



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

DBN	15K124
School Name	P.S. 124 Silas B. Dutcher
Principal	Maria Interlandi

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

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SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

This section provides an overview of the education planning process, inclusive of guidance on conducting a comprehensive needs assessment. The Comprehensive Education Plan (CEP) is developed by the School Leadership Team (SLT) in accordance with the requirements of **Chancellor’s Regulation A-655**. The CEP satisfies all regulatory requirements set forth by the New York State Department of Education (NYSED) under the Every Student Succeeds Act (ESSA) and aligns with NYC Public Schools’ system-wide priorities below.

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

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

The Education Planning Process



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

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

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

Guidance on Conducting a Comprehensive Needs Assessment

Guidance on Conducting a Comprehensive Needs Assessment

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

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

- Qualitative and quantitative data
- 2022-23 ESSA Accountability Data
- Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results
- Quality Review Reports, NYSED and NYCDOE CSI/TSI Support Visits, Receivership Quarterly Reports (as applicable), and **Diagnostic Tool for School and District Effectiveness Framework (DTSDE)**
- NYSED School Report Card, NYC School Quality Guide, NYC School Performance Dashboard, New Visions, NWEA MAP and/or other formative assessment data, and **NYCDOE's Tools for Understanding Your Data** for student subgroup information

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

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

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

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

Additional resources and supports are available below.

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

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	Silas B. Dutcher
District Borough Number (DBN):	15K124
Grades Served:	3K through Grade 5
School Address:	515 4th Avenue
Phone Number:	718-788-0246
Fax:	718-965-9558
School Contact Person:	Maria Interlandi-Reno
School Contact Person Email Address:	minterl@schools.nyc.gov
Principal:	Maria Interlandi-Reno
United Federation of Teachers (UFT) Chapter Leader:	Marlon McRae
Parents' Association President:	Lila Eilman
SLT Chairperson:	Elizabeth Echevarria
Title I Parent Advisory Council Chairperson (PAC):	Maria Marin
Student Representative(s) Middle /High School:	N/A
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	Laurel Boyce

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

Sharice Simpson

District Information

Geographic District:	15
Superintendent:	Rafael Alvarez
Superintendent's Office Address:	131 Livingston Street, Brooklyn, NY Room 301
Superintendent's Email Address:	ralvare4@schools.nyc.gov
Phone Number:	7189354317
Fax:	N/A

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

DBN	15K124
School Name	P.S. 124 Silas B. Dutcher

School Leadership Team (SLT) Signature Page

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

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

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

SLT Member Name	Position and Constituent Group Represented	Signature
Maria Interlandi	*Principal or Designee	
Marlon McRae	*United Federation of Teachers (UFT) Chapter Leader or Designee	
Lila Elman	*Parents' Association (PA)/ Parent-Teacher Association (PTA) President or Designated Co-President	
N/A	District Council 37 (DC 37) Representative (staff), if applicable	
Maria Marin	Title I Parent Advisory Council Chairperson (or alternate)	
N/A	Student Representative (Required for high schools)	
N/A	Student Representative (Required for high schools)	
Laurel Boyce, Counseling In Schools Director	CBO Representative, if applicable (21st Century Grant Partner)	
N/A	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
N/A	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
Elizabeth Echevarria	Staff	
Thomas McMurrer	Staff	
Migdalia Franklin	Staff	
April Andrix	Parent	
Ron McLaughlin	Parent	
Sarah Ringey	Parent	
Rachel Ober	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
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	N/A	
N/A	N/A	

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:	Local support and Improvement (LSI)
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Provide your school’s mission statement:	Our school community shares the belief that every child under our care can achieve high academic standards. We will provide every student with expert and diverse instruction in all content areas. Our focus is on delivering an engaging and rigorous standards-driven curriculum, based on effective classroom practices supported by up-to-date technology. Working in partnership with families and community-based organizations, we will ensure all our students develop emotionally, socially, creatively, and intellectually. We teach each other! PS124, is a community that embraces diversity while cultivating a comprehensive education in an inspirational environment that challenges and empowers our students, our staff and our community.
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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.	P.S. 124 is culturally diverse community includes students who speak Spanish, French, Haitian Creole, Japanese, Arabic, Bengali, Chinese and Russian, as well as English. The faculty and staff is almost as diverse, with teachers from many backgrounds. We offer Integrated Co-Teaching (ICT) and Self-Contained Special Education classes from Kindergarten through Grade 5. Additionally, we offer 3K, 4K and Dual Language Spanish classes in Pre-K, Kindergarten, Grade 1, Grade 2, Grade 3 and Grade 4. P.S. 124 students have an opportunity to engage in science lab experiments/activities and visual art projects where students can plunge into sculpting clay, paint, and paper mâché, a theater residency with Gallery Players and a music residency with The Brooklyn Conservatory of Music that weaves movement, singing, and instrumental work to build music literacy. Our physical education program focuses on positive ways to promote health and fitness through good nutrition and physical activity. P.S. 124 is partnered with Counseling In Schools. Our program offers social-emotional support services for at-risk students and families, enrichment programs during the school day, after school and Saturdays.
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Briefly summarize the key initiatives your school will implement this school year.	Our school will implement the following initiatives this school year. *Partnering with Morningside Center for Teaching social Responsibility *Teaching Matters (Literacy) *Metamorphosis (Mathematics) *Monthly field trips aligned to curriculum and enrichment. *Cool Culture Family Pass *The Gowanus Canal Conservancy *The Brooklyn Conservatory of Music *Freestyle Repertory Theatre @ Gallery Players *Because We Can Recess Coaches
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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-5	TC Reading Units of Study	N/A
ELA	K-5	TC Writing Units of Study	N/A
ELA	K-4	Fundations - Wilson Language Training	N/A
ELA	Pre-K to Gr. 3	Heggerty	N/A
Math	3-5	Savvas Realize: enVision	N/A
Math	K-5	Problem Solving Tasks	N/A
Math	K-2	Illustrative Math	N/A
ELA	K-1	Sound Sensible	N/A
ELA	1-2	SPIRE	N/A

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

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

Priority 1 Needs and Root Causes

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

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

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

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
There is a need for teachers to improve pedagogy in relation to the teaching and learning of foundational skills in literacy to support all students.	Teacher Observations	Understanding how to use student data to plan and implement whole group and small group instruction.
Students, inclusive of identified subgroups SWD and English Language Learners are in need of improving foundational skills (phonics and phonemic awareness).	Literacy screener data	Lacking phonological and phonemic awareness which has impacted their ability to support reading skills.
Students, inclusive of identified subgroups SWD and English Language Learners are in need of improving writing skills (drafting, elaborating, revising and editing) in a focus piece.	NYS ELA Grade 3-5 data Writing Pathways writing rubrics and student checklists	Lacking phonological and phonemic awareness which has impacted their ability to support writing skills.

Priority 1 SMART Goal(s)

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

Systemwide Focus Areas for Literacy

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

Target Population	Baseline Data	SMART Goal
All Students	36	By June, 2024, for All Students will Increase 10%, from 36 to 46%, as measured by NYC Literacy Screener.
Students with Disabilities	18	By June, 2024, for Students with Disabilities will Increase 5%, from 18 to 23, as measured by NYC Literacy Screener.
English Language Learners	9	By June, 2024, for English Language Learners will Increase 5%, from 9 to 14%, as measured by NYC Literacy Screener.

Priority 1 Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets				
		Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
NYC Literacy Screener	At and Above Benchmark Percentage	September/October 2023	36%	36% (Baseline)	41%	46%
NYC Literacy Screener	At and Above Benchmark Percentage	September/October 2023	NYC Screener Data	18 (Baseline)	21	23
NYC Literacy Screener	At and Above Benchmark Percentage	September/October 2023	NYC Screener Data	9% (Baseline)	12%	14%

Priority 1 Action Plan

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/11/2023	01/31/2024	Professional Development w/ Teaching Matters and support from the District Instructional Team in providing teachers feedback.
09/11/2023	01/31/2024	Professional Development w/ lesson planning in incorporating student data to differentiate and create small group instruction.
09/11/2023	01/31/2024	Classroom Observation Cycles: Guided Reading, SPIRE, Heggerty and Foundations to ensure fidelity to the curriculum.
09/11/2023	01/31/2024	Inquiry Team will analyze Writing on Demand pieces using Writing Pathways teacher rubrics, Acadience Screener and using the NYS ELA data by writing standards.
09/11/2023	01/31/2024	Teacher Grade Level Collaborative Planning Sessions at least twice a month to strengthen lesson planning in ELA. using Japanese Lesson Study.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2024	06/26/2024	Professional Development w/ Teaching Matters and support from the District Instructional Team in providing teachers feedback.
02/01/2024	06/26/2024	Professional Development w/ lesson planning in incorporating student data to differentiate and create small group instruction.
02/01/2024	06/26/2024	Classroom Observation Cycles: Guided Reading, SPIRE, Heggerty and Foundations to ensure fidelity to the curriculum.
02/01/2024	06/26/2024	Inquiry Team will analyze Writing on Demand pieces using Writing Pathways teacher rubrics, Acadience Screener and using the NYS ELA data by writing standards.
02/01/2024	06/26/2024	Teacher Grade Level Collaborative Planning Sessions at least twice a month to strengthen lesson planning in ELA using Japanese Lesson Study.

Priority 1 Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/07/2023	12/22/2023	Curriculum Night, Parent-Teacher Conferences, Quarterly Meets with the Administration, Parent Coordinator's Chats, Coffee w/ the Principal, Teachers' Office hours.	Counseling in Schools
01/02/2024	06/26/2024	Parent-Teacher Conferences, Quarterly Meets with the Administration, Parent Coordinator's Chats, Coffee w/ the Principal, Teachers' Office hours.	Counseling in Schools

Priority 1 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>	Parent coordinator, Social worker, Guidance Counselor, teachers, paraprofessionals, service providers, Counseling in Schools interns
<p>Instructional Resources</p>	Teacher's College Reading and Writing Project Units of Study, Foundations Phonics, Heggerty, SPIRE, MAP Growth and Acadience
<p>Schedule Adjustments</p>	N/A
<p>Other Resources Needed</p>	N/A

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

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

Priority 2 Needs and Root Causes

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

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

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

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
There is a need to improve school survey participation rate from families in order to reflect on feedback and make necessary revisions.	NYC School Survey Reports: Completion of Surveys by Families.	The school community has a rolling enrollment throughout the school year that brought additional challenges due to not being familiar with the school community for extended period of time.
There is a need to improve school climate in order to reduce the amount of incidents occurring on a monthly basis.	OORS reports and OSYD data	The school is experiencing an increase in incidents ranging between Level 1 to Level 5 infractions among the school community.
There is a need to improve school communication among 3K and 4K regards admissions application.	NYC School Survey Reports: Building Families Capacity as their Child’s Primary Advocate	Due to shift in the school community, timely responses and lack of technology.

Priority 2 SMART Goal(s)

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

Systemwide Focus Areas for Physical and Emotional Safety

- Develop safety infrastructure and systems, including staff training, collaboration with external partners, and implementation of safety and security best practices
- Expand social emotional and mental health supports via restorative justice, Project Pivot, screeners, and other district or school-based initiatives (as applicable)

- Improve supports and outcomes for socially vulnerable student populations (Students in Temporary Housing, Students in Foster Care)
- Develop and implement improved attendance practices to combat chronic absenteeism and center equity
- Expand implementation of physical and mental wellness supports, including Physical and Health Education and related initiatives

Target Population	Baseline Data	SMART Goal
All Students	60%	By June, 2024, for All Students will Increase 10, from 60% to 70%, as measured by NYC School Survey family participation.
All Students	63	By June, 2023, for All Students will Decrease 10%, from 63 to 57, as measured by OORS Data (representative month: October).
All Students	64%	By June, 2023, for All Students will Increase 16, from 64% to 80%, as measured by NYC School Survey Results 3K/4K parent responses to question: Someone at my child's program has helped me consider which schools or programs would be best for my child for next school/program year (Birth - 5).

