Quality IEP writing,</p>
<p>Schedule Adjustments</p>	<p>Various meetings virtually and at convenient times for parents</p>
<p>Other Resources Needed</p>	<p>Video library of progress monitoring and writing quality IEPs.</p>

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

Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
AIS- Small group instruction (2/3)	Scholars performing at level 1 and 2	Station rotation structure, iReady	Small group, tutoring	During class time - after school - Saturday	yes
PMP - Practice Makes Perfect (2)	Scholars performing at levels 2 and 3	Tutorial	One to one	after school, Saturday	no
iReady	All scholars	Digital curricular	Digital platform	During, after-school, Saturday	yes
Imagine Learning	Students with Disabilities	Digital Curriculum	Digital platform - independent	During, after school, Saturday	Yes

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Yoga - 2	All scholars having been learning in a pandemic	SEL	Whole class	During school hours	no
School based counseling - 2	STH	Mentoring/counseling	Individual -group	During school	no
CBO mentoring and counseling- 3	At-Risk Recommendation	Socio-emotional	Individual, group, male, female	During the school day	no
Boxing/exercise - discipline - 3	SEL	SEL	individual, group, female, male, adults	After 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 the **Title I STH Funds Toolkit**.

<p>Identify the number of Students in Temporary Housing who are currently attending your school and provide a breakdown of their temporary housing status. Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p> <p>Number of students in temporary housing who are:</p> <ul style="list-style-type: none"> ▪ Doubled up (with friends or relatives because they cannot find or afford housing): ▪ Living in a shelter or transitional shelter: ▪ Living in a hotel/motel: ▪ Living in a car, bus, or train: ▪ Living in a park or public place: ▪ Living in an abandoned building <p>*Note: In keeping with established practices regarding personally identifiable information, use the letter “s” to identify a number less than five (5).</p>	<p>45 Doubled up (with friends or relatives because they cannot find or afford housing): 31 · Living in a shelter or transitional shelter: 7 · Living in a hotel/motel: 1 · Living in a car, bus, or train: 0 · Living in a park or public place: 0 · Living in an abandoned building: 0</p>
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<p>After a careful analysis of historical demographic, attendance and achievement data for your STH population, what trends do you notice, and how can these trends inform the services and support provided for this population? How will you (or did you) utilize the STH Title I Survey to select services aligned to need?</p>	<p>After analyzing historical demographic, attendance, and achievement data for our Students Experiencing Homelessness (STH) population, several trends have emerged that inform our approach to providing services and support. We observe that STH students often face higher rates of absenteeism and mobility, impacting their academic continuity and engagement. Additionally, there are notable variations in academic performance and progress, underscoring the need for targeted interventions to address learning gaps and promote educational equity. To effectively utilize the STH Title I Survey in selecting services aligned with identified needs, we prioritize gathering direct feedback from students, families, and school staff. The survey helps identify specific challenges and preferences within the STH community, guiding the selection of services such as tutoring, mentoring, school supplies, and transportation assistance. This data-driven approach ensures that resources are allocated where they are most needed, fostering a supportive environment that enhances academic stability and success for STH students. By integrating insights from demographic trends and survey responses, we tailor our support strategies to address the unique needs of STH students comprehensively. This proactive approach not only promotes educational continuity but also empowers STH students to thrive academically and socially within our school community.</p>
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Describe the services you are planning to provide to the STH population. How were those services selected to best meet students' needs?

Students in temporary housing have the opportunity to connect with a social worker who is the STH liaison. The liaison is the spokesman who will make periodic check-ins with families, advocate on their behalf for services and ensure families receive school supplies, food, clothing, and any other resources and services inclusive of dental, medical, and optical services of which may otherwise hinder student achievement.

Expanded Learning Time (ELT) Support

The ELT program aligns with Multi-Tiered Systems of Support (MTSS) and will be offered to all eligible students who are considered at-risk of not meeting state standards. Note: Receivership schools must commit to 200 student contact hours of ELT.

<p>Describe how your school will utilize ELT to offer opportunities for enrichment and additional learning before, during, after school, on weekends and/or during the summer to actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</p>	<p>During the school day - middle school teachers will provide small group instruction as an academic intervention service during their professional learning time. Early childhood teachers will plan strategically to support scholars in foundational literacy incorporating phonic awareness skills in their instruction. Fun with phonics will be employed as an after-school and Saturday component of the AIS program. Grades 3-8 will be testing using the periodic MAP assessment and plans are created to attack deficiencies noted by the results of this exam. Common planning teams will assess data and share the topics which need strengthening. Strategies will be shared with classroom, after-school, and Saturday teachers. School-wide strategies will be used in school, after school, and Saturday Academy. Scholars will be assigned computer-based math and ELA work using IXL which is geared toward strengthening basic literacy and math skills. Progress will be monitored and program adjustments will be made electronically based on scholars' scores.</p>
<p>Describe how your school will meet the requirement of ensuring that ELT instruction is delivered under the supervision of a teacher who is NYS certified in that content area.</p>	<p>All teachers who are selected to teach in Saturday school or after school are New York State Certified as stated in the posting for the teaching position. Administrators will ensure each teacher has the proper and accurate certification to teach in the AIS program and the enrichment program.</p>
<p>Describe how your school will meet the requirement of ensuring the alignment of ELT instruction with core academic subject area instruction offered during the regular school day.</p>	<p>Data from all assessments will be shared during common planning with teachers. Day teachers will begin the year with a summary of each scholar's strengths and weaknesses. This information is shared with all teachers who will teach the scholars. All information on each scholar can be found in the faculty suite in google classroom which all teaches have access to.</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 (PFEP) that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

<p>Parent and Family Engagement Policy</p>	<p>Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. [School Name], in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.</p>
<p>Support for Parents and Family Members of Title I Students</p>	<p>308 staff and CBO 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 the 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>

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

<p>School-Parent Compact (SPC)</p>	<p>[PS/IS 308, in compliance with 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.</p>
<p>I. School Responsibilities: High Quality Curriculum I. School Responsibilities: High Quality Curriculum</p>	<p>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);</p>
<p>I. School Responsibilities: Supporting Home-School Relationships</p>	<p>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;</p>
<p>I. School Responsibilities: Providing Parents Reasonable Access to Staff</p>	<p>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;</p>
<p>I. School Responsibilities: Providing General Support to Parents</p>	<p>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>

<p>II. Parent/Guardian Responsibilities</p>	<ul style="list-style-type: none"> • monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent; • ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age; • check and assist my child in completing homework tasks, when necessary; • read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes); • set limits to the amount of time my child watches television or plays video games; • promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time; • encourage my child to follow school rules and regulations and discuss this Compact with my child; • volunteer in my child's school or assist from my home as time permits; • participate, as appropriate, in the decisions relating to my child's education; • communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district; • respond to surveys, feedback forms and notices when requested; • become involved in the development, implementation, evaluation and revision to the Parent and Family Engagement Policy and this Compact; • participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible; • take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Advisory Council, School or District Leadership Teams; • share responsibility for the improved academic achievement of my child;
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<p>III. Student Responsibilities</p>	<ul style="list-style-type: none"> • attend school regularly and arrive on time; • complete classwork, homework and submit all assignments on time; • follow the school rules and be responsible for my actions; • show respect for myself, other people and property; • try to resolve disagreements or conflicts peacefully; • always try my best to learn. . follow the 4 R protocol, respect, responsibility, resilience and readiness.
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TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

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

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

Directions:

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

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

<p>High Quality and Ongoing Professional Learning: Please list below the Priority or section(s) that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>Areas of concentration for improvement are teacher coaching in planning using the Next Generation Standards, effectively utilizing assessment techniques and the ongoing analysis of data that drives instruction. Explicit instruction, specially designed instruction continues to be a concern. .</p>
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Part 4: Schoolwide Program (SWP)

Transition Plans to Assist Preschool Children

(Elementary Schools Only):

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).

Early childhood teachers gradually visit the elementary classrooms to familiarize their scholars with the teachers and routines. Assemblies are held along with the elementary scholars so they get accustomed to being in the midst of more mature scholars which are role models of expectations when they transition to the next grades. Common planning takes place in grade bands and a summary of each scholar is written and passed on to the next teacher. Early childhood teachers invite parents in to tour the elementary grades to offer and highlight the elementary programs. Writing celebrations foster a love of literacy and a glimpse into curricular topics and titles and expectations as scholars travel from grade to grade -

Part 5: “Conceptual” Consolidation of Funds in SWP Schools

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/Priority Reference(s)
Title I, Part A (Basic)	Federal	185,740	x	School Improvement/ STH, ELA and Math, bottom third
Title I, School Improvement 1003(a)	Federal	65,205	x	School Improvement ELA/Math
Title II, Part A	Federal	N/A	n/a	n/a
Title III, Part A	Federal	N/A	n/a	n/a
Title III, Immigrant	Federal	n/a	n/a	n/a
Title IV, Part A	Federal	5,461.00	x	ELA/Math Support, socio - emotional, professional learning for teachers, technology, direct services
Tax Levy (Fair Student Funding)	Local	2,065,677	x	Teachers

Explanation/Background

1. Explanation/Background:

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

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

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

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

COMMUNITY SCHOOLS

Community School Partners

NYC Community Schools are committed to advancing equity by organizing resources and sharing leadership with community partners to support the whole child. Each Community School is different and reflects the strengths and needs of its students, families, and local community. The most successful Community Schools share common features, which are integrated into the fabric of the school and drive student learning. These features are Collaborative Leadership and Practice, Family and Community Engagement, Expanded Learning Time (ELT), and Wellness and Integrated Supports. Embedded throughout the work is a focus on incorporating anti-racist practices and differentiating supports, including attendance supports, for special populations. Since all school operations and actions are in service of improving the academic and non-academic achievement of its students, the annual schoolwide goals should be informed by the students, their achievement, and the opportunities provided to them. The school should develop these goals after a realistic and **comprehensive analysis of its data**, paying specific attention to the achievement of its subgroups and disproportionality.

Directions: Identify the partnerships with Community-Based Organizations (CBOs) that will support the achievement of annual goals through implementation of the Community School Core Features: Collaborative Leadership and Practice, Family and Community Engagement, Expanded Learning Time (ELT), and Wellness and Integrated Supports. Identify the target student population(s), provide a summary of the scope of the services and indicate the Priority or section(s) of the plan.

CBO Partners	Target Population	Scope of Service	Priority/section(s) and Annual Goal
PWC	All students and families	family engagement, student services, attendance, counseling, socio-emotional, mentoring, community support, dental, optical, medical	Supported Environment
SMEL	All students	Leadership and Entrepreneurship	Supportive Environment
NGSST	all students	Art Therapy; mentoring, socio- emotional	Supportive Environment

Implementation of Community School Core Features & Components

<p>Collaborative Leadership and Practice: Describe how the CBO will share leadership and engage in collaborative planning with the Community School to achieve the school's annual goals.</p>	<p>Collaborative partners will meet to discuss goals for the year - meetings will take place weekly to ensure the plans are being followed through and monitored for effectiveness. Admin will share goals from the CEP and the action plan to give knowledge to all parties so that everyone understands the expectations and can work together. additionally involving all stakeholders helps with planning appropriate activities to support the school community through surveys and parent and community forums.</p>
<p>Family and Community Engagement: Describe how your Community School will develop authentic school-family partnerships, and create the conditions for families and community members to participate in decision-making, hold leadership roles that drive school change, and serve as partners in students' holistic development.</p>	<p>The school community will support the new parent academy by holding student and parent circles enhancing social skills. Growing the parent buddy program and room parent will empower parents to get more parent involved. Providing self care work shops will help build self esteem of our parents and career development workshops will also prepare them for the work force.</p>

Expanded Learning Time (ELT)

Describe how your Community School will offer opportunities for enrichment through after-school, weekend, and summer programs, as well as additional instruction, individualized academic support, and enrichment activities that emphasize real-world learning and community problem solving.

Refer to the Multi-Tiered Systems of Support (MTSS) section of the CEP for the ELT program description indicating how the school's ELT program is offered to all eligible students considered to be at-risk of not meeting state standards.

Implementation of Community School Core Features & Components

<p>Wellness and Integrated Supports: Describe how your Community School will address out-of-school barriers to learning through partnerships with social and health service agencies and providers to help students attend school regularly and engage in learning through the provision of programs such as social emotional learning, conflict resolution training, and restorative justice.</p>	<p>Parents and students are involved in Yoga, Fitness and Wellness workshops. The community school has partners with the Brooklyn Nets to open a food pantry and invite parents to cooking class for them to learn how to cook healthy nutritious foods.</p>
<p>Every Student, Every Day: Describe how your Community School will work with CBO partners to meet weekly and use data from DOE systems and New Visions for Public Schools to monitor trends in attendance, assign personalized interventions—including Success Mentors—to chronically absent students, and draw on community resources for support with removing barriers to attendance.</p> <p>For support, you may access strategies here.</p>	<p>Success mentors are utilized to buddy up with students who are deemed chronically absent. The mentor will check in with the scholar regularly and offer incentives for improved attendance. PWC will make phone calls and house visits to encourage improved attendance. Students and parents receive awards and incentives for approved attendance and are celebrated during assemblies and PTA meetings.</p>
<p>Special Populations: Describe how your Community School will work with your partners to ensure students receive differentiated and culturally responsive supports. Describe how your Community School's systems and structures will be optimized to work for <u>all</u> students, including students in temporary housing, Multilingual Learner/English Language Learner (ML/ELL), and Students with Disabilities.</p>	<p>PWC supports the entire school community with incentives, mentoring and social work services. These are beneficial to all stakeholders as we build a strong community of care.</p>

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

2024-25 Language Allocation Policy (LAP)

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

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

Agenda, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school with all other ML/ELL critical documents. When preparing your school's submission, provide extended responses in the available spaces.

For additional information, refer to the NYC DOE **Policy and Reference Guide for MLs/ELLs**. For additional support with ML/ELL policy, please reach out to your respective **ML/ELL Director or ELL Compliance Performance Specialist**; for support with ML/ELL instruction, please contact your **ML/ELL Services Administrator**.

PART I: SCHOOL ML/ELL PROFILE

This section should reflect the school's demographics for the 2024-25 school year. If completing before the 2024-25 school year begins, questions should be based on the anticipated population served by the school.

A. Language Allocation Policy Team Composition

The members of the school's LAP team are listed below. A school's LAP team must consist of at least one: principal, assistant principal (where applicable), bilingual teacher from each subject area (where applicable), an ENL teacher, a teacher from a content area other than bilingual education or ENL and a parent/guardian.

Member Title	Name
Principal	Jeffrey Franck
Assistant Principal	Angela Hammond
Parent Coordinator	TaLena Bowens
English as a New Language (ENL)/Bilingual Teacher	Melanie Diaz
Teacher/Subject Area ELA	Sallie Sierra
Teacher/Subject Area Math	Leticia Severino
English as a New Language (ENL) Teacher	Drunia Duvivier
Parent	Chanel Rice

B. Teacher Qualifications

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

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

Number of ESOL certified teachers currently teaching ENL:	There are three ESOL-certified teachers, but two teachers will teach ENL for SY (2024-2025). The other two teachers will only teach subject areas in ELA and Math.
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]:	There are 2 teachers who hold both a common branch license and ESOL certification, however, one teacher is teaching a stand-alone ENL class.
Number of certified ESOL teachers not currently teaching ENL:	There are two certified ESOL teachers at the school not teaching ENL for SY(2024-2025).
Number of teachers who hold both content area/common branch and ESOL certification:	There are two teachers who hold both a common branch license and ESOL certification.
Number of ESOL certified teachers with a bilingual extension:	There is one ESOL certified teacher with a bilingual extension.

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	There is zero certified teachers with a bilingual extension currently teaching in a bilingual program.
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	There is one teacher in this category.
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	There is one teacher who meets this criteria.

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

Total number of teachers with LOTE certification:	0
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

C. Student Demographics

Please review the student demographics at your school and complete the number and percentage for each category.

Total number of students (excluding pre-K):	201
Total number and percentage (%) of current ELLs:	14 and 7%
Total number and percentage (%) of former ELLs:	1 and .5%
Total number and percentage (%) of ELLs who are Newcomers (0-3 years of service):	8 and 4%
Total number and percentage (%) of ELLs who are Developing ELLs (4-6 years of service):	3 and 1.5%
Total number and percentage (%) of ELLs who are Long-Term ELLs (7 or more years of service):	2 and 1%
Total number and percentage (%) of ELLs who are Students with Inconsistent/Interrupted Formal Education (SIFE):	0 and 0%
Total number and percentage (%) of ELLs with an Individualized Education Program (IEP):	3 and 1.5%

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 2024-25 school year*. If submitted before the 2024-25 school year begins, this should be the *anticipated* number of classrooms based on anticipated enrollment.

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

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

PART III: ML/ELL PROGRAMMING

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

Describe your English as a New Language (ENL), and if applicable Dual Language Bilingual Education (DLBE), and Transitional Bilingual Education (TBE) programs. Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).