Priority 2 Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
NYC School Environment Survey	Percentage of completed NYC School Survey Responses	September 2023	60%	60%	65%	70%
OORS Reports	number of incidents per month	October 2023	63	63	60	57
NYC School Survey Results 3K/4K	parent responses to question: Someone at my child's program has helped me consider which schools or programs would be best for my child for next school/program year (Birth - 5)	September 2023	64	64	72	80

Priority 2 Action Plan

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/07/2023	01/31/2024	Ensure all families have up-to date contact information in Konstella, on Blue Cards and on Emergency Contact cards. Establish preferred communication methods for each family Reinforce family relationships through in-person events, including school carnival, game night, international potluck, etc.
09/07/2023	01/31/2024	Engage all teachers in Morningside PD to develop skills in SEL, crisis intervention, restorative circles and conflict resolution.
09/07/2023	01/31/2024	Ensure all families have up-to date contact information in Konstella, on Blue Cards and on Emergency Contact cards. Establish preferred communication methods for each family.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2024	06/26/2024	Promote survey participation among families through all communication methods, hold in-school events, virtual workshops, etc. Introduce incentive program for parent participation. Incentives and assistance will be provided to assist families in completing school surveys in a timely manner.
02/01/2024	06/26/2024	Implement circles during morning SEL periods in all classes.
02/01/2024	06/26/2024	Notify families in preferred formats regarding 3K/4K enrollment process. Host workshops and one-on-one family meetings to assist with myschools applications.

Priority 2 Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/07/2023	06/26/2024	Welcome Back to School Event, Curriculum night, Orientation/Meet and Greet Event for Incoming Families, Parent-teacher conferences, after-school events, teacher's office hours, Cultural Events, etc.	Counseling in Schools & School Social Worker
09/07/2023	06/26/2024	Technological and translation assistance, information forums, PTA events, school events	Counseling in Schools & School Social Worker

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>Parent coordinator, social worker, SAPIS counselor, family worker.</p>
<p>Instructional Resources</p>	<p>N/A</p>
<p>Schedule Adjustments</p>	<p>N/A</p>
<p>Other Resources Needed</p>	<p>N/A</p>

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

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

Priority 3 Needs and Root Causes

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

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

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

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
There is a need for teachers to improve pedagogy in relation to the teaching and learning of mathematic operational and foundational skills.	Teacher Observations specifically in 1a, 1e and 3d	Understanding how to use student data to plan and implement whole group and small group instruction.
Students, inclusive of identified subgroups SWD and English Language Learners are in need of improving content vocabulary to strengthen	Math screener data At and Above Benchmark/RIT scores	Limited understanding of mathematic vocabulary will impacted their ability to problem solve and explain answer.
Students, inclusive of identified subgroups SWD and English Language Learners are in need of improving Operations and Algebraic Thinking skills.	NYS Math Grade 3-5 data	Students are in need of expanding skills in mathematical operations, linear thinking and problem solving skills specifically multi-step word problems.

Priority 3 SMART Goal(s)

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

Systemwide Focus Areas for High Quality Academics

- Strengthen core instruction, including via screener administration and Multi-Tiered Systems of Support (MTSS)
- Increase school staff diversity and retention

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

Target Population	Baseline Data	SMART Goal
All Students	29%	By June, 2024, for All Students will Increase 10%, from 29% to 39%, as measured by NYC Math Screener.
Students with Disabilities (SWD)	14%	By June, 2024, for Students with Disabilities (SWD) will Increase 6%, from 14% to 20%, as measured by NYC Math Screener.
English Language Learners (ELL)	14%	By June, 2024, for English Language Learners (ELL) will Increase 6%, from 14% to 20%, as measured by NYC Math Screener.

Priority 3 Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets				
		Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
NYC Math Screener	At or Above Benchmark	September/October 2023	29%	29%	34%	39%
NYC Math Screener	At or Above Benchmark	September/October 2023	14%	14%	17%	20%
NYC Math Screener	At or Above Benchmark	September/October 2023	14%	14%	17%	20%

Priority 3 Action Plan

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/05/2023	01/31/2024	Professional Development w/ Metamorphosis and support from District 15 Instructional Lead in providing feedback.
09/05/2023	01/31/2024	Professional developments w/ lesson planning in incorporating student data to differentiate and create small group instruction.
09/05/2023	01/31/2024	Classroom observation cycles

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2024	06/26/2024	Professional Development w/ Metamorphosis and support from District 15 Instructional Lead in providing feedback.
02/01/2024	06/26/2024	Professional developments w/ lesson planning in incorporating student data to differentiate and create small group instruction.
02/01/2024	06/26/2024	Classroom observation cycles

Priority 3 Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/05/2023	01/31/2024	Curriculum Night, PTC, Quarterly Coffee w/ Principal, monthly PC chats, Parent Engagement Hours and Monthly Workshops	Counseling In School & Staff
02/01/2024	06/26/2024	Curriculum Night, PTC, Quarterly Coffee w/ Principal, monthly PC chats, Parent Engagement Hours and Monthly Workshops	Counseling in Schools & Staff

Priority 3 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>Staff Developers, Parent coordinator, Social worker, Guidance Counselor, teachers, paraprofessionals, service providers, Counseling in Schools interns</p>
<p>Instructional Resources</p>	<p>Illustrative Math, enVision Math, Metamorphosis, & ECAM</p>
<p>Schedule Adjustments</p>	<p>N/A</p>
<p>Other Resources Needed</p>	<p>N/A</p>

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

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

Priority 4 Needs and Root Causes

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

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

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

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
There is a need for students to understand the value and the necessity of acquiring an education, graduating and pursuing a career in life.	College Tours, College Day @ PS124	There is a need to increase students' motivation and desire to attend school, excel in academics and continue their studies in order to graduate.
There is a need to expose students to different career possibilities to increase their desire top attend school and graduate.	Career Day Events, Interviews	There is a need to incorporate activities that promote college and career readiness to our students so that they can be exposed to various career options and learn more about careers.

Priority 4 SMART Goal(s)

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

Systemwide Focus Areas for College and Career Readiness

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

Target Population	Baseline Data	SMART Goal
All Students	70%	By June, 2024, for All Students will Increase 20%, from 70% to 90%, as measured by Student College Interest Survey.
Students with Disabilities (SWD)	70%	By June, 2024, for Students with Disabilities (SWD) will Increase 20%, from 70% to 90%, as measured by Student College Interest Survey.
Economically Disadvantaged (ED)	70%	By June, 2024, for Economically Disadvantaged (ED) will Increase 20%, from 70% to 90%, as measured by Student College Interest Survey.

Priority 4 Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets				
		Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
Student Career Interest Survey	Survey Responses	10/31/2023	70	70	80	90
Student Career Interest Survey	Survey Responses	10/31/23	70	70	80	90
Student Career Interest Survey	Survey Responses	10/31/23	70	70	80	90

Priority 4 Action Plan

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2023	10/31/2023	Teachers will administer the Student Career Interest Survey to determine areas of interest and determine/select/locate professionals in various fields.
11/01/2023	01/31/2024	Students will explore different career paths through class activities/forums/PBL

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2024	06/27/2024	Students will be presented with activities where there will be opportunities to listen/ learn/ interview/engage with professionals in different fields to explore and learn more about college and careers.

Priority 4 Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/07/2023	06/27/2024	PBL, Interviews,Visits,	MOTHER, CIS, Music Conservatory, Gallery Players

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>Grade 5 Classroom and PBL through Social Studies teachers</p>
<p>Instructional Resources</p>	<p>Teacher team-created units of studies</p>
<p>Schedule Adjustments</p>	<p>N/A</p>
<p>Other Resources Needed</p>	<p>Onsite & offsite field trips to extend experiences</p>

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

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

Priority 5 Needs and Root Causes

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

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

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

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Instruction in basic digital literacy skills for parents to support their children's learning	School-Created Parent Surveys Fall 2023	Recent arrival in US; Lack of access to technology tools; Lack of confidence in typical communication software; lack of access to technology tools/office software
Stronger Enrichment Programs (e.g. afterschool programs, clubs, teams)	NYC 2023 School Survey parent responses	Parent desire for expanded enrichment opportunities; lack of access to out-of-school enrichment experiences

Priority 5 SMART Goal(s)

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

Focus Areas for System Responsiveness to Parents, Families and Communities

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

Target Population	Baseline Data	SMART Goal
Economically Disadvantaged (ED)	0	By June, 2024, parent participation for Economically Disadvantaged (ED) will Increase by 36 participants, from 0 to 36, as measured by parent enrollment in and completion of school-created digital literacy classes.
All Students	44	By June, 2024, for All Students will Decrease 50%, from 44 to 22, as measured by 2024 NYC School Environment Survey responses to "Which of the following improvements would you most like your school to make?".

Priority 5 Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets				
		Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target

Priority 5 Action Plan

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)

Priority 5 Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)

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>Instructional Resources</p>	
<p>Schedule Adjustments</p>	
<p>Other Resources Needed</p>	

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

SECTION 5: CHRONIC ABSENTEEISM

Chronic Absenteeism Needs and Root Causes

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

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

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

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
There is a need for the school to improve daily attendance in relation to the learning of foundational skills in literacy and mathematics to support all students.	ATS report, RSAL, RRSA and New Vision Portal, to track school-wide attendance rate.	Low attendance rate attribute to low performance in literacy and mathematics due to inconsistent classroom instruction.
Students, inclusive of identified subgroups SWD and ELLs are in need of improving daily attendance in order to improve academic performance in literacy and mathematics.	ATS report, RSCA, RRSA and New Vision Portal, to track class attendance rate.	Chronic absences and lateness is preventing consistent access to literacy and math instruction.
Students residing in shelter will receive early morning calls and offered the opportunity to participate with the "walking school bus" program to support punctuality with the school day.	ATS report, RSCA, RRSA and New Vision Portal, to track class attendance rate.	Chronic absences and lateness is preventing consistent access to literacy and math instruction.

Chronic Absenteeism SMART Goal(s)

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

Target Population	Baseline Data	SMART Goal
All Students	46%	By June, 2024, for All Students will Decrease 10%, from 46% to 36%, as measured by Insight Portal.
Students with Disabilities (SWD)	53%	By June, 2024, for Students with Disabilities (SWD) will Decrease 5%, from 53% to 48%, as measured by Insight Portal.
Economically Disadvantaged (ED)	57%	By June, 2024, for Economically Disadvantaged (ED) will Decrease 5%, from 57% to 52%, as measured by Insight Portal.

Chronic Absenteeism Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets				
		Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
Insight Portal	Chronic Absenteeism	June 2023	46%	46%	41%	36%
Insight Portal	Chronic Absenteeism	June 2023	53%	53%	50%	48%
Insight Portal	Chronic Absenteeism	June 2023	57%	57%	54%	52%

Chronic Absenteeism Action Plan

Action Planning - August to January

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/07/2023	01/31/2024	Staff Collaboration w/ Attendance Teacher
09/07/2023	01/31/2024	Monthly Family Information Sessions, Workshops & Special Events
09/07/2023	01/31/2024	Family Orientation (As Needed)
09/07/2023	01/31/2024	Staff Attendance Chain of Command: Para, Teachers, School Aide, PC, CIS/Guidance Counselor and Administration (Email & ATS iLog Communication)
09/07/2023	01/31/2024	Quarterly Student Events
09/07/2023	01/31/2024	Attendance Incentives: Class Breakfast/Lunch/Ice Cream, Trips, etc.

Action Planning - February to June

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

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
02/01/2024	06/26/2024	Staff Collaboration w/ Attendance Teacher
02/01/2024	06/26/2024	Monthly Family Information Sessions, Workshops & Special Events
02/01/2024	06/26/2024	Family Orientation (As Needed)
02/01/2024	06/26/2024	Staff Attendance Chain of Command: Para, Teachers, School Aide, PC, CIS/Guidance Counselor and Administration (Email & ATS iLog Communication)
02/01/2024	06/26/2024	Quarterly Student Events
02/01/2024	06/26/2024	Attendance Incentives: Class Breakfast/Lunch/Ice Cream, Trips, etc.

Chronic Absenteeism Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/07/2023	12/22/2023	Attendance Challenge, Most improved attendance rate, Attendance check in, Lateness Pass/Policy	Counseling in Schools & Social Workers
01/02/2024	06/26/2024	Attendance Challenge, Most improved attendance rate, Attendance check in, Lateness Pass/Policy	Counseling in Schools & Social Workers

Chronic Absenteeism 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>School aides, Attendance Teacher, Parent Coordinator, Social Workers, Guidance Counselor, SAPIS worker, STH Liaison.</p>
<p>Instructional Resources</p>	<p>Social Emotional Learning Program (Morningside Center 4R's)</p>
<p>Schedule Adjustments</p>	<p>Early Morning Breakfast Program, Walking School Bus, STH After School/Homework Help, Early Morning Enrichment Opportunities w/ Physical Education & TEAM Building</p>
<p>Other Resources Needed</p>	<p>Monthly Attendance Assemblies & Token System (Book Vending Machine), Monthly Class Party, Trips, STH Funds for Paraprofessional & Teacher Per-Session, Family Workshop</p>

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING

SECTION 5: QUALITY INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Quality Individualized Education Program (IEP) Needs and Root Causes

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

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

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

Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
There is a need for special education teachers and related service providers to improve completing and finalizing IEPs no later than the compliance date .	SESIS- Advance Reporting	There is a need to increase teacher and related service providers' organization abilities in planning, scheduling, collecting student data, analyzing data, and finalizing IEPs within compliance dates.
There is a need for special education teachers and related service providers to improve IEP goal writing aligned to standards and current student performance.	SIT Meetings and BCO IEP Review Meetings	There is a need to improve teacher and related service providers' IEP goal writing skills so that the goals are aligned to standards and reflect current student performance.
There is a need to improve instruction so that will effectively address the needs of students with disabilities by ensuring quality Individualized Education Programs (IEPs) implementation and the utilization of differentiated instruction is occurring while maintaining compliance with regulations.	Advance Reports	There is a need to improve teaching practices and related service provider practices so that instruction is differentiated to meet the needs of every student while addressing IEP goals and addressing standards.

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

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

Target Population	Baseline Data	SMART Goal
All Students with Disabilities (SWD)	50	By June, 2024, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve the quality and implementation of IEP writing and alignment to student needs and present level of performance by Increase 25%, from 50% to 75%, as measured by IEP Review.
All Students with Disabilities	6	By June, 2024, to strengthen the quality and implementation of IEPs for All Students with Disabilities, we will improve Alignment of IEPs across present levels of performance (PLOP) and measurable annual goals by an Increase of 3, from 6 to 9, as measured by IEP Review Process.

Quality Individualized Education Program (IEP) Progress Measures and Targets

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

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).				
		Baseline Date	Baseline Data	Period 1 Progress Target	Period 2 Progress Target	Period 3 Progress Target
SEIS standard reports (Annual reviews & Progress toward Annual Goal Reports)	Number and percentage of students with IEP's.	September 2023	93%	TBD	TBD	TBD
IEP Review Survey	Number of IEP Reviews Conducted	April 2024	6	TBD	TBD	TBD

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?)
09/30/2023	06/30/2024	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Monthly SIT & PPT meetings
09/30/2023	06/30/2024	Develop appropriately rigorous standards-aligned annual goals	Collaborative Planning w/ Special Education Teachers & Providers
09/30/2023	06/30/2024	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Collaborative Planning w/ Special Education Teachers & Providers
09/30/2023	06/30/2024	Ensure that programs and services mandated on each student's IEP are delivered	Check-In w/ Administration & Psychologist as Needed
			N/A
09/30/2023	06/30/2024	Conduct IEP meetings within specified compliance dates	Monthly Checkpoint by Administration and Email Communication
09/30/2023	06/30/2024	Monitor referrals to Special Education to ensure appropriate referrals only	Monthly PPT and Weekly check-ins with SBST

Quality Individualized Education Program (IEP) Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/30/2023	12/22/2023	Parent information forums, Parent Teacher conferences, Teachers' office hours	N/A
01/02/2024	06/26/2024	Parent information forums, Parent Teacher conferences, Teachers' office hours	N/A

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>Special education teachers, related service providers, English as a New language teachers, school psychologist, school counselor, social worker, district representative, district special education instructional lead, Teaching Matters coach, Metamorphosis coach, iRead Master Teacher, IEP teacher..</p>
<p>Instructional Resources</p>	<p>Heggerty, Foundations, Sound Sensible, SPIRE, illustrative Math, Passport, Amplify science, TCRWP Units of study.</p>
<p>Schedule Adjustments</p>	<p>N/A</p>
<p>Other Resources Needed</p>	<p>N/A</p>

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

Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
ELA Tier 2	Level 1 & 2	Guided Reading	Small Group	During school day	No
ELA Tier 2	Level 1 & 2	Heggerty Phonemic Awareness	Small Group or 1:1	During school day/Before School	No
ELA & Math Tier 2 & 3	Level 1 & 2	Acadience	1:1	During School & After School	Yes
Math Intervention	Level 1 & 2	Exemplar Tasks	Small Group	Before School/ During/ After School	No
ELA Tier 2	Levels 1 & 2	Sound Sensible/SPIRE	Small Group	During School Day/After School	No

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
At-Risk Counseling	Teacher Referral or Parental Request	Counseling	1:1 or Small Group	During or After School	No
Morningside Center: Restorative Circles	Teacher or Parental Observations	Clubs	Small Group	During/After School	No
Culturally Responsive Units	Teacher or SEL Support Staff	Read Alouds	Small Group, Whole Group	During School	No

Students in Temporary Housing (STH) Support

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

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	<p>145</p>
<p>Describe the services you are planning to provide to the STH population.</p>	<p>Students in Temporary Housing families will be working with Bridging the Gap Social Worker and Parent Coordinator to determine tiers of supports needed for the family and children. Children will have at least one counseling session with Social Worker. Social worker will conduct classroom observation of student and confer with classroom teacher. Social worker will share findings and recommendations at monthly PPT meetings. Based off family survey and sessions the Parent Coordinator, Counseling in Schools partners and BTG Social Worker will determine a series of workshops and supports for families that align with support service identified.</p>

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>To Be Determined based on funding and staff availability. Goals: After school or Saturday programs to provide literacy and mathematic instructional support. Literacy Programs: Sound Sensible, SPIRE & Foundations Mathematics: TBD</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>To Be Determined</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>To Be Determined</p>

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

Parent and Family Engagement Policy

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

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

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

<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. PS124K, 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>PS124K, will support parents and family members of Title I students by: • providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; • providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; • fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; • providing assistance to parents in understanding City, State and Federal standards and assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; • providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;</p>

<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>PS124K, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.</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;

III. Student Responsibilities

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

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>-Partnership and ongoing monthly professional development with Teaching Matters coach for English Language Arts & Literacy -Partnership and ongoing monthly professional development with Metamorphosis coach for Mathematics - Professional development in Teaching Strategies Gold curriculum for early childhood teachers and paraprofessionals - Partnership and Professional development with Morningside Center for social-emotional learning and support -Partnership with Dancewave to provide dance classes for targeted classes at PS 124 (3K, 4K, K, Grade 1, Grade 4 and Grade 5 -Central led and/or facilitated literacy trainings in academic intervention programs (i.e., Sounds Sensible, SPIRE) -Weekly common grade preparation periods for common planning and meeting</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.).

PS 124 plans to use the following to aide students in transitioning from preschool early childhood programs to elementary school programs: -intermittent planned visitation to the Kindergarten classrooms for readiness and preparedness to aide in easing the transition from early childhood -co-planning and grade meetings between 4K and Kindergarten to review student records and information, as well as pertinent information about each student to support a successful and seamless student transition experience into Kindergarten. -teacher involvement in CPSE/CSE turning 5 meetings for ensured necessary student support programs and services in transition to elementary school programs as per individualized student needs -aligned curriculum support with the 4K curriculum Teaching Strategies Gold to support foundational skills for students in transition to Kindergarten -designated special days for 4K to meet the Kindergarten staff and classrooms to ease their transition experience for Kindergarten -designated special days for 4K to eat lunch in the school cafeteria to familiarize them with the transition to the lunchroom, and introduce the lunchroom routine and expectations -individual student articulation cards for students that capture pertinent information regarding each student individual needs, programs, alerts, medical and health information, English Language Learner status, IEP status and any relevant information pertinent to individual students that is supportive to the incoming teacher -focused partnerships with neighboring schools for walking trips to visit the school building and environment for students transitioning to neighboring schools -parent workshops to support family needs during the transition process -office hours with the Parent Coordinator to aide with completing admission and enrollment applications -access to the PS 124 Family Resource Center to provide technology and in person assistance for families

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	\$262,274	X	
Title I, School Improvement 1003(a)	Federal	N/A	X	
Title II, Part A	Federal	\$34,517	X	
Title III, Part A	Federal	\$12,193	X	
Title III, Immigrant	Federal	N/A	X	
Title IV, Part A	Federal	N/A	X	
Tax Levy (Fair Student Funding)	Local	\$2,654,178	X	

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
YMCA	110	After School Program	Homework Assist & Enrichment (Sports/ARTS)
Counseling in Schools	30	At-Risk Counseling	SEL

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>Counseling In Schools partners with the administration to plan and execute programs that are specifically tailored to the students and families' needs. Counseling In Schools leads things such as, food distributions, student assemblies, enrichment programs, supporting staff with SEL whole class lessons and parent events. The Counseling In Schools' director has participated in instructional team cabinet, SLT and attendance team meetings. Counseling In Schools collaborates with other staff in the building to support students in need of at-risk services.</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>Counseling In Schools supports with developing an authentic school-family partnership with having events throughout the school year such as, coffee with the principal, having parents come for assemblies, community forum and workshops. Every year Counseling In Schools has a community forum where families can share their feedback and suggest things that they would like to see within the school in regards to programming, events and curriculum feedback. Counseling In Schools thrives to build relationships with parents. This year Counseling In Schools has a staff member dedicated to supporting families, Community Schools Support Personnel. The Community Schools Support Personnel's role is to connect families to any needed resources and building connections to parents and the school.</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>Counseling In Schools also collaborates with the Social Emotional Learning Team, consisting of school social workers, guidance counselors and school psychologists to address any gaps or concerns coming up for students. Counseling In Schools is participating in the Morningside Professional Development with teachers to support SEL curriculum and building community within the classroom and school wide. Counseling In Schools will have a dance enrichment afterschool program which will have an SEL component that will happen twice a week.</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>Counseling in Schools team are collaborative members of our school's attendance team and collaborates with our Bridging the Gap Social Worker to address and motivate chronically absent students via recognition incentives and awards. The Community School Director will analyze attendance data with the principal to identify chronically absent students and create ideas to improve school wide attendance.</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>Counseling in Schools team supports Youth Equity Team and co-facilitates our School-wide Equity Team. The team also pushes into classrooms 2x a month to support SEL. Through the use of Counseling In Schools, Community Support Personnel this staff member supports with translated documents due to our high population of asylum seeking families and students in temporary housing.</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