<p>a. English as a New Language (ENL)</p> <p>Stand-alone ENL:</p>	<p>Our ENL stand-alone programs instructions are provided by two full-time NYS certified ENL teachers to Entering and Emerging students. The ENL teachers provide the mandated minutes necessary to meet compliance and considers each students' English language proficiency levels in each program model. In line with CR Part 154.2, ENL Stand-Alone classroom instruction is provided to entering and emerging students. Entering students are currently receiving one unit of Stand-Alone each week and Emerging and Transitioning students receive 1/2 of the unit each week. These services are provided within the maximum allowable grade band for two contiguous grades at a time. Within these groups, students are heterogeneously grouped based on their proficiency levels where instructions are individualized for each student. We support multilinguals' receptive and expressive language skills as they acquire English language proficiency. In our classrooms, students are given time to process information, engage in oral and written classwork, and provided with home language support. We create interactive lessons that includes videos and vocabulary activities from various sources including Myon, Scholastics, Acadience Learning, and NewsELA, among other resources. Multiple pathway opportunities are created everyday for students to practice the four modalities of listening, speaking, reading, and writing. Read aloud are used to model fluency in English. As a class, we also practice shared reading, and independent reading where students' text are modified to match their Lexile reading level. Additionally, extra support is provided to entering and emerging students in the form of translation in the student's primary language. We also provide students with sentence frames, modeling, and explicit instructions. We frontload vocabulary words and include definitions with images. We also use vocabulary family words as well as synonyms, antonyms, prefixes and suffixes, root words. We incorporate the Frayer model and modify texts. We use videos in our lessons and graphic organizers, which enhances student engagement with peers and teachers.</p>
<p>Integrated ENL:</p>	<p>As required in CR154, ESOL certified teachers provide Integrated ENL minutes to students in heterogeneous classrooms in a block model during content area/core subject periods. Students who are at the Transitioning level receives .5 unit of study of Stand-Alone and/or Integrated ENL/Core in Humanities, science or math or 90 minutes. Students at the Expanding proficiency level receive 1 units of study in ENL/ELA or other core content area for a total of 180 minutes per week. Integrated ENL instruction is delivered through small groups and/or the co-teach or parallel model. Students are provided with additional support beyond their regular required mandated minutes through small group instruction provided by teacher specialist, AIS groups. Classroom/content area teachers and ENL teachers have opportunities to plan cooperatively and/ or co-teach to deliver integrated ENL collaboratively. Structures are in place to afford collaborative planning which includes weekly common planning meetings and additional prep times daily which includes Professional Development sessions as well as collaborative planning. Within the classroom, teachers implement the use of various online resources and platforms to support language development in all subject areas. Platforms utilized for additional support include and are not limited to Nearpod, Google Classroom, Flocabulary, Edpuzzle, Zearn and IReady. Also, we use NewsELA, informational text, to build vocabulary and expose scholars to disciplinary literacy. Opportunities for students to discuss content and problem-solve with peers in multiple modalities are encouraged in our classrooms. Commanding students/Former ENL students receive instruction in core subjects areas such as Humanities, Science and Mathematics. They receive .5 units of study in ELA for 90 minutes. ENL teachers collaborate with classroom teachers to provide Integrated ENL services during Core Subject periods in ICT classrooms throughout the school building, striving to provide the outlined number of minutes based on each student's proficiency level mandated by CR154.</p>
<p>b. Bilingual Education (If applicable)</p> <p>Transitional Bilingual Education (TBE):</p>	<p>At PS/IS 308, we only have the ENL program model.</p>
<p>Dual Language Bilingual Education (DLBE):</p>	<p>We only have the ENL program model.</p>

<p>2. How does your school ensure the mandated number of instructional minutes are provided according to students' English language proficiency levels in each program model?</p>	<p>As per Part 154, ENL and ELA instructional minutes are delivered from an ENL schedule that is created by the ENL teachers. Using students' proficiency scores from the NYSESLAT, ENL teachers determine the number of minutes to service a multilingual. Mandated number of instructional minutes are considered and provided by ENL provider as a stand-alone or integrated model. In addition, the ENL instruction in ENL services allows for children to receive 8 periods of ELA weekly in 90 minute blocks and as MTSS as needed as intervention. Students are often grouped in Tier 1, Tier 2, and Tier 3, to create a pathway to achieve individual ENL goals, including moving towards their next proficiency level. Moreover, scheduled ENL services strive to ensure each student receives the minimum required number of instructional minutes based on their grade proficiency level, whenever feasible, as per CR 154. ELL students at our school. Again, students are served by our certified ESOL teachers, who are qualified to deliver both the integrated and the stand alone ENL minutes, in the appropriate ratios based on the child's grade and their proficiency level. More students are engaged in learning English groups that maximize ENL minutes delivered to each student. Students requiring individual attention and assistance due to their proficiency level will be grouped accordingly to their learning needs. Some students also receive other services, including speech. At the elementary school level, and for older kids (grades 6-8) the ENL program by the ESOL certified teachers services students in small groups, and collaborates with the classroom teachers to deliver Integrated ENL minutes. While we try to maximize the number of children in the ELL groups for freestanding ENL service delivery to ensure that the mandated minutes of ENL services are provided as per CR Part 154, we also keep in mind the students' individual cognitive, proficient levels and academic needs. This allows for a more focused / individual attention is still possible during ENL service delivery, as is necessary for each child's special needs according to is he or she has an IEP or not.</p>
<p>3. How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>We only have the ENL program model.</p>

<p>4. For schools with Dual Language Bilingual Education (DLBE) programs:</p> <p>a. Which Dual Language Bilingual Education model is implemented? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated.</p>	<p>English as a New Language (ENL) Stand-alone ENL:</p>
<p>b. In which language(s) is each core content area taught?</p>	<p>a. English as a New Language (ENL) Stand-alone ENL We currently do not have a Dual Language Bilingual Education program at our school.</p>

5. For schools with **Transitional Bilingual Education (TBE)** programs:

a. Which core content areas are taught bilingually?

We only have the ENL program model. As per Part 154 ENL teachers assess the students and the number of minutes are determined by the results of the assessment from the NYSESLAT. In addition to ENL instruction and ELA content area, students are attending 8 periods of ELA weekly in 60 - 90 minute blocks.

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? How does effective instruction for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>Our school has a composition of newcomers, developing as well as long term ELLs and former ELL's. The percentage of newcomers at our school is 4%, a total number of 8 students. There has not been any patterns of newcomers with inconsistent/interrupted formal education. Newcomers are invited with a warm welcome. At the start of their arrival they are offered a transition period with more integrated services so that the scholar can adjust and make sense of their new school culture. Collaborative discussion protocols are used to offer the opportunity for scholars to engage in conversation with his/her peers with a great deal of teacher modeling, and peer intervention. Both the teacher and ENL teacher collaborate to build foundational skills, language and literacy through phonics, phonological as well as phonemic awareness. Often developing and long term ELLs will help encourage and support newcomers during standalone services. With teacher support, they will help model classroom rules, and routines. All students are encouraged to use their native language to help develop English as a new language. Vocabulary is taught explicitly along with the use of visuals, and online support to assist in building background knowledge to help acquire the understanding of a text. The percentage developing ELL's is 1.5%, a total number of 3 students. These students continue to strengthen their skills in speaking, listening, reading and writing in both integrated and standalone services with teacher created scaffolds, as well as appropriate resources such as dictionaries, audio books, and online platforms. Long term ELL's make up for 1% with a total number of 2 students. For long term ELLs, they are guided by teachers to use graphic organizers and/or maps to help organize their thinking before writing. With teacher support they learn to navigate through complicated text and are placed in a guided group to collaborate on tasks which is a way of enhancing language through peer to peer interaction. Currently we have 8 ELLs who are Newcomers, which amounts to 4% of our total ELLs. At this time we do not have any ELLs that are SIFE students. If we had ELLs that are SIFE the following will take place: All newcomer Beginner ELLs students are provided with small group and/or individual integrated, and stand-alone instruction allowing for the personal attention they need to become integrated into the system and school community. Newcomers are provided with descriptive text/visual labels throughout the classroom and school environment. Daily schedules are provided to students with both English and home language words as well as pictures. Students are also given opportunities to listen and view "living books" on the computer. The use of various home language educational websites focused on building literacy are incorporated into the curriculum and/or digital resources in the home language and English are recommended and encouraged at home.</p>
<p>What percentage of ELLs are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do you differentiate effective instruction for SIFE?</p>	<p>At this time we have 0% of ELL students with inconsistent /interrupted Formal education. Potentially if we had ELLs that are SIFE, the following will take place: SIFE students are provided additional support with reintegrating into the academic system by having sessions with the ENL teacher and/or school counselor if needed focused on learning the school culture and expectations. ENL and classroom teachers collaborate to create visual and behavioral supports to aid SIFE students in their academic process. Teachers also work with parents to ensure understanding of school expectations and consistency between school and home academic activities.</p>
<p>What percentage of ELLs are Long-Term ELLs? How does effective instruction for Long-Term ELLs differ from instruction designed for Developing ELLs?</p>	<p>Long term ELL's make up for 1% with a total number of 2 students. Long term ELL students are taught to use literacy strategies to help analyze a text and encouraged to participate in collaborative discussions with peers about the text, in a group and independently. They are expected to practice using annotations while reading, provide written responses according to a rubric and use academic language in explanations in mathematics and science. Developing ELL's will be supported with teacher created scaffolds, and other resources such as dictionaries, audio books, as well as online resources and/or platforms. For all students, which includes developing ELLs who received services for 4-6 years, the program focuses on short-term and long-term goals, as per their Individualized education plans or teacher created goals. Goals are adapted to the learner, where students will be given goals appropriate to their skill set and learning abilities, while those who take standardized tests will focus more on increasing general and academic vocabulary, as well as reading skills and reading comprehension. Our long-term ELL students are supported through personalized instruction that targets their IEP or goals, and using communication and technology components in their education program. They will continue receiving ENL services until English proficiency is achieved as determined by NYSESLAT results, or until they go on to their next academic setting.</p>

<p>What percentage of students are former ELLs? How is your school providing mandated instruction to former ELLs?</p>	<p>At our school we have 1 former ELL which accounts for .5%. Former ELLs will be required to take a test regardless of their proficiency level and academic needs. ENL teacher will work on the students goals and mandates on their IEPs, so that new and current ELLs become a former ELLs. Our former ELLs will be supported for 2 years after becoming English proficient by the ENL teacher's collaboration with classroom teachers to ensure a smooth transition into the rest of their education, as per CR 154. Former ELLs will receive at least 90 minutes of Integrated ENL and/or other NYS Commissioner approved services, such as small group instruction. In addition, the ENL teachers will work with former ELLs while pushing into their class to service other current ELLs, and provide on demand consultation to classroom teachers to address any lingering academic concerns regarding ELLs or that were former ELLs. Common planning time can be used to plan specific supports and targeted instruction between classroom and ENL teachers.</p>
<p>2. Examine all at-risk levels that might adversely affect ELLs at your school. What trends do you notice about the at-risk levels of ELLs at your school?</p>	<p>Our at risk levels include those unable to read in the lower grades. The attendance play a major role within the interruption of education. It is not a major issue with this sub-group. At - risk does not receive assistance with reading at home.</p>
<p>3. Examine all at-risk levels that might adversely affect former ELLs at your school. What trends do you notice about the at-risk levels of former ELLs at your school?</p>	<p>Currently, we do not have at-risk former ELL's at our school, however if the event we did, we would evaluate the areas of strengths and weaknesses in which the students are performing. Thereafter, we would formulate a plan to help support the student's path to progress and success.</p>
<p>4. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does your school have to support communication and learning that values these home languages?</p>	<p>The home language that is most profound in our school is Spanish. One of the 2 ENL teachers has been able to communicate in Spanish with native Spanish speakers. French is the second profound language students and their families speak. One of the two ENL teachers can communicate with families in native language. For all other languages, all staff will use an interpreter or a communication translating device such as pocket talk to communicate with parents and students.</p>
<p>5. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>Spanish is the largest group followed by French. Various translation services available, and an after school program geared toward our ELLs. Scholars are encouraged to share their culture and it is incorporated into the curriculum. Delivery is included by co-teaching, teacher teams, professional learning and common planning groups meet weekly and the ENL teacher meets with the teachers to offer strategies and resources which take into account the scholars in class. The racial and ethnic classification of ELLs are included in the delivery of CRE. The classifications are Asian, Hispanic and Black.</p>
<p>6. What trends do you notice in reviewing English Language Proficiency (ELP) growth at your school? How many students met ELP sufficient progress? How many students did not meet ELP sufficient progress?</p>	<p>Trends reflected as a result of the NYSESLAT is that scholars struggle with comprehending the text, vocabulary and writing. Limitations with formal and academic language hinders understanding.</p>

<p>7. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>For newcomers, all modalities seem to be difficult, especially reading and writing. Oftentimes newcomers are able to read and write in their native language but struggle in the English language. Many newcomers do not have the foundational English reading and writing skills to be able to speak, read or write in english. Developing students do better on the listening portion of the exam,however,struggle with reading and writing. Many struggle in reading fluency and comprehension. Long term ELLs seem to be proficient in speaking, listening, and reading, however,struggle with writing. These students lack organization, and structure in their writing. They often use simple sentences when writing instead of expanded or complex sentences and many times exclude content or tier 2 or 3 vocabulary.</p>
<p>8. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>The relationship shows the trend of vocabulary as a deficiency. In math students seem to have number sense and can make calculations, however, struggle to problem solve because they do not comprehend complex questions with content vocabulary. Within ELA -the struggle correlates with the trends stated previously. These students demonstrate difficulty with short and extended responses.</p>
<p>9. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>Trends reflected as a result of the NYSESLAT is that scholars struggle with comprehending the text, vocabulary and their writing reponse. Limitations with formal and academic language hinder understanding.</p>
<p>10. (For grades 9-12 only) Please review your data in the Insight Tool and STARS to answer the following questions:</p> <p>a. How many ELLs are on-track towards graduation?</p>	<p>N/A</p>
<p>b. How many ELLs in grades 11-12 have a documented postsecondary plan in STARS or ATS?</p>	<p>N/A We are a k-8 school.</p>
<p>c. What targeted strategies and interventions are in place to support ELLs who are currently off-track to graduate in four years?</p>	<p>N/A</p>

<p>d. What specific strategies, engaging approaches, and interventions are implemented to support and retain students who are not on track to graduate within four years, ensuring they remain enrolled and are guided towards a successful graduation in the future?</p>	<p>N/A</p>
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PART V: ML/ELL INSTRUCTION

Tier 1: Core Instruction

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

<p>Tier 1 Core Instruction</p> <p>1. How does your school provide ELLs with a high-quality academic experience that leads to deeper learning?</p>	<p>At our school, we are dedicated to providing English Language Learners (ELLs) with a high-quality academic experience that fosters deeper learning. We utilize a range of programs and supports to ensure ELLs thrive academically. Our curriculum includes Spanish supports to aid native Spanish-speaking students, ensuring they grasp foundational concepts while acquiring English proficiency. Additionally, we employ translation devices to facilitate real-time understanding and communication in the classroom. We offer both push-in and pull-out support tailored to individual student needs. Push-in support integrates ELL instruction within the general education classroom, promoting inclusive learning environments. Pull-out support provides focused, small-group instruction to address specific language development needs. By combining these approaches, we create a comprehensive and supportive learning environment that enables ELLs to achieve academic success and deeper learning.</p>
<p>2. How does your school's leadership team ensure ELLs have access to core instruction/curriculum?</p>	<p>The ILT is composed of members representing all scholars including the ENL teacher. The ILT Committee meets weekly to ensure that the ELLs are including in the school's instructional design. The team will ensure that the ENL teacher implement ENL strategies to assist ENL Learners with deficiencies. Also included in the school's instructional design the ENL teacher will push into classroom lessons to support the teacher and the ENL scholar within the classroom setting. In addition pull out ENL scholars to hone in on language skills, one to one or in a small group.</p>
<p>3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>Core content is delivered through a co- teach model addressing specific needs of the language learners. Approaches include: Vocabulary development through various scaffolds, the use of pictures, visuals, technology , videos and realia - these supports are then connected with the next generation learning standards to foster learning.</p>
<p>4. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to grade level academic content areas and accelerate English language development? Include core content area nd language materials with consideration to specific ELL subgroups.</p> <p>a. ELLs with IEPs</p>	<p>All teachers cultivate relationships that support a culturally responsive classroom environment. As a community we strive to make sure students feel known, appreciated, and comfortable taking emotional and intellectual risks. We intentionally plan and consistently checking in for student understanding and social-emotion well-being when learning. In addition, we teach language skills and vocabulary strategies across the curriculum. We embrace technologies that students find helpful, like Google Translate, monolingual videos and other online resources text to support home language as well as New English language.</p>
<p>b. SIFE</p>	<p>We currently do not have SIFE students</p>
<p>c. Newcomers</p>	<p>We embrace our new comers culture and language as a foundation of who they are” and to consider their acquisition of a new culture and language “not as subtractive, but as additive.” To help support students who may never have attended school before or may be coping with migration-based trauma, we as a community support the students by helping them adjust to new environment, cultural customs and embrace similarities as well as differences. New comers are held to the high academic standards, teachers promote achievement by activating background knowledge in their home language.</p>
<p>d. Long Term ELLs</p>	<p>Receive additional instruction in separate settings with increased writing and reading to build stamina and academic language.</p>
<p>5. What supports does your school provide to ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>Flexible scheduling is available for scholars with IEPs by providing additional support in AIS groups, one to one tutoring, meeting with teachers to discuss learning supports to accommodate their learners through differentiation in order to foster their learning needs.</p>