2023-24 Grades K-12 Language Allocation Policy (LAP)

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

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

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

PART I: SCHOOL ML/ELL PROFILE

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

A. School Information

District:	District 15
Borough:	Brooklyn
School Number:	PS124

B. Language Allocation Policy Team Composition

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

Member Title	Name
Principal	Maria Interlandi
Assistant Principal	Liliana Scamardella
Coach-Teaching Matters Staff Developer	Becky Morgan
Coach-Teaching Matters Staff Developer	Carolyn DiProspero
Special Education Liaison/3K Teacher	Jessica Caldwell
English as a New Language (ENL)/Bilingual Teacher	Jeannie Villavicencio
Teacher/Subject Area-Dual Language Spanish (Bilingual)	Stephanie Santiago
Teacher/Subject Area-Special Education Teacher	Larissa Ramjit
Counseling in Schools Director	Christine Howell
Parent	Maria Marin
Parent Coordinator	Jennifer Kruger
School Counselor	Afrah Omar

C. Teacher Qualifications

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

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

Number of ESOL certified teachers currently teaching ENL:	2
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K-6]:	0
Number of certified ESOL teachers not currently teaching ENL:	1
Number of teachers who hold both content area/common branch and ESOL certification:	1
Number of ESOL certified teachers with a bilingual extension:	1

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	5
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	2
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	1

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

Total number of teachers with LOTE certification:	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

D. Student Demographics

Total number of students at your school (excluding pre-K):	270
Total number of current ELLs at your school:	63
Total percentage (%) of current ELLs at your school:	23.3%
Total number of former ELLs at your school:	8
Total percentage (%) of former ELLs at your school:	2.9%

PART II: BILINGUAL PROGRAMS

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language Bilingual Education (DLBE)?	Yes
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Provide the number of classrooms for each bilingual program, by grade, at your school *for the 2023-24 school year*. If submitting before the 2023-24 school year begins, this should be the *anticipated* number of classrooms based on anticipated enrollment.

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

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE																	0
TBE																	0
TBE																	0
DL	GE	Spanish	2023-2024	1	1	1	1	1									5
DL																	0
DL																	0
				total: 1	total: 1	total: 1	total: 1	total: 1	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

PART III: ML/ELL PROGRAMMING

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

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>Instruction for English Language Learners follows a stand alone and integrated model as per CR Part 154.2. Depending on students' proficiency level, students receive Stand-alone instruction as well as Integrated services in the classroom. Teachers work within small groups with students on literacy and target language skills. Groupings are mixed proficiency levels for integrated services and homogeneous groupings according to proficiency levels for Stand alone services. Heterogeneous groupings depending on data collected from conferences, student work as well as ongoing assessments. Engaging and interactive instruction allows students opportunities to demonstrate their understanding. The needs of students are met according to their English language proficiency. Lessons and activities are embedded with visuals to support and scaffold their learning. Visuals include photographs, diagrams, slides, infographics and recorded videos</p>
<p>Integrated English as New Language (ENL)</p>	<p>The English as a New Language (ENL) providers refer to the Policy & Reference Guide for Multilingual Learners/ELLs to determine the required units of study each student receives. ELLs are required to receive all or part of their ENL services through an integrated model depending on their language proficiency level. Students receive a unit of study or its equivalent-core content area and English language development instruction. Students receive core content area and English language development instruction, including the use of the home language as support and appropriate ELL instructional support to enrich comprehension. Integrated ENL classes are taught by a teacher dually certified in the content area and TESOL or are co-taught by a certified content area teacher and a certified TESOL teacher.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language Bilingual Education (DLBE) program 	<p>1. Transitional Bilingual Education (TBE) program 15K124 does not have a Transitional Bilingual Education (TBE) program for the 2023=24 academic year. 2. Dual Language Bilingual Education (DLBE) program 15K124 will have a Stand Alone Spanish Dual Language Program in Kindergarten through fourth grade. Students in the Spanish Dual Language kindergarten, first grade, second grade, third grade and fourth grade classes are grouped heterogeneously, with mixed proficiency levels depending on data collected from conferences, student work and assessments.</p>

2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?

ENL teachers refer to the Policy & Reference Guide for Multilingual Learners/ELLs to determine the required units of study each student receives as well as referring to ATS reports (RELC, RLAT, RFSF and REXH) and ELL Data Analysis Tool (EDAT) to identify English language proficiency levels. ENL providers and bilingual teachers conduct integrated services during the literacy block and content area studies. ENL providers and classroom teachers collaborate to ensure schedules and instruction are aligned with grade level standards and mandated service minutes. Attendance is taken daily in all program models to ensure all students are receiving the mandated number of instructional minutes based on each student's proficiency level.

<p>3. For schools with Dual Language Bilingual Education programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>Dual Language: The Spanish Dual Language model at 15K124 is a self-contained model in kindergarten, first, second, third and fourth grade. Students in the Spanish Dual Language classes in kindergarten through fourth grade are grouped heterogeneously, with mixed proficiency levels depending on data collected from conferences, student work and assessments. Bilingual teachers refer to the Policy & Reference Guide for Multilingual Learners/ELLs to determine the required units of study each student receives. ELLs are required to receive all or part of their ENL mandated minutes through an integrated model. Students receive a unit of study or its equivalent (Core content area and English language development instruction).</p>
<p>In which language(s) is each core content area taught?</p>	<p>Native Language Arts and Social Studies is taught in Spanish and all other content areas are taught in English. The curriculum for Kindergarten and first grade is Estrellita and for grades 2-4, Arriba La Lectura! is used. All Spanish Dual Language classes in Kindergarten through fourth grade use Heggerty Phonemic and Phonological Awareness Curriculum in Spanish. Self-Contained Model with 100% integration of English Proficient (EP) students and ELLs- Target Language Spanish. English/Spanish: Literacy English: Math and Science Target language-Spanish: Word Study, Read Aloud, Shared Reading, Interactive Writing and Social Studies</p>
<p>How is instruction designed to include both languages?</p>	<p>15K124 follows a Self-Contained Model with 100% integration of English Proficient (EP) students and ELLs taught in the target language-Spanish. Literacy is taught in both English and the target language during two literacy blocks. Mathematics and Science are taught in English only, however native language supports are available as a resource for entering ELL students. Phonics, Read Aloud, Shared Reading, Interactive Writing and Social Studies are taught in the target language, Spanish. Heggerty in Spanish-Phonemic and Phonological Awareness Curriculum is implemented in all Spanish Dual Language classes in kindergarten through fourth grade.</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>Emergent Literacy is taught sequentially, in the child's home language first.</p>

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

PART IV: DATA ANALYSIS

Data Analysis

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

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

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>According to the ELL Data Analysis Tool (EDAT) and RFSF report for 15K124, there are 62 ELLs identified as Newcomers. The percentage of ELLs as Newcomers is 92.5%. The school has 13 SIFFE students, 19.4 % of Newcomers who are Students with Inconsistent/Interrupted Formal Education (SIFE) identified. As a school community, teachers and administrators at 15K124 are key constituents in the learning of our ELLs and Former ELLs. The ENL teachers and classroom teachers of ELLs and Former ELLs discuss the progress of students to ensure all students are continuing to make progress in their classrooms. Instruction includes video and/or audio, recorded and pre-recorded audio and/or visual, structured activities, projects, and assignments done with the assistance of explicit directions, scaffolding, and modeling provided through visuals, audio and language support charts and mentor texts. Administrators monitor progress through the collection of data electronically for all of the core content areas. Newcomer: Native language libraries and glossaries, stand-alone and integrated instruction depending upon language proficiency level. ENL and classroom teachers work collaboratively to align curriculum and provide scaffolding strategies for all students. According to the RFSF report and the ELL Data Analysis Tool (EDAT) report for 15K124, there are currently 5 Developing ELLs. and 0 Long-Term Former ELLs. The data indicates that the percentage of Long Term ELLs is 0%. Developing ELLs are provided with content area class support and after school supplemental services. Integrated instruction is provided for all Developing ELLs with a focus on small group instruction with a focus on but not limited to : preview, review lesson model, small group instruction with a focus on frontloading all content area vocabulary prior to the whole group mini lesson. All ELLs are provided with bilingual glossaries, native language texts and alternate language exams are available for all NYS exams and ELL testing accommodations as necessary.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>According to the RFSF report and the ELL Data Analysis Tool (EDAT) report for 15K124, there are currently 0 Long-Term ELLs. The data indicates that the percentage of Long Term ELLs is 0%.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>According to the RFSF and RLAT reports and the ELL Data Analysis Tool for 15K124, there are 8 former ELLs. The data indicates that the percentage of Former ELLs is 3%. As a school community, teachers and administrators are key constituents in the learning of our ELLs and Former ELLs. Former ELLs at 15K124 use the alternate pathways The ENL teacher and classroom teachers of Former ELLs discuss the progress of students to ensure all students are continuing to make progress in their classrooms in small group instruction. Former ELLs also continue to receive differentiated instruction for up to two years after exiting the ELL status by being provided two periods of integrated ENL instruction. Former ELLs are still provided bilingual glossaries, native language texts and New York State exams as available and ELL testing accommodations as necessary.</p>
<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>Results for the Spring 2022 New York State English as a Second Language Achievement Test (NYSESLAT) indicates that of the 32 students tested, 3 scored Commanding (9.3%) and 9 scored in the Expanding level (28.12%) scoring at that Expanding proficiency level. Progress met percentage data includes students with an exiting status, students who met annual English Language Proficiency (ELP) annual growth, and students who met the safe harbor goal progress. Furthermore, additional data analysis shows that of the 32 students tested on the NYSESLAT, 28.12% scored at the Expanding level. A comparison of test results from Spring 2021 to Spring 2022, indicates that the speaking modality presents as the modality that showed the most progress across the grades. According to the data, the speaking modality is the modality of strength with grade 2 students making significant gains as compared to previous years. The writing modality was challenging to ELLs at the school for Spring 2022 in first, second, third and fifth grade. However, analyzing data from Spring 2021 in the speaking modality, it is evident that students in kindergarten through fifth grade all scored higher in the speaking modality which presented as a challenge the previous year. Overall, the data shows there was an increase in students' scores in the speaking modality specifically in kindergarten through fifth grade. ELL students.</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>Data for 15K124 indicates that of the ELL/former ELL students administered with the New York State Grades 3-5 English Language Arts (ELA) and New York State Grades 3-5 Math assessment, 2 students scored a Level 3 on the New York State English Language Arts exam and those 2 students scored at the Commanding level for English language proficiency on the NYSESLAT. According to the EDAT Spring 2023, the data indicates that 4 students were administered the New York State Grades 3-5 English Language Arts and 2 students scored at the Expanding level while 2 scored at the Commanding level. Of the 5 students that scored at Level 1 on the NYS ELA exam, 2 scored at the Transitioning level and 3 at the Expanding level. Data for 15K124 indicates that of the ELL/Former ELL students administered with the New York State Grades 3-5 Mathematics assessment, 8 scored at Level 1 but ranged from Entering to Expanding language proficiency level on the NYSESLAT. Of the 4 students that scored at Level 2, 2 students scored at the Expanding proficiency level and 2 scored at the Commanding proficiency level. The 1 student that scored at Level 3 is a student that scored at the Expanding level and the 2 students that scored at Level 4 also scored at the Commanding level on the NYSESLAT.</p>