<p>6. How is home language assessed in each program model (DLBE, TBE, and ENL)?</p>	<p>N/A</p>
<p>7. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?</p>	<p>None at this time.</p>
<p>8. Describe systems and structures for supporting co-teaching and collaboration among teachers for all ELL program models available at your school (e.g. integrated co-teaching, Dual Language Bilingual Education teacher partnerships, etc.).</p>	<p>The professional learning plan is designed based on data collected from teacher observations, student voice, and student assessments. Ongoing sessions are offered and learning applications are monitored. School counselors and social workers work to ensure scholars are involved in restorative practices and these practices are embedded in the professional learning plan.</p>
<p>9. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs. Professional learning topics might include co-teaching strategies, or integrating language and content instruction.</p>	<p>The professional learning plan is designed based on data collected from teacher observations, student voice, and student assessments. On going sessions are offered and learning application are monitored. School counselors and social workers work to ensure scholars are involved in restorative practices and these practices are embedded in the professional leaning plan.</p>
<p>10. Describe your school’s professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty [holders of professional certificates in the classroom teaching service, educational leadership service and level III teaching assistant certificate holders] and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>Teachers have an opportunity to attend sessions provided by the BCO, Central and ENL Team. City Professional learning Calendars are share with staff on a monthly basis and provide CTLE credits when attend.</p>

Assessment

<p>SCREENERS</p> <p>11. Which screening assessments (e.g. iReady, MAP Growth, Acadience, or STAR Reading) does your school use to guide instructional planning for your ELLs?</p>	<p>The screening tools used is Map Assessment, Acadience for grades k-2 and i-ready for grades 3-8. The data is analyzed and teacher plan using ENL strategies and scaffolds to provide support.</p>
<p>12. For all grades, list and describe your targeted intervention programs for ELLs in ELA, Math, and other core content areas (specify ELL subgroups targeted). Include the language(s) in which the intervention services are offered.</p>	<p>Service available interventions include : AIS, After school, Saturday School, Practice makes Perfect, Ivy League Tutors which are not limited to specific subject areas. using data to determine to determine areas of need is a focus.</p>
<p>13. For all grades, describe how your school uses data to guide instruction for ELLs within a Multi-Tiered System of Supports (MTSS). Refer to the Instructional Leadership Tool for MLs and ELLs and MTSS Guide for MLs and ELLs to help in the development and implementation of your school’s plan for MLs/ELLs.</p>	<p>Tier 1 intervention is classroom support via peer to peer interaction and group work. Tier 2 intervention is small group work with teacher guidance, tier 3 is one to one individual and intense support.</p>
<p>FORMATIVE</p> <p>14. Which formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, DRA, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>Formative assessments are: NYC performance tasks, i-ready, Acadience Map Assessment, Bi - weekly quizzes, quizzes, questioning, exit tickets to gear instruction.</p>
<p>15. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>Through formal and informal assessments they are appropriately evaluated and provides periodically.</p>
<p>SUMMATIVE</p> <p>16. Which summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>The NYSESLAT, ELA ,and Math exams are used to monitor results and effectiveness of instructional design to make instructional decisions.</p>

<p>17. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe your plan to ensure that all ELLs, and former ELLs continue to receive mandated instruction during the testing period.</p>	<p>On going meetings by the ENL team meet to discuss administration of the NYSESLAT. This includes specific roles and responsibilities in scoring, administering, packaging and delivery of materials.</p>
<p>18. How does your school ensure that current and former ELLs receive necessary accommodations for state assessments, including the Specialized High School Admissions Test (SHSAT) if applicable?</p>	<p>Our school is committed to ensuring that current and former English Language Learners (ELLs) receive the necessary accommodations for state assessments, including the Specialized High School Admissions Test (SHSAT), when applicable. We work closely with our dedicated ELL staff and coordinators to identify and implement appropriate accommodations based on each student's needs. These accommodations may include extended time, separate testing locations, and the use of bilingual glossaries or translation devices. For state assessments, we ensure that all eligible ELL students receive these accommodations by coordinating with testing administrators and providing thorough training to our staff on the specific needs of ELL students. For the SHSAT, we provide additional resources and support, including preparatory workshops and practice tests, to help students feel confident and prepared. Our goal is to create an equitable testing environment where all students have the opportunity to demonstrate their true abilities.</p>

PART VI: FAMILY PARTNERSHIP

Family Partnership

Required Meetings Under CR Part 154

1. Describe your schools' plan to ensure families of ELLs are provided with the required meetings specified below as per CR Part 154. Include how your school ensures families receive necessary translation/interpretation supports to meaningfully engage in the meetings, how your school schedules these meetings to facilitate attendance, and how your school maintains evidence of these meetings as required per the NYC DOE **Policy and Reference Guide for MLs/ELLs**.

<p>a. ELL Program Orientation to inform parents/guardians of newly identified ELLs of ELL program options, including the program goals and requirements for all three ML/ELL program models: Dual Language Bilingual Education, Transitional Bilingual Education and English as a New Language regardless of whether the school currently has either type of bilingual program and provide a high-quality orientation section on the Next Generation Learning Standards, assessments, and school expectations for English Language Learners.</p>	<p>The administrative team, ENL team, and the office team welcome all families in our office and Parent Coordinator room. Additionally, whenever possible, staff at our school greet new families in their home languages based on the different languages that are spoken in the building, including Spanish, French, and Creole. Our team introduces themselves to new families and works closely with them to complete the various forms required during the in-take registration process. Specifically, the ENL team focuses on the Home Language Identification Survey (HLIS) form to determine if the student speaks a language other than English. We interview both the parent (s) and child and collect information about the parent's preferred language of communication. For students whose home language is not English, we administer a more in-depth in-person documented interview with the student and parent/guardian to determine the student's home language as per the procedures outlined. We determine eligibility for NYSITELL and administer NYSITELL to eligible students. We make sure ELL identification process steps are completed within 10 school days (20 school days for students with an Individualized Education Program). A qualified personnel (licensed and trained pedagogue) complete the HLIS with the parent/guardian to determine their home language (HL) code and ensure timely entry of this information into ATS. The completed, signed and dated HLIS is saved in each student's cumulative folder and remains a part of the student's permanent record. We then proceed to a parent orientation and collect parent options before the start of the next school year. If the parent orientation is conducted, collect the ELL Parent Survey and Program Agreement and record the program preference in ATS after ATS roll over. We also show them a list of bilingual school in the event they put interest in such placement. If a student has an existing Individualized Education Program (IEP), a Language Proficiency Team (LPT) convenes to determine NYSITELL eligibility. We inform parents/guardians of the results of the NYSITELL, ELL status, and their right to seek review of this determination. We use the NYC DOE standard parent notification letters in the parents' preferred language, which are available on the Multilingual Learner Parent Notification Letters InfoHub. These notifications of entitlement/non-entitlement are generally sent within 5 school days of ELL determination. We send these letters as soon as possible after ELL determination. Copies of dated and signed letters and translations where applicable are retained in the student's cumulative folder.</p>
<p>b. Annual Individual Meeting to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. <i>Note:</i> this meeting is separate from and does not include the mandated ELL program orientation meeting and DOE-scheduled parent-teacher conferences.</p>	<p>We will hold Annual Individual Meetings to discuss the goals of our ELL program, review language development progress, and assess language proficiency results. During these meetings, we will also address the language development needs of students across all content areas. Our aim is to ensure that each student's unique needs are met and that they are supported in their journey to language proficiency and academic success. Meetings are scheduled on an individual basis at convenient times for both parents and teachers to facilitate attendance. These meetings are conducted by an ENL teacher with parents and/or guardians where information is shared about their child's progress in their English language development needs in all content areas classes. Additionally, the Annual Individual Meeting is held with an interpreter/translator in the language or mode of communication the parent or guardian best understands based on information they have provided on their Home Language Identification survey. Additionally, meetings are held in different formats based on parents preferences, which includes in-person, online tools, or telephone calls, all in accordance with collective bargaining agreements. Attendance is recorded by using our school's existing procedures. Moreover, information is shared with parents about the New York State Education Department's Parent's Guide to the Next Generation Learning Standards and the Parents' Bill of Rights for New York State English Language Learners/Multilingual Learners for parents. We use a template that was provided by our district office to record attendance and agenda of topics covered. A copy is filed in each student's cum.</p>