<p>4. Examine all at-risk levels that might adversely affect ELLs at your school. What trends do you notice about the at-risk levels of ELLs at your school?</p>	<p>The percentage of ELLs and former ELLs without any at-risk indicators is 37.5%. The percentage of ELLs and former ELLs with one at-risk indicator is 15.5% and students with two at-risk indicators is at 81.7%, our highest percentage at -risk indicator index for our school. ELLs and Former ELL students with three or four at-risk indicators make up 60.8% a significant increase from the previous academic school year. Drawing comparisons from previous years using our data analysis tool and overall school data for ELLs/Former ELLs, 15K124 has had an overall increase in ELLs/Former ELLs with 92.5% of students identified as Newcomers with 0-3 years of ELL services and an increase in percentage of students with inconsistent/Interrupted formal education (SIFE) currently at 19.4%.</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>To ensure that students are evaluated in their home language, the ENL providers and/or trained staff refer to the Home Language Identification Survey (HLIS) as well as to ATS reports available including: RPOB, RLAT and RELC. According to the ELL Data Analysis Tool (EDAT), Spanish is the language with the largest representation at our school. We currently have a total of 63 families who have identified Spanish as their home language. Currently, there are two Language Access Coordinators (LAC) at 15K124. The LACs are responsible for supporting the language assistance services at the school to ensure parents who prefer a language other than English receive communication in their respective language, in accordance with Chancellor's Regulation A-663. The LACs are familiar with the language needs of the school's parent population as well as being familiar with communication strategies for reaching out to families (written and oral communication) for all parent services and events. In addition, they provide guidance and serve as liaisons to families with the assistance of the Language Translation and Interpretation unit. Office staff and all members of our school community have access to free over-the-phone interpretation in over 250 languages through the DOE's contracted vendor, Language Line Solutions. In addition, our office staff and school based partnership team, Counseling In Schools have all been trained and equipped with voice/text translator devices-Pocketalk. Pocketalk translation technology is available to staff in two versions Pocketalk S and Pocketalk Classic enabling real time conversations and can assist in translating 82 languages.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>The racial and ethnic classification of ELLs at 15K124 is as follows: Non-Hispanic ELLs Hispanic ELLs Total Ethnicity Total # of ELLs % of ELLs Total # of ELLs % of ELLs Total # of ELLs % of ELLs American Indian or Alaskan Native 1 20% 23 37.1% 24 35.8% Asian 4 80% 1 1.6% 5 7.5% Black 12 19.4% 12 17.9% Multiracial 6 9.7% 6 9.0% Native Hawaiian or other Pacific Islander 20 32.3% 20 29.9% TOTAL 5 100% 62 100% 67 100% All classrooms in kindergarten through fifth grade have culturally responsive classroom libraries. Selections include Spanish language books for Dual Language classrooms. In addition, the school has developed a Lending Library in various languages representative of all students' languages. We are also taking advantage of our partnership with several community based organizations that provide services to our entire school community. Our partnerships include working with Prospect Park YMCA to provide after-school services to all of our students as well as working with Counseling in Schools. The counselors and staff of Counseling in Schools provide socio-emotional support, conduct culturally responsive workshops and facilitate series to our entire school community. 15K124 will continue the partnerships for the 2023-24 academic year.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>NYSESLAT results for the ELL subgroup ELLs with IEP designation, indicates that all students with IEPs are in the Emerging through Commanding proficiency levels. There is an even distribution of 3 students each in the Emerging, Transitioning, and Expanding proficiency levels and only 1 student who scored at the Commanding proficiency level for Spring of 2022. According to the NYSESLAT 2022 data, we do not have any ELL students with an IEP at the Entering proficiency level. NYSESLAT results for the ELL subgroup ELLs identified as SIFE for Spring 2022 NYSESLAT, indicates that all of our SIFE students scored within the Entering and Emerging proficiency level. We believe that the writing modality in particular is impacting the results for our ELLs since the highest percentage of our students are in the Newcomer group with 0-3 years of English language instruction. In an effort to improve writing in our school, we have centered writing instruction around the Teacher's College (TC) Writing Pathways, Foundations, Heggerty and Acadience assessment and progress monitoring. Students are writing on demand writing samples followed by informed writing instruction in varied genres and assessments including pre-assessment as well as post-assessment writing to inform instruction and interventions.</p>
<p>8. (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</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>
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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>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>The Instructional Leadership Team (ILT) analyzes student data from the NYS ELA, NYS Math, and NYSESLAT assessment data as well as school-wide assessment data to identify and group students for targeted academic instruction and academic intervention support services, in addition to small group instruction and 1:1 conferences. Instructional design considerations include: *Designing a data collection spreadsheet which includes ELA, Math, Writing and Phonics *Heggerty curriculum-A phonemic awareness program for students in Kindergarten through second grade students and self-contained classes (ELLs with IEPs) *The Intensive Reading Education and Development (iREAD) Early Literacy Program for students in kindergarten through second grade with an extra adult-master teacher that supports and helps teachers tailor instruction to meet the needs of all learners. *Embedding Read-Alouds to English Language Arts, Social Studies and Science curriculum as a school-wide initiative for all students in grades 3K through fifth grade. *Embedding Mathematics problem solving tasks to the current mathematics curriculum to all students in kindergarten through fifth grade. The consideration was made to assist ELL students and all students with multi-step word problems by providing the language scaffold to ensure content area language acquisition to present work in both oral and written form. *Native language (Spanish) classroom libraries for Dual Language classrooms *Culturally responsive libraries for all classrooms Curriculums include: K-5 Reading and Writing TC units of study K-3 Heggerty and Foundations Phonics K-2 Math Illustrative Math 3-5 Math Envision Math 2.0 K-5 Science Amplify K-5 Social Studies Passport K-5 Culturally Responsive units</p>
<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>Students receive core content area and English language development instruction, including the use of the home language as support and appropriate ELL instructional support to enrich comprehension. Integrated ENL classes are taught by a teacher dually certified in the content area and ENL or are co-taught by a certified content area teacher and a certified ENL teacher. Instruction for English Language Learners follows a stand alone and integrated model as per CR Part 154.2. Depending on students' proficiency level, students receive stand alone instruction as well as Integrated services in the classroom. Teachers work within small groups with students on literacy and target language skills. Groupings are mixed proficiency levels for integrated services and homogeneous groupings according to proficiency levels for stand alone services. Stand Alone Spanish Dual Language Program in Kindergarten through fourth grade for 2023-24 academic year. Students in the Spanish Dual Language kindergarten through fourth grade classes are grouped heterogeneously, with mixed proficiency levels depending on data collected from conferences, student work as well as assessments. Classroom teachers and ENL teachers receive program development on grade level curriculum that is aligned to the Next Generation standards. 15K124 uses lesson study groups as well as inquiry groups to support teachers on how to differentiate instruction for all students including ELLs.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to grade level academic content areas and accelerate English language development? Include core content area as well as language materials.</p> <p>a. ELLs with IEPs</p>	<p>Classroom teachers, Integrated Co-Teaching team teachers, and ENL teachers receive program development on grade level curriculum that is aligned to the Next Generation standards for kindergarten through fifth grade students offered by the District 15 Professional Learning Opportunities. ENL providers and bilingual teachers conduct integrated services during literacy block and content area studies. ENL providers and classroom teachers collaborate in order to ensure schedules and instruction are aligned to grade level standards and mandated service minutes for all subgroups as well as review IEPs to align goals and linguistic objectives. All students at 15K124 implement Teachers College Writing Pathways Kindergarten-Grade 5 as the school-wide reading and writing curriculum. Students in kindergarten-Grade 2 use the Heggerty Phonemic and Phonological Awareness program</p>
<p>b. SIFE</p>	<p>Classroom teachers and ENL teachers receive program development on grade level curriculum that is aligned to the Next Generation standards. ENL providers and dual language teachers conduct integrated services during literacy instruction and content area studies. ENL providers and classroom teachers collaborate in order to ensure schedules and instruction are aligned with grade level standards and mandated service minutes for all subgroups. SIFE students are identified with the SIFE intake screener designed by the New York State Education Department and includes an oral interview and grade level academic screener in reading, mathematics and reading comprehension. Upon completion of the screener, results appear indicating the level the student is on and informs the teacher/s on the academic language and grade level the student performed in their native language. The information and all screening results are shared with all classroom teachers to inform their teaching in the classroom setting and the oral interview is placed in each student's cumulative folder for reference.</p>
<p>c. Newcomer</p>	<p>Newcomer: Native language libraries and glossaries, stand-alone and integrated instruction depending upon the students' language proficiency level. ENL providers and classroom teachers work collaboratively to align curriculum and provide scaffolding strategies for all students.</p>

d. Developing	Developing: Native language libraries and glossaries, stand-alone and integrated instruction depending upon the students' language proficiency level. ENL providers and classroom teachers work collaboratively to align curriculum and provide scaffolding strategies for all students.
e. Long Term	Long Term: Native language libraries and glossaries, integrated instruction depending upon language proficiency level. ENL and classroom teachers work collaboratively to align curriculum and provide scaffolding strategies for all students.
f. Former ELLs up to two years after exiting ELL status	Former ELLs: In order to ensure that the various academic and linguistic needs of former English Language Learners (ELLs) are met, 15K124 follows the New York City Department of Education (NYC DOE) alternative pathways guidelines developed to support the academic progress and language development of former ELLs in lieu of integrated English as a New Language (ENL) as prescribed in CR Part 154 option A -small group learning. The teacher providing the service in conjunction with an ENL teacher and approved by the principal develops former ELL services. Considerations taken include :Native language libraries and glossaries, integrated instruction depending upon language proficiency level. ENL and classroom teachers work collaboratively to align curriculum and provide scaffolding strategies for all students 15K124 uses lesson study groups as well as inquiry groups to support teachers on how to differentiate for all students including ELLs. Classroom teachers, special education teachers and ENL teacher/s collaborate to plan and deliver lessons as whole group instruction, targeted small groups and 1:1 conferences to meet grade level standards while taking into consideration student needs. Teachers plan for groups in the following ways: *TC Reading and Writing curriculum (K-5) *TC Reading, Writing & Phonics supplements for Spanish (K&1) *Heggerty Phonics and Pnonemic Awareness Program *Intensive Reading Education and Development Early Literacy Program (iREAD) *Estrellitas *Arriba La Lectura ! *Teacher created supplemental materials for Spanish instruction * Mathematics curriculum (K-5) Illustrative Math kindergarten through grade 2 Envision 2.0 Math grades 3 through 5
4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?	Special Education teachers and ENL providers work collaboratively to develop and review IEP goals, lessons and schedules to ensure that students receive the mandated services and support within the least restrictive environment. Continuous articulations between classroom teachers, special education teachers and ENL providers are conducted to share data and monitor student progress. 15K124 engages in targeted after-school interventions and enrichment programs in English for all English language learners. In addition, for the 2023-24 academic year, we will have a full-time pedagogue as an Academic Intervention Specialist (AIS) to provide push-in or pull-out ELA and Math support services to targeted student groups.
5. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?	All original Home Language Identification Surveys (HLIS) are in student cumulative folders and a copy of all HLIS are in a central location in the main office with other pertinent English as a New Language information. To ensure that students are evaluated in their home language, the providers refer to the HLIS as well as to ATS reports available including: RPOB, RLAT and RELC. Students in the Spanish dual language programs will be assessed using the Fountas and Pinnell I Sistema de Evaluación de la Lectura four times a year (October, December, March and June).
6. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliteracy?	N/A
7. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs. Professional learning topics might include co-teaching strategies, or integrating language and content instruction.	We are taking advantage of our partnership with Counseling in Schools Program and have been providing socio-emotional support to our school community. Possible topics: *Stages of language acquisition *Scaffolds for ELLs *Developing Culturally Responsive Classroom through Read Alouds to support discussion, vocabulary development (expressive and receptive language) and comprehension *Planning Culturally Responsive Celebrations where students, staff and families participate *RULER (Recognizing, Understanding, Labeling, Expressing and Understanding Emotions) Program *New York University (NYU) and Fordham University partnership providing professional development series for the Dual Language program.

8. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).

The English Language Learner (ELL) Coordinator and TESOL certified teachers will attend professional development sessions provided by the Division of Multilingual Learners, Senior Compliance and Instructional Specialists at the NYCDOE Borough District 15 Office and turnkey to the staff. Topics will include but are not limited to: Instructional Strategies for ELLs , Universal Design for Learning, Effective Co-Teaching, Identification of English Language Learners, Dual Language series in conjunction with NYU and Fordham University and Academic Vocabulary development. Along with the mandated professional development as per the Commissioner's Regulations Part 154, 2-3, we will provide professional development in using ESL strategies and methodologies to enhance language acquisition in various content areas. Discussion topics will include scaffolding instruction for ELLs , academic vocabulary development for ELLs, NYSESLAT scores and how to interpret them to inform classroom instruction, and develop language objectives.

Assessment

<p>SCREENERS</p> <p>9. Which screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>15K124 uses screening developed and offered by the New York State Education Department (NYSED) and New York City Department of Education (NYCDOE). Screeners include: *ENL Coordinator and/or ELL identification trained pedagogues conduct an informal questionnaire survey to all students. *The Home Language Identification Survey (HLIS) is reviewed and cross referenced in ATS reports. *Acadience ELA and Math Kindergarten through grade 2 *MAP Growth ELA and Math grades 3-5 *Parent interview is conducted to determine if the child has English language proficiency, dominance, or proficiency in any other language. *Review of any records from outside sources if the child was enrolled in a school not within the United States school system (USSS) or within New York City prior to attending 15K124. *Review of previous school records, teacher comments, report cards, Individualized Education Plan (IEPs) and progress reports from home country or a school within the United States. Instructional decisions are based upon the assessment results of ELLs in each classroom. Teacher practices include the use of technology, differentiating instruction, grouping and scaffolding for our ELLs. Articulation among all teachers providing service to ELL students occurs weekly during common prep sessions to discuss progress and plan future lessons within grade specific disciplines. The Instructional Leadership Team (ILT) analyzes student data from the NYS ELA, NYS Math, Acadience kindergarten through grade 2, MAP Growth grades 3-5, Fountas and Pinnell Reading and Mathematics Data Assessment Kindergarten through grade 5 and NYSESLAT data to identify and group students for targeted academic intervention support services, in addition to classroom small group targeted instruction and 1:1 conferences. Pending school budget, before and after school intervention services will be offered to students</p>
<p>10. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>The Instructional Leadership Team (ILT) analyzes student data from the NYS ELA, NYS Math, Acadience kindergarten through grade 2, MAP Growth grades 3-5, Fountas and Pinnell Reading and Mathematics Data Assessment Kindergarten through grade 5 and NYSESLAT data to identify and group students for targeted academic intervention support services, in addition to classroom small group targeted instruction and 1:1 conferences. Pending school budget, before and after school intervention services will be offered to students. As teachers monitor student progress over the course of the school year, students may be identified as not meeting adequate progress in literacy or mathematics. Any student of concern is discussed at the monthly PPT/SIT meetings, which consists of: classroom teacher(s), social worker, psychologist, ENL Coordinator, Special Education Teacher representative, related service providers and administration. A plan is developed by team members and services are monitored for the duration of the allotted cycle and then presented to the team once again to determine the next steps. Parent or guardian is informed of the service plan for the child.</p>
<p>11. For all grades, describe how your school uses data to guide instruction for ELLs within a Multi-tiered System of Supports (MTSS). Refer to the 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>At the staff Welcome Back Kickoff conference, administration shares all NYS assessment data with staff. Data collected was compared over three consecutive school years. NYSESLAT, NYS ELA and NYS Math assessments are used to evaluate and inform our ELL program, as well as monitor student progress over time. Instructional decisions are based upon the assessment results of ELLs in each classroom. Teacher practices include the use of technology, differentiating instruction, grouping and scaffolding for our ELLs. Articulation among all teachers providing service to ELL students occurs weekly during common prep sessions to discuss progress and plan future lessons within grade specific disciplines. As teachers monitor student progress over the course of the school year, students may be identified as not meeting adequate progress in literacy or mathematics. Any student of concern is discussed at the monthly PPT meetings, which consists of: classroom teacher(s), social worker, psychologist, ENL Coordinator, Special Education Teacher representative, related service providers and administration. A plan is developed by team members and services are monitored for the duration of the allotted cycle and then presented to the team once again to determine the next steps. Parent or guardian is informed of the service plan for the child.</p>

<p>FORMATIVE</p> <p>12. Which formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>Formative assessments used to inform and drive instruction include: *Fountas and Pinnell English and Spanish *Foundations End of Year Assessment *NYC performance tasks (TBD) *Teacher-created assessments *TC Writing Pathways-Writing on Demand pre and post assessments *Progress Monitoring Intensive Reading Education and Development (IREAD)</p>
<p>13. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>Home language assessment for MLs/ELLs include: *Teacher-created assessments *Estrellitas *Arriba La Lectura! *Heggerty K-2 *Heggerty in Spanish K-2 *MLS Multilingual Language Screener for SIFE determination in student's native language *Fountas and Pinnell Spanish</p>
<p>SUMMATIVE</p> <p>14. Which summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>The Instructional Leadership Team (ILT) analyzes student data from the NYS ELA, NYS Math, and NYSESLAT data to identify and group students for targeted academic instruction, curricular decisions, academic intervention support services, and to inform instructional design.</p>
<p>15. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe your plan to ensure that all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>The NYSESLAT administration plan includes a team of teachers and administrators working closely together to ensure all assessments are completed and ELLs and former ELLs continue to receive mandated services during the entire testing period. Team Members include: *Assistant Principal-Testing Coordinator responsible for conducting all turn-key and assessment meetings. *The Testing Coordinator is responsible for facilitating all training sessions for all NYSESLAT scoring for Speaking and Writing. *Trained pedagogues with TESOL licenses are part of the assessment and scoring team. *Trained Special Education teachers are also part of the assessment and scoring team.</p>

PART VI: FAMILY PARTNERSHIP

Family Partnership

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>*Back to School Meet and Greet September 2023 *ENL Parent Orientation Meeting *PTA monthly meetings *Title I Parent Committee *Adult ESOL classes in partnership with the Fifth Avenue Committee *CITE Professional Development- Adult ESL classes *Monthly Families as Learning Partners for Literacy and Math beginning October 2023 *Monthly Family Workshops *Writing Celebrations *ENL Family Workshops: Reading and Asking Questions in Home Language *Lunar New Year Celebration *Hispanic Heritage Celebration *Cinco de mayo Celebration *Winter Sing Along *Costume Day Parade *Community Potluck *PS 124 Counseling in Schools Community Forum Night *PTA sponsored Family Trivia and Game Nights *Monthly Counseling in Schools sponsored monthly fresh produce and grocery distribution *Scheduled VIP Readers many times throughout the year in parent's preferred language(s) *PTA sponsored Fall and/or Spring School Festivals *School sponsored Carnival</p>
<p>2. Describe your school's plan to ensure all families of ELLs are provided with an annual individual meeting as required by CR Part 154 to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings are separate from and do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>Annual September ELL Parent Meeting scheduled for September 2023 This presentation will inform families of our NYSESLAT data from Spring 2023, in addition to sharing our school goals inclusive of CEP, Title III Plan & LAP. Parent Orientation meeting Annual NYS Testing Meetings to inform parents of the make-up and expectations for NYS ELA, NYS Math and NYSESLAT tests. Individual ELL parent meetings to discuss the progress of all ELLs as individual sessions in addition to scheduled Parent Teacher Conferences (PTC). Newcomer Parent/Family meetings are scheduled on an ongoing basis to ensure all program expectations and parent selection and surveys are explained and completed with all families in all preferred languages.</p>
<p>3. What culturally and linguistically responsive partnerships do you currently have that support the needs of your school community?</p>	<p>At 15K124, we anticipate to continue our work with the following culturally and linguistically responsive partnerships for the 2023-24 academic year: *Gallery Players *Brooklyn Conservatory of Music-West African Drummers and Brass Queens *Counseling in Schools *Adult ESOL classes in partnership with the Fifth Avenue Committee *CITE PD Professional Development for Schools-Adult ESL classes *Cool Culture-Cultural Access program *Brooklyn Seeds *Gowanus Canal Conservancy *Because We Can Sports (BWC)-Integrated Sports Instruction *Mother New York</p>
<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	

PART VII: ELL IDENTIFICATION ATTESTATION

Identification Plan

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

<p>1. Describe activities in your school for newly enrolled, current ELLs, and former ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator). The plan should address how ELLs and former ELLs will continue to receive mandated instruction.</p>	<p>Newcomer Parent/Family meetings are scheduled on an ongoing basis to ensure all program expectations and parent selection and surveys are explained and completed with all families in all preferred languages. Parent workshops hosted by ENL coordinator, ENL teachers and Parent Coordinator. Families are taken on a tour of the school, overview of school events, curriculum and meet and greet with all support staff and administration. Parent/Family orientation meetings for all newly enrolled and current and former ELL students.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>A licensed pedagogue must complete the HLIS with the parent/guardian and must ensure timely entry of this information into the designated ATS screens. For general education students the identification must be completed within 10 days of enrollment while the time is extended to 20 days for all students with an Individualized Education Plan (IEP). As per CR Part 154, the licensed pedagogue must be: *Trained in cultural competency, language development, and the needs of English language learners *Proficient in the home language of the student or parent/guardian or use a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands. The ELL Identification Process includes eight mandated steps for all potential ELL students enrolling in grades kindergarten to fifth grade at 15K124. The steps include: *Administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language. *Determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL) *Administration of the NYSITELL *Administration of the Spanish Language Assessment Battery (Spanish LAB) to newly identified ELLs whose home language is Spanish. Other considerations include a student's prior enrollment which determines their eligibility for the ELL Identification Process. When parent(s)/guardians enroll their child at the school, trained staff must determine the enrollment status category to which the student belongs based on prior enrollment at NYC DOE or New York State (NYS) public schools (including NYS charter schools). All original Home Language Identification Surveys (HLIS) are in student cumulative folders and a copy of all HLIS are in a central location in the main office with other pertinent English as a New Language information. Trained staff on the ELL identification team includes the school principal, ELL Coordinator, and TESOL certified trained pedagogues.</p>

PART VIII: LAP ASSURANCES

LAP Assurances Page

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

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APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

Office of Language Access (OLA) Contact

Robert Williams

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

<p>Office of Language Access (OLA) Contact:</p> <p>Contact Information:</p> <ul style="list-style-type: none"> ▪ Araina E. Sepúlveda-Moreiras, ASepulvedamoreiras@schools.nyc.gov ▪ Cunneely Elena, ECunneely@schools.nyc.gov ▪ Rivera Ricardo, RRivera60@schools.nyc.gov ▪ Williams Robert, RWilliams32@schools.nyc.gov 	<p>Robert Williams</p>
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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?
Jennifer	Kruger	Parent Coordinator - Annual	2/15/23
Jeannie	Villavicencio	Teacher - Regular Grades	11/2/22