Additional Opportunities for Family Engagement

<p>2. Beyond the mandated meetings and orientations, describe how your school:</p> <p>a. Ensures families receive all school communications and documents in the language they best understand. How are families able to respond or initiate communications in languages other than English?</p>	<p>We ensure that families receive all school communications and documents in the language they best understand. To facilitate this, we utilize translation services and provide multilingual support. Families can respond or initiate communications in languages other than English through our bilingual staff, translation devices, and language assistance programs. This approach fosters effective and inclusive communication, ensuring that all families are fully engaged and informed. ATS is a tool for communication with diverse populations. ATS helps schools to communicate with a parents preferred language. RFSF - ELL report proficiency levels: The ELL Student Report (RFSF) found on the Student Detail Reports menu provides schools a list of all students who qualify to receive ELL services and the RHLA home language aggregate report provides home languages by grade level for an entire school. ATS reports that will be utilized are for the parents spoken and written languages. The school will send home notices in many languages to allow parents to attend workshops and sessions with their child such as Mindfulness / Yoga workshops. Parents of ML/ELLs can regularly meet for functions and meetings, ENL teachers can hosts a resource fairs for parents and parent coordinators can offers weekly virtual meetings on topics ranging from language development, health and safety, technology and academic support. ML/ELLs can learn about community resources, meditation and mindfulness and exercise classes as well as important school related topics. Parents also are invited to attend publishing parties and student enrichment for ENL. Finally, families also communicate directly with the ENL teachers through email and telephone calls. They are able to communicate in their home language, and when necessary, translation is done in written format and/or an interpreter/translator is available to facilitate the communication.</p>
<p>b. Develops activities that foster empowerment for families of MLs/ELLs. Include how your school determines the needs of your community.</p>	<p>Our school is committed to developing activities that foster empowerment for families of Multilingual Learners (MLs) and English Language Learners (ELLs). We regularly assess the needs of our community through surveys and direct feedback from families. By understanding their unique challenges and aspirations, we tailor our programs and activities to support their empowerment. The ENL teachers in cooperation with the parent coordinator will schedule appointments with the parent(s) or guardian(s) ELL students at times convenient for both the teacher and parent. The classroom teacher will attend if she or he is available. Also related service providers who work with the student will be invited to attend. If the parent can not make it into the school then an attempt will be made to contact them at home by phone. Interpretation services are usually provided by in-house personnel or the translation unit is contacted Also, during the annual IEP meetings progress in English language proficiency, assessment results and language development needs are discussed with the parents or guardians of the ELL student. ENL teachers will keep a file for each student with the dates and results of the annual meeting, phone calls and other related letters and material. Outreach is provided to our parents of ELLs by our parent coordinator, ENL teachers, our transition teacher to ensure parents' needs are accommodated via phone calls, letters and in person meetings. Parents are free to come in to discuss any issues or concerns they have. All letters about important school events or pertinent information are sent home in the parent's native language. When parents are able to communicate with the educators and other staff at the school, they feel empowered. We provide many ways to connect with families of English language learners (ELLs), including email, texting, and telephone calls. We are able to keep their communication strong because communication can make a tremendous difference in students' learning.</p>
<p>c. Ensures families of MLs/ELLs are aware of family leadership opportunities (such as Parent Association (PA), School Leadership Team (SLT), Community Education Council (CEC), etc.)</p>	<p>Our school is dedicated to ensuring that families of Multilingual Learners (MLs) and English Language Learners (ELLs) are aware of and engaged in family leadership opportunities. We will actively inform families about roles in the Parent Association (PA), School Leadership Team (SLT), and Community Education Council (CEC) through communication channels, including translated flyers, meeting announcements, and robocalls. We also mention leadership opportunities to parents when we have in-person meetings and/or telephone conversations. By promoting these opportunities, we aim to empower families to take an active role in shaping the educational experience and advocating for the needs of their children and the broader school community.</p>

<p>3. What culturally and linguistically responsive partnerships do you currently have that support the needs of your school community?</p>	<p>We currently have various partnerships available including such as Partnership with Children and CAT, which is a Creative Arts Team. Utilizes theater and interactive drama as a catalyst to actively address social and academic issues, foster creativity, and critically engage with the world. CAT's programs build community and address healthy relationships and violence prevention, life and leadership skills, arts learning, and college/job readiness, while bolstering academic and social literacy. CAT engages students from pre-K through college, parents, educators, and professionals in ways that challenge and empower participants to interrogate barriers built around those marginalized due to race, culture, immigration status, disability, gender, and/or sexual identity. Using improvisation, drama games, scene building, and the facilitation of transparent conversations to engage participants as they recognize their power to problem-solve and try new strategies. BRICK program is facilitated by trained staff which offers children with positive, meaningful social experiences in an understanding, playful and accepting environment. Partnership with Children provides a Family Wellness for families which promotes healthy eating and living habits. Additionally, this includes fitness as well. Finally, our school promotes student engagement throughout a project-based learning (PBL) unit. The natural curiosity of the learner is provoked by a project launch that includes elements like interesting questions or multimedia resources, as well as the interest that comes with a fresh effort. Students often work collaboratively, and access the academic content with tangible experiences while deepening academic understanding.</p>
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PART VII: ADDITIONAL INFORMATION

Additional Information

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

In addition to our comprehensive language support programs, our school implements several initiatives to further support Multilingual Learners (MLs) and English Language Learners (ELLs). We offer after-school tutoring and enrichment programs tailored to the specific needs of ELL students, providing them with additional academic assistance and opportunities for language practice. Our school also prioritizes professional development for all teachers, focusing on best practices for ELL instruction and culturally responsive teaching. This ensures that our educators are well-equipped to meet the diverse needs of our students and create an inclusive and supportive learning environment. Furthermore, we foster a culturally inclusive school community by celebrating the diverse backgrounds of our students through cultural events, heritage months, and multilingual assemblies. This not only enhances the cultural awareness and appreciation among all students but also helps ELLs feel valued and connected to the school community. We will actively engage families by organizing regular workshops and informational sessions in multiple languages, covering topics such as navigating the education system, supporting language development at home, and understanding students' rights and resources. These efforts aim to empower families to take an active role in their children's education. Overall, our school is committed to providing a holistic and supportive environment for MLs and ELLs, ensuring their academic success and personal growth.

PART VIII: ELL IDENTIFICATION ATTESTATION AND PRINCIPAL CERTIFICATION

Identification Plan

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

<p>1. Describe systems and procedures in your school to serve newly enrolled, current ELLs, and former ELLs. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator). The plan should address how ELLs and former ELLs will continue to receive mandated instruction.</p>	<p>As aforementioned in the ENL Stand Alone and Integrated sections, ENL teachers provide the mandated minutes necessary to meet compliance and considers each students' English language proficiency levels in each program model. In line with CR Part 154.2, ENL Stand-Alone classroom instruction is provided to entering and emerging students. Entering students are currently receiving one unit of Stand-Alone each week and Emerging and Transitioning students receive 1/2 of the unit each week. These services are provided within the maximum allowable grade band for two contiguous grades at a time. Within these groups, students are heterogeneously grouped based on their proficiency levels where instructions are individualized for each student. In addition to the ENL services provided by two full-time ENL teachers, all scholars at our school have an opportunity to be a part of the following programs at our school. > Clubs facilitated by ENL Coordinator and Community Based Organization > Student Government reading about current events and producing a newsletter for school; working as peer buddies > My Sister's Keeper (Females- Socio emotional support Facilitated by ENL Coordinator and SSP > My Brothers Keeper (Males Socio- emotional support facilitated by CBO Director - Mr. Colston > After school Program - Global Kids - Olympia Wilson > AiS program - Teachers on every grade during Flexible Fridays School staff who provides support for these scholars are: There are support staff that help to create a smoother system and structure for the ELL identification process. School counselor - Mrs. Perruzza, CBO - Partnership with Children: College Trips; surveys, class skits, school shows and plays SSP - School Support Personnel teachers scholars to act as leaders in the school - Peer Leaders Classroom Teachers Elementary and Middle School - Ms. Webster Administration - Principal Jeffrey Franck and Vice Principal Mrs. Hammond - Meeting with teams to discuss school rules and surveys Parent Coordinator: Ms. Bowens School secretary - Mrs. Bancroft ENL Teachers- Ms. Diaz and Ms. Duvivier ENL Teacher-Ms. Duvivier ENL Teacher- Ms. Duvivier School Aide - Ms. Dyson Counselor - Ms. Billingy School Psychologists - Ms. Clarke Parents or guardians of prospective students are given a tour of the school by either the social worker, school aide, parent coordinator or school counselor. The parents' are provided with material and information related to PS/IS 308. Students and parents are invited to visit classrooms and speak with teachers. If the parent decides to enroll their child then the ELL identification process begins. A parent orientation meeting is given by the parent coordinator for parents or guardians of newly enrolled students.</p>
<p>2. What are the titles of the members of your ELL identification team?</p>	<p>The Principal, the AP and ENL teachers are members of the ELL Identification team. There are support staff that help to create a smoother system and structure for the ELL identification process. School Counselor - Welcome committee CBO - Partnership with Children (Small group counseling services if needed) SSP - School Support Personnel- Coordinator of clubs, school safety Classroom Teachers: Pair scholar with native speaker as a buddy ENL Teacher; Provide initial ENL services Administration Parent Coordinator: Meet with parent and share parent handbook in native language, share communication devices School secretary - Registration and sharing email to team. After students are registered, the welcome committee will come to greet the family. The ENL teacher will speak with the family and have them watch the parent video explaining the services. The home language survey is shared via email to all of the members of the identification team. The ENL teacher, counselor, parent coordinator, pupil accounting secretary and social worker are part of the identification team. Parents of new admits are given an intake package which includes the home language survey. The ENL teacher with the aide of an interpreter, if one is needed, interviews the parent and completes the home language survey with the parent or guardian. If the home language survey indicates that the student's home language is one that is not English then the home language is entered on the form and the home language is entered into ATS. The student is administered a language test within 10 days of enrollment. If student does not pass the test he or she is scheduled for ENL supports. The Spanish speaking students are administered a test to determine proficiency. Administration will provide professional development or share ENL strategies for all teachers so they are aware of how to engaged ENL students and former ENL students.</p>

<p>3. Describe the structures and process in place for identification of ELLs year-round as required by the NYC DOE Policy & Reference Guide for MLs/ELLs. Include how your school proactively plans for the ELL identification process so that it does not interrupt the provision of mandated ENL and/or bilingual instruction to current, former and potential ELLs.</p>	<p>Identification process - All students must go through an identification process to determine if they can be formally classified as an English Language Learner (ELL) and therefore, are entitled to receive ELL supports and services. Overview - The ELL Identification Process includes eight mandated steps for all students enrolling in grades (K-12) including: • the administration of the Home Language Identification Survey (HLIS) by qualified personnel (licensed and trained pedagogues) • a mandated documented individual interview with the student and parent to determine the student’s home language, including a review of the student’s abilities and/or work samples • determination of eligibility to take the NYS Identification Test for ELL (NYSITELL) • For incoming students with an IEP, this includes convening respective LPT & completion of the NYSITELL determination form • the administration of the NYSITELL to eligible students, and • the administration of the (Spanish LAB) to newly identified ELLs whose home language is Spanish • Parent notification and parent orientation in their preferred language • Placement into an ELL program Schools are required to provide notice to parents of ELL students regarding the ELL student's identification and services 30 days from the beginning of the school year. Therefore, schools need to complete the identification process within 30 days of the beginning of the school year. Students who enroll during Summer and the first day of school in September must be identified and placed into an ELL program by the 20th of September. If an incoming student has an Individualized Education Program (IEP), NYSITELL eligibility must be determined by a Language Proficiency Team (LPT) and ELL identification/placement into a program must be completed by the beginning of October. All students who enroll after the first day of school, must be identified and placed within the standard 10 school days of enrollment (or 20 school days for incoming students with IEPs). • Pupil accounting secretary - the administration of the Home Language Identification Survey (HLIS) by qualified personnel (licensed and trained pedagogues) • Counselor / ENL Teacher / IEP coordinator - a mandated documented individual interview with the student and parent to determine the student’s home language, including a review of the student’s abilities and/or work samples • ENL Teacher - determination of eligibility to take the NYS Identification Test for ELL (NYSITELL) • ENL Teacher - For incoming students with an IEP, this includes convening respective LPT & completion of the NYSITELL determination form • Testing Coordinator - the administration of the NYSITELL to eligible students, and • Testing Coordinator - the administration of the (Spanish LAB) to newly identified ELLs whose home language is Spanish • Administrator - Parent notification and parent orientation in their preferred language • Psychologist - Placement into an ELL program Our school has established comprehensive structures and processes for the year-round identification of English Language Learners (ELLs) in accordance with the NYC DOE Policy & Reference Guide for Multilingual Learners (MLs) and ELLs. Upon enrollment, we administer the Home Language Identification Survey (HLIS) to all new students to determine their primary language. If a language other than English is indicated, we promptly conduct the New York State Identification Test for English Language Learners (NYSITELL) to assess their English proficiency. To ensure a seamless process, we have a dedicated team of trained staff members who manage the ELL identification and assessment procedures. This team works collaboratively with classroom teachers and support staff to monitor students' language development and re-evaluate their needs throughout the school year. Our proactive planning includes scheduling regular training sessions for our staff on the identification process and maintaining clear communication with families about the assessment timelines and procedures. By integrating these practices into our school routine, we ensure that the identification of new ELLs does not disrupt the provision of mandated English as a New Language (ENL) and bilingual instruction to our current, former, and potential ELLs. This approach allows us to maintain consistent and high-quality language support services for all our students.</p>
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Principal Certification

In accordance with New York State's Commissioner's Regulations Part 154 as outlined and implemented in the NYC DOE **Policy and Reference Guide for MLs/ELLs**, I, attest that the following ELL identification procedures and activities are adhered to, and staff are trained on the items listed below.

- The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
- Enrollment status of each newly admitted student is determined:
 - a. If a student has been in New York State public schools within the past 2 years, our school contacts the previous school to obtain ELL status, relevant assessment scores, and English language proficiency level.
 - b. If a student has been outside of New York State public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry.
- The home language of the student is determined by a trained and licensed pedagogue.
 - a. The parent completes the Home Language Identification Survey in the parent's preferred language; translation services are provided by a bilingual staff member, the DOE's over-the-phone translation services, or an alternative, high quality translation service.
- An interview with parents and students in English and the home language is conducted. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determines the student's literacy and math level in his/her home language.
- Eligibility for the NYSITELL is determined.
 - a. If the newly enrolled student is entering with an IEP, the school's Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
- Students are administered the NYSITELL, if eligible.
- Notification letters are sent to the parent/guardian in their preferred language.
 - a. Parent is notified of their child's ELL status and results of the NYSITELL.
- If the student is identified as an ELL and the student's home language is Spanish, the student is administered the Spanish Language Assessment Battery (LAB).
- Student with Interrupted/Inconsistent Formal Education (SIFE) status is determined using **New York State's resources**.
- If a student is a newly identified ELL, the parent is invited to the parent orientation meeting.
 - a. The parent orientation meeting provides parents/guardians with an explanation of each ELL program model offered in NYC; the parent video describing the three programs is presented (in parent's preferred language); parents/guardians are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
- ELL is placed in the ELL program that the parent selected.
 - a. If the bilingual program that the parent selected is not available, the parent is offered a transfer to a school with that bilingual program in accordance with NYC DOE transfer policies.
 - b. If the ELL remains in the school, the ELL is placed in English as a New Language and our school keeps track of parent selection so that when minimum thresholds are met, we can open the ELL program of choice.
- Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Re-identification Process).
- If the ELL Re-identification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Re-identification Process within 6 to 12 months.
- Copies of documentation regarding ELL identification, including letters and parent notifications are kept in the students' cumulative files.

Principal Name:	Jeffrey Franck
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PART IX: LAP ASSURANCES

LAP Assurances Page

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

Download a blank LAP assurances page.