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

First Name	Last Name	Title
Jennifer	Kruger	Parent Coordinator

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

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

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

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>Communication in both written and oral language in a parent’s preferred language is one way that the P.S. 124 school community ensures that all parents have equal access to all pertinent information. The English Language Learner (ELL) identification team is composed of trained pedagogues and English as a New Language (ENL) providers who conduct all interviews with families and access a parent’s preferred language. Providers refer to the HLIS as well as to ATS reports available including: RPOB, RLAT, and RELC. Other reports include: Citywide/District/School Parents’ Preferred Language Report (RCPL) Citywide/District/School Home Language Report (RHBG) School Level Emergency Contact Form (RECF) School Level Emergency Contact Student List (RCON) School Level Adult Preferred Language Report (RAPL) School Level Adult Detail Report (RADL) Currently, there are two Language Access Coordinators (LAC) at 15K124. The LACs are responsible for supporting the language assistance services at the school to ensure parents who prefer a language other than English receive communication in their respective language, in accordance with Chancellor’s Regulation A-663. The LACs are familiar with the language needs of the school’s parent population as well as being familiar with communication strategies for reaching out to families (written and oral communication) for all parent services and events. In addition, they provide guidance and serve as liaisons to families with the assistance of the Language Translation and Interpretation unit. At the beginning of every school year, the Translation and Interpretation Unit makes available a Language Access Kit that includes various language access resources. Resources include: A Multilingual Welcome Poster as a reminder to all families and parents that the school can assist them in their preferred language. A Language Identification Guide to help staff identify the language of a parent. Speak cards A Copy of the Parent’s Guide to Language Access brochure to distribute to parents. All student emergency cards are available in all languages. Surveys Language Access Parent Survey is distributed to all families in the beginning of each school year and on an ongoing basis for new student enrollment. Distribution includes backpacking surveys and through the school communication platform, Konstella. Staff Language Survey is distributed to all staff members during the Staff Orientation Professional Development at the beginning of the academic year. In addition staff members responsible for the intake process will do the following: Generate and review up-to-date ATS reports, which indicate preferred languages for parents in our school community. Compare parent languages to a list of bilingual staff who are willing to provide interpretation support using the staff language survey. We use findings to plan our language access efforts for the school year or to identify the language needs of the parents of any newly admitted student.</p>
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2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

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

Language (Description within RCPL)	Written Preferred	Percent Written	Oral Preferred	Percent Oral	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
CHINESE ANY	7	1.79	2	0.52		
FRENCH	1	0.26	1	0.26		
JAPANESE	1	0.26	1	0.26		
MANDARIN	0	0	5	1.29		
ENGLISH	262	67.01	258	66.49		
SPANISH	120	30.69	121	31.19		

PART B: HOME-SCHOOL COMMUNICATIONS LANGUAGE SUPPORT APPROACH

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

Document Type (e.g. parent flyers, IEPs, etc.)	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
School calendar	All translations are posted on Konstella and all school calendars are backpacked. (Monthly)
All registration forms	Translations are provided by New York City Department of Education (Ongoing)
Classroom Newsletters	Teachers translate newsletters internally and all communications are posted on the school-wide messaging system, Konstella.
Student Emergency Contact Cards	Translations are provided by New York City Department of Education
Trip Forms	Translations are provided by New York City Department of Education
School Event Flyers	Translated and communicated to all families through the school-wide messaging system, Konstella.
Promotion and Graduation Flyers	Translations are backpacked and posted on the school-wide messaging system, Konstella.
P.S. 124 and Counseling In Schools Partnership Grocery and Fresh Produce Distribution (Monthly)	Translations are backpacked and posted on the school-wide messaging system, Konstella.
Classroom celebrations (Ongoing)	Translated versions are posted on the school calendar and posted on the school-wide messaging system, Konstella.
PTA notifications	Translated versions are posted on the school calendar and posted on the school-wide messaging system, Konstella.
IEP notifications	Translations are provided by the New York City Department of Education and translations are posted on Konstella as well.

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.
Monthly Family Workshops	Translations are provided by New York City Department of Education, Counseling In Schools partnership and trained bilingual school members. Translations are also conducted in person and remotely using the Translation and Interpretation Unit.
Families as Learning Partners	Translations are provided by New York City Department of Education, Counseling In Schools partnership and trained bilingual school members. Translations are also conducted in person and remotely using the Translation and Interpretation Unit.
ENL Family Workshops	Translations are provided by New York City Department of Education, Counseling In Schools partnership and trained bilingual school members. Translations are also conducted in person and remotely using the Translation and Interpretation Unit.
Parent Teacher Conferences	Translations are provided by New York City Department of Education, Counseling In Schools partnership and trained bilingual school members. Translations are also conducted in person and remotely using the Translation and Interpretation Unit.
P.S. 124 Family Potluck	Translations are provided by New York City Department of Education, Counseling In Schools partnership and trained bilingual school members. Translations are also conducted in person and remotely using the Translation and Interpretation Unit.
Writing Celebrations	Translations are provided by New York City Department of Education, Counseling In Schools partnership and trained bilingual school members. Translations are also conducted in person and remotely using the Translation and Interpretation Unit.
PS 124 Orientation Meeting	Translations are provided by New York City Department of Education, Counseling In Schools partnership and trained bilingual school members. Translations are also conducted in person and remotely using the Translation and Interpretation Unit.
Monthly PTA Meetings	Translations are provided by New York City Department of Education, Counseling In Schools partnership and trained bilingual school members. Translations are also conducted in person and remotely using the Translation and Interpretation Unit.

<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 has Konstella, a school-wide communication platform for all school announcements. The system is designed to serve as a central location for the entire school community. In addition to enabling translation for all families, the application has many features to allow for communication amongst all members in our school community. Amongst the many features included, the platform serves as a communication board to include all newsletters, school announcements, and school events where families can access at any time. The platform includes a directory of the entire school community with lists of classrooms and committees for all to sign up for and respond to in a timely manner. In conjunction with our school communication platform, our partnership with Counseling in Schools (CIS) Program has been an additional resource to all families in the PS 124 school community. In the past five years, CIS has provided sessions for our families that are conducted in various sessions to accommodate for all translations provided by the New York City Department of Education (NYCDOE) Translation and Interpretation Unit and/or staff members.</p>
<p>(B) a student-specific emergency (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>All student specific events are communicated to families in preferred languages by the NYCDOE Translation and Interpretation Unit and/or a school staff member that speaks the preferred language.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>Our school has Konstella, a school-wide communication platform for all school announcements. In addition, all student specific events are communicated to families in preferred languages by the NYCDOE Translation and Interpretation Unit and/or a school staff member that speaks the preferred language.</p>

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

<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>In order to meet compliance, all school members are expected to attend the Staff Orientation Professional Development session in the beginning of the school year and Chancellor's Regulation A-663 is reviewed and a copy of the regulation is given to all. Staff Language Survey is distributed to all staff members during the Staff Orientation Professional Development at the beginning of the academic year. In addition staff members responsible for the intake process will do the following: *Generate and review up-to-date ATS reports, which indicate preferred languages for parents in our school community. *Compare parent languages to a list of bilingual staff who are willing to provide interpretation support using the staff language survey. We use findings to plan our language access efforts for the school year or to identify the language needs of the parents of any newly admitted student. Specific Resources given to staff includes: *Chancellor's Regulation A-663 *Language Access Handbook *NYCDOE Translation and Interpretation Unit *NYCDOE Staff Language Survey *NYCDOE Info Hub: Language Resources Interhttps://infohub.nyced.org/in-our-schools/translations/language-resources *Best Practices in Creating Culturally Competent Materials for School Families</p>
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none">▪ Translated signage▪ Brochures/flyers/letters shared with parents▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..)▪ Messaging phone applications▪ Parent's Guide to Language Access▪ NYC Public School Guidebook	<p>Throughout the academic year, families of limited-English Proficient parents/families at 15K124 are invited to participate in and attend all school meetings to discuss the goals and expectations of the program, language development progress, language proficiency assessment results and language development needs in all content areas. Konstella, the school-wide communication system is available in preferred languages of all families and the use of Translation and Interpretation Unit services is also available for all families. The school uses resources provided on InfoHub-Language Resources, Translation and Interpretation Unit Resources. Translated signage is posted around the school building. All parent communication is uploaded onto the school-wide communication platform as well as backpacked with all students on the first day of school. Upon registration and during the intake process, all families are given the Parent's Guide to Language Access and all documents are available to all families on an ongoing basis.</p>
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PART E: 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. This is separate from the end of year parent survey.</p>	<p>PS 124K will use the following mechanisms to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive throughout the school year: *Parent Survey on Language Access *Parent Interviews in their home language *Family Forums in home languages</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>PS 124K has used the feedback from the surveys and interviews to make determinations on services offered to families throughout the school year. This past year we were able to provide Adult ESL classes to all families in partnerships with CITE Professional Development and Fifth Avenue Committee (FAC) at the request of parents/families. For the following year we hope to continue our partnership with CITE PD and hope to expand the work with our school community to include professional development for classroom teachers and paraprofessionals to better serve limited English proficient families. In addition, we will be expanding our partnership with Fifth Avenue Committee (FAC) and offer Digital Literacy classes for our families taught by bilingual instructors for the 2023-24 academic year. We will continue to use findings from language access parent survey, staff language survey and the newly enrolled or transfer student registration intake process to plan our language access efforts for the school year or to identify the language needs of the parents of any newly admitted student.</p>

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2023-24

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

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

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

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

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

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

PART A: SCHOOL INFORMATION

Name of school:	Silas B. Dutcher
DBN:	15K124
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

<p>The direct instruction component of the program will consist of (check all that apply):</p>	<p>,After School</p>
<p>Total number of ELLs to be served:</p>	<p>60</p>
<p>Grades to be served in this program. Select all that apply.</p>	<p>,K,1,2,3,4,5</p>
<p>Total # of teachers in this program:</p>	<p>5</p>
<p># of certified ESOL/Bilingual teachers:</p>	<p>5</p>
<p># of content area teachers:</p>	<p>0</p>
<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> ■ Rationale ■ Subgroups and grade levels of students to be served ■ Schedule and duration ■ Language of instruction ■ Number and types of certified teachers ■ Types of materials 	<p>The goal of the 2023-24 Title III direct instruction supplemental program will be to provide students with opportunities to grow academically, particularly with respect to English Language acquisition in all four modalities: speaking, listening, reading, and writing. In particular, this program will consist of 5 groups: Kindergarten, Grade 1, Grade 2, Grade 3/4 and Grade 5. The program is designed to increase proficiency levels on the writing and speaking subsections of the Spring 2024 NYSESLAT for all ELL subgroups. The supplemental program at 15K124 will target Newcomer ELL students in all grades as well as ELLs that have scored at the Transitioning and Expanding level on the Spring 2023 NYSESLAT exam in grades 3-5. Our data for Spring 2023 has not been released yet but data from the previous year indicates, 99% of the students that are targeted, performed lower on the writing section of the NYSESLAT than any other subsection of the Spring 2023 NYSESLAT exam. The direct instruction of this program will target content area writing skills and reading comprehension skills. Students will focus on the following reading comprehension skills: monitoring comprehension, meta-cognition, answering/asking questions, recognizing text structure, identifying content vocabulary, and summarizing. The program will focus on teaching the following writing skills: incorporating content vocabulary, reviewing writing for errors, and students being able to assess their own work. Teachers will model skills, provide students with guided practice and opportunities to apply strategies and skills. An after school program will be offered to our ELL population in all grades on Wednesdays and Thursdays from 2:45-4:15pm for two 10 week cycles for the 2023-24 academic year. Attendance rosters will be develop and collect by the end of each session. There will be approximately 5 groups in the 2023-24 Title III after-school program at 15K124. We anticipate a kindergarten group, a grade 1 group, grade 2, a Grade 3-4 group and a grade 5 group. The total number of ELL students serviced for the Title III after-school program is approximately 60 (10-12 students per group). Bilingual glossaries, dictionaries will be utilized to help students in their native languages in Title III classes. TEAM kit and consumables will be purchased utilizing Title III funds (not exceeding 20% of Title III total allocation) and if needed supplemented by Fair Student Funding. Material purchased for the Title II LEP program will not be utilized during the school day. Materials will be kept in the ELL assigned office. Supervision of the program is at no cost to the Title III LEP funding. Attendance will be recorded by assigned program teacher daily and student progress will be monitor by reviewing student work and projects.</p>