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

<p>Office of Language Access (OLA) Contact:</p> <ul style="list-style-type: none"> ▪ Contact Information: <ul style="list-style-type: none"> ▪ Cunneely Elena, ECunneely@schools.nyc.gov ▪ Rivera Ricardo, RRivera60@schools.nyc.gov ▪ Williams Robert, RWilliams32@schools.nyc.gov <p>Please do not edit</p>	Robert Williams
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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?	Confirmed by School (Y/N)
Melanie	Diaz	Teacher - Regular Grades - ESL	01/31/24	

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

First Name	Last Name	Title

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

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

PART A: PARENTS' PREFERRED LANGUAGES

Parents' Preferred Languages

Identification and Assessment of LEP Parent Population

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>To accurately assess the language preferences of our parent community for both written and oral communication, our school employs several data sources and methodologies. Part III of the Home Language Identification Survey (HLIS) is used during student enrollment to identify the preferred language for school communications. We also utilize Automate The System (ATS) reports to track and maintain updated information on these preferences. Additionally, Student Emergency Contact cards, filled out annually, help verify and update this information, ensuring accuracy. We will conduct surveys to gather feedback from parents about their language preferences and communication needs. This will help us understand any changes and assess the effectiveness of our communication methods. By combining data from the HLIS, ATS reports, Emergency Contact cards, and school surveys, we will tailor our communications to ensure all families receive information in the language they best understand, fostering better engagement and support for their children's education.</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 and regularly assist other school staff members and families with translation and/or interpretation.

Language (Description within RCPL)	Written Preferred	Percent Written	Oral Preferred	Percent Oral	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
ARABIC	2	0.465%	3	0.71%		
CHINESE ANY	1	0.235%	1	0.235%		
FRENCH	1	0.235%	1	0.235%		
FULANI	1	0.235%	1	0.235%		
ENGLISH	198	94.86%	197	95.045%		
SPANISH	16	3.74%	15	3.54%		
WOLOF	1	0.235%	0	0%		

PART B: PARENT COMMUNICATION AND ENGAGEMENT

Parent Communication and Engagement

Identification of critical parent written communications and standing, in-person meetings throughout the school year that require language assistance services and how the school plans to respond to these needs

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

Document Type (e.g. parent flyers, IEPs, etc.)	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
School Calendar	Our school will ensure timely translation of documents through a centralized request system managed by our Language Access Coordinator (LAC), who will coordinate with professional translation services and an internal team of bilingual staff for urgent needs. The LAC will prioritize and track requests to meet deadlines, distributing translated documents digitally via our website and parent portal, and physically through students or mail. Regular reviews and parent feedback will help us continually improve the process, ensuring all parents receive important information promptly and in their preferred language.
IEP	DOE Translation Unit
Flyer	DOE Messenger

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.
PTC	Our school will provide interpretation services for various meetings by utilizing professional interpreters and bilingual staff. Requests for interpretation will be submitted through a centralized system managed by our Language Access Coordinator (LAC), who will schedule interpreters for parent-teacher conferences, PTA meetings, and other school events. We will ensure timely provision by prioritizing requests and maintaining a roster of available interpreters. Additionally, we will use multilingual communication platforms for virtual meetings and ensure that parents are informed about available interpretation services through regular updates and reminders. This approach guarantees that all parents can actively participate in school meetings regardless of their language proficiency.
Workshops	
Celebratory Events	

<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>Our school's communication strategy ensures that parents who prefer to speak a language other than English are promptly informed during school-wide emergencies such as lockdowns or fires. We employ a multilingual notification system that includes automated phone calls, text messages, and emails translated into languages commonly spoken by our community. These notifications are sent simultaneously in English and the preferred languages indicated by parents during registration or updates throughout the school year. Additionally, we maintain bilingual staff on standby to assist with emergency communications as needed, ensuring clear and immediate dissemination of critical information to all families. This proactive approach ensures that all parents, regardless of language preference, receive timely updates and instructions during emergencies, fostering a safe and informed school environment.</p>
<p>(B) a student-specific emergency (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>Our school has a targeted communication strategy to reach parents who prefer to speak languages other than English during student-specific emergencies. We utilize a multilingual communication approach that includes direct phone calls, text messages, and emails translated into languages commonly spoken by our diverse community. Each family's preferred language for communication is collected and updated regularly to ensure accurate outreach. In urgent situations such as student attendance issues or medical emergencies involving visits to the nurse or hospital, designated bilingual staff members are available to provide immediate assistance and clarification as needed. This strategy aims to ensure that all parents receive timely and clear information regarding their child's well-being and school-related emergencies, fostering trust and effective communication between the school and our multicultural parent community.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>Our school's communication strategy ensures that parents who prefer languages other than English can effectively contact us in case of emergencies. We maintain a multilingual support team who are proficient in languages commonly spoken by our community. Parents can reach out via phone, where language interpretation services are available upon request to facilitate clear communication. We also utilize multilingual messaging systems for emergency notifications and updates, ensuring that parents receive critical information promptly and in their preferred language during urgent situations. This comprehensive approach aims to provide immediate support and reassurance to all parents, fostering a responsive and inclusive school environment.</p>

PART C: STAFF AWARENESS

Staff Awareness

Plan to ensure staff awareness of language access requirements and available resources

<p>1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor's Regulation A-663 and what resources are available to meet compliance. Specify how your school designated LAC will turnkey and make school staff aware of the available language access resources.</p>	<p>Our school will ensure that all staff members are fully aware of the goals of Chancellor's Regulation A-663 and the resources available to meet compliance through a comprehensive communication and training plan. To start, we will conduct mandatory professional development sessions at the beginning of the school year, focusing on the objectives of Chancellor's Regulation A-663 and emphasizing the importance of language access for our limited-English-proficient (LEP) families. These sessions will be led by our designated Language Access Coordinator (LAC), who will provide detailed information and answer any questions from the staff. The LAC will also develop and distribute a resource guide outlining the various language access tools and services available to staff, such as interpretation services, translation procedures, and the use of multilingual communication platforms. This guide will be readily accessible through our school's internal portal and will be regularly updated to include any new resources or changes in policy. Additionally, our LAC will implement a turnkey training approach, where key staff members will be trained to disseminate information and train their colleagues on language access resources and compliance requirements. Regular reminders and updates will be shared through staff meetings, email newsletters, and our school's messaging applications to ensure ongoing awareness and adherence to Chancellor's Regulation A-663. By taking these steps, we will foster a school-wide culture of inclusivity and ensure that all staff members are equipped to support our LEP families effectively.</p>
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PART D: PARENTAL NOTIFICATION

Parental Notification

Provision of notice to parents on the available language assistance services

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none">▪ Translated signage▪ Brochures/flyers/letters shared with parents▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..)▪ Messaging phone applications▪ Parent's Guide to Language Access▪ NYC Public School Guidebook	<p>Our school is dedicated to ensuring that limited-English-proficient (LEP) parents are fully aware of their right to receive information in their preferred language. To achieve this, we will implement several strategies. Clear and prominent signage in multiple languages is displayed throughout the school, informing parents of their rights to language services. Additionally, we will distribute brochures, flyers, and letters translated into the various languages spoken by our community. These materials highlight the availability of language services and how to access them. We will also emphasize this right during parent engagement events, such as PTA meetings, international parent's night, and orientation sessions, where we explicitly communicate the right to language access. These events provide an opportunity for parents to ask questions and receive immediate assistance. Furthermore, we will use messaging phone applications with multilingual capabilities to send out regular updates and reminders to parents, ensuring they are aware of their rights and the resources available to them. To support LEP parents further, we will provide the "Parent's Guide to Language Access" in multiple languages, detailing their rights and the procedures for requesting language assistance. Additionally, the NYC Public School Guidebook, available in several languages, is distributed to parents, offering comprehensive information on language services and how to request them. Through these initiatives, we strive to ensure that all LEP parents are well-informed about their rights to receive information in their preferred language and can fully engage with their child's education.</p>
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PART E: MONITORING

Monitoring

Monitoring Provision of Language Assistance Services

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive.</p>	<p>Our school plans to gather feedback from limited-English-proficient (LEP) parents using several mechanisms to ensure communication in their preferred language. We will distribute bilingual surveys and provide professional interpreters during parent-teacher conferences, school meetings, and feedback sessions, facilitating clear communication and accurate feedback from parents. Additionally, we will employ multilingual parent liaisons who regularly reach out to LEP families, gather their input, and address concerns about language services. We will also organize focus groups conducted in parents' native languages and utilize digital platforms with multilingual capabilities, ensuring all parents have a voice in the quality and effectiveness of our language services.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>Our school is committed to continuously improving language services based on the valuable feedback from our limited-English-proficient (LEP) parents. Over the past year, feedback indicated a need for more accessible communication, so we will increase the availability of bilingual materials and enhanced our interpreter services for school events and parent-teacher conferences. Additionally, we will expand our multilingual parent liaison team to ensure more personalized support for LEP families. We plan to introduce regular multilingual newsletters, host quarterly informational sessions in various languages, and implement a user-friendly, multilingual parent portal for real-time updates and feedback submission. These initiatives aim to foster a more inclusive and supportive environment for all our families in the upcoming school year.</p>