Rationale	<p>There will be 5 groups in the 2023-24 Title III after-school program at 15K124. There will be approximately 5 groups in the 2023-24 Title III after-school program at 15K124. We anticipate a kindergarten group, a grade 1 group, grade 2, a Grade 3-4 group and a grade 5 group. The total number of ELL students serviced for the Title III after-school program is approximately 60. The supplemental program at 15K124 will target Newcomer ELL students in all grades as well as ELLs that have scored at the Transitioning and Expanding level on the Spring 2023 NYSESLAT exam in grades 3-5. Our data for Spring 2023 has not been released yet but data from the previous year indicates, 99% of the students that are targeted, performed lower on the writing section of the NYSESLAT than any other subsection of the Spring 2023 NYSESLAT exam. The direct instruction of this program will target content area writing skills and reading comprehension skills . Students will focus on the following reading comprehension skills: monitoring comprehension, meta-cognition, answering/asking questions, recognizing text structure, identifying content vocabulary, and summarizing. The program will focus on teaching the following writing skills: incorporating content vocabulary, reviewing writing for errors, and students being able to assess their own work. Teachers will model skills, provide students with guided practice and opportunities to apply strategies and skills. Attendance will be maintained by every teacher with attendance rosters collected at the end of each session. Progress monitoring for the program will be done through informal assessments. Supervision for the Title III program will be at no cost to the Title III program.</p>
Subgroups and grade levels of students to be served	See above.
Schedule and duration	See above.
Language of instruction	Language of Instruction: English
Number and types of certified teachers	5 Teachers either TESOL or Bilingual Licensed
Types of materials	See above.
Include any additional details here:	N/A

PART C: PROFESSIONAL DEVELOPMENT

<p>Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider 	<p>For the 2023-2024 school year, teachers will continuously streamline NYC Department of Education & District 15 instructional expectations from an ESL perspective in terms of: a) Knowledge of Students: Identifying ELL proficiency levels Providing students with effective feedback Looking at student work Looking at students' thinking b) Instructional Focus: Developing language objectives Developing literacy foundational skills Academic vocabulary c) Collaborative Professional Learning: Professional Learning Series Effective Practice for Teacher Teams Co-Teaching Strategies d) How to access the Language and Interpretation Unit</p>
<p>Rationale</p>	<p>For the 2023-2024 school year, the ENL Coordinator and ENL and Bilingual teachers will attend professional development, provided by the Office of ELLs, Compliance Specialists and our District 15 Instructional Team, and turnkey to the staff. Topics will include but are not limited to: Using Informal Assessments, Effective Co-Teaching and Instructional Strategies for ELLs, Strategic Reading for ELLs, Developing Effective Language Objectives, Academic Vocabulary and discourse protocols.</p>
<p>Teachers to receive training</p>	<p>For the 2023-24 school year, all teachers of ELLs, including certified ENL teachers will receive, training on an ongoing basis on site and off site, during the school day and after the school day.</p>
<p>Schedule and duration</p>	<p>Along with the mandated PD as per the Commissioners Regulations Part 154.2-3, we will provide Professional Development in using ESL strategies to enhance language acquisition in various content areas. ENL teachers will lead Core Collaborative study groups that include content area teachers from November 2023-March 2024 1x month at 2:40-3:40pm at no cost to the Title III LEP funding. Based on the requests from staff, the discussion topics will include scaffolding instruction for ELLs, academic vocabulary development for ELLs, NYSESLAT score and how to use them to inform classroom instruction, developing language objectives, and effective ESL strategies for newcomers. This will be at no cost to Title III funding.</p>
<p>Topics to be covered</p>	<p>Professional Development Topics for the 2023-24 school year: -ELL identification and data: all teachers of ELLs, including ENL certified teachers will be invited to attend. -Developing Language Objectives: all teachers of ELLs, including ENL certified teachers will be invited to attend. -Identifying Academic Language in Content Areas and incorporating Bilingual Glossaries: all teachers of ELLs, including ENL certified teachers will be invited to attend. -ELL Practices: What is working?- all teachers of ELLs, including ENL certified teachers will be invited to attend. -Areas of NYSESLAT Exam that ELLs need enrichment: ELA teachers of ELLs, Title III instructors, including ENL certified teachers will be invited to attend. -Areas of NYS Math Exam that ELLs need enrichment: Math teachers of ELLs, Title III instructors, including ENL certified teachers will be invited to attend. -NYSESLAT Success- Reviewing the NYSESLAT exam's format and how content area teachers can review and support ELLs in content areas: all teachers of ELLs, including ENL certified teachers will be invited to attend. Additionally, teachers of ELLs and ENL teachers may attend monthly meetings offered by the District 15 Instructional Specialists and turn-key information.</p>
<p>Name of provider</p>	<p>District 15 Instructional Team ENL Coordinator</p>
<p>Include any additional details here:</p>	<p>The above Professional Developments are to ensure that our teachers will impact our ELLs by providing our teachers with the ability to plan rigorous engaging lessons, ensuring students' academic success. The in-house professional development is at no cost to the Title III program for the 2023-24 academic year. All records of professional developments including agendas and attendance sheets will be maintained by the ENL Coordinator.</p>

PART D: PARENT ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents and families of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ schedule and duration ▪ topics to be covered ▪ name of provider ▪ how parents will be notified of these activities 	<p>Topic : Back to School Session Rationale: Introduce and review school policies and the goals of ENL and Bilingual Programs. Individual student proficiency levels and services provided will be explained. Introduce programs and opportunities that are available to ELL students during the school year: Title III after school program, YMCA after-school program, Counseling in Schools (CIS), Provider: ENL Coordinator Date: September 2023 Topic: Title I Parent Meeting Rationale: Informational sessions to afford parents substantial and meaningful opportunities to participate in the education of their children. Provider: Parent Coordinator-Jennifer Kruger Date: October 5, 2023 Topic : Parent Connection Rationale; The Parent Coordinator will conduct orientation sessions for parents to set up and use the school messaging system, Konstella. Provider: Parent Coordinator-Jennifer Kruger Date: Ongoing Topic : Title III Information Session for Parents of ELLs Rationale: Parents of ELLs will be informed about the goals, structure, and purpose of the Title III program for their child. Provider: ENL Teachers/ENL Coordinator Date: October 5, 2023 Topic : NYSESLAT Information Session for Parents of ELLs Rationale: Parents of ELLs will understand the components, demands, and expectations of the NYSESLAT exam for their child. Provider: ESL teachers Date: December 2023 Topic: Helping your ELL child learn English Rationale: Informing and exposing parents to strategies and ways to help their children at home.</p>
<p>Rationale</p>	<p>For the 2023-2024 school year, parents of ELLs will be invited to all school events through Konstella, the school messenger service and translated letters in their preferred language of communication. Invitation to all parent engagement session will be translated into parents preferred language. Records including attendance sheets, agendas will be maintained by the Parent Coordinator. The rationale for all parent engagement activities is to afford parents/families substantial and meaningful opportunities to participate in the education of their children. The rationale for each topic is outlined below: Introduce and review school policies and the goals of ENL and Bilingual Programs. Individual student proficiency levels and services provided will be explained. Introduce programs and opportunities that are available to ELL students during the school year: Title III, The Parent Coordinator will conduct orientation sessions for parents to set up and use the school messaging system, Konstella. Parents of ELLs will be informed about the goals, structure, and purpose of the Title III program for their child. Parents of ELLs will understand the components, demands, and expectations of the NYSESLAT exam for their child. Informing and exposing parents to strategies and ways to help their children at home. The school will notify parents with letters in parents' preferred languages.</p>
<p>Schedule and duration</p>	<p>Professional development provided by ENL teachers and D15 Support Staff Duration: 60 minute sessions once a month Schedule : Mondays 2:40 pm-3:40pm Tentative schedule: September 2023- May 2024</p>
<p>Topics to be covered</p>	<p>Back to School Parent Connection Title I Parent Meeting Title III Information Session for Parents of ELLs NYSESLAT Information Session for Parents of ELLs Helping your ELL child learn English</p>
<p>Name of provider</p>	<p>Parent Coordinator-Jennifer Kruger ENL Coordinator-Jeannie Villavicencio</p>
<p>How parents will be notified of these activities</p>	<p>Parents will be informed through Konstella in their preferred language and backpack letters in parent's preferred language. Parents of ELLs will be invited to all the above events through Konstella, the school messenger service and translated letters in their preferred language of communication. Invitation to all parent engagement session will be translated into parents preferred language. Records including attendance sheets, agendas will be maintained by the Parent Coordinator.</p>
<p>Include any additional details here:</p>	<p>While some parent engagement sessions will be at no cost to the Title III LEP plan.</p>

PART E: BUDGET

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

APPENDIX 4: TITLE III (IMMIGRANT) APPLICATION

TITLE III IMMIGRANT OUTLINE

Title III Application for Immigrant Funding

REQUIREMENTS

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

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

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

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

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

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

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

DIRECTIONS

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

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

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

PART A: SCHOOL INFORMATION

NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	Yes
Name of school:	Public School 124 Silas B. Dutcher
DBN:	15K124
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

The direct instruction component of the program will consist of (check all that apply):	,After School,Saturday Academy
Total # of immigrant students (including ELLs) to be served:	60
Grades to be served in this program. Select all that apply.	,K,1,2,3,4,5
Total # of teachers in this program:	5

Provide a summary of each program funded under Title III immigrant:

For each program, describe:

- When the program takes place (after school, before school, Saturday academy)
- Activities the students will engage in and how these activities will enhance instructional opportunities for immigrant students (including ELLs)
- How students will be grouped for instruction and specify the number of student groups
- How instruction will be delivered (e.g., team teaching, parallel teaching, etc.)
- How the program will be supervised

*In the school year 2023-2024, Title III Immigrant program will be held After school (Wednesdays & Thursdays) as well as Saturdays. *Students will engage in academic support in foundational literacy and math supports during after school or on Saturdays. *Students will be grouped with grade level peers. All 60 Immigrant students are ELLS. *Instruction will be provided in a small group by a certified teacher. Group sizes will be between 10-12 students. *The program will be supervised by either the Assistant Principal or Principal at no cost to Title III Immigrant funds.

<p>Describe the rationale for each Title III Immigrant funded program:</p> <p>For each program, include:</p> <ul style="list-style-type: none"> ▪ Qualitative and quantitative data analysis that support the need for program ▪ Data sources used to justify the need for the program 	<p>The goal of the 2023-24 Title III Immigrant program will be to provide students with opportunities to grow academically, particularly with foundational literacy and mathematics: speaking, listening, reading, writing and problem solving in mathematics. In particular, this program will consist of 5 groups: Kindergarten, Grade 1, Grade 2, Grade 3/4 and Grade 5. The program is designed to increase proficiency in literacy and mathematics. There are 3 Title II Immigrant groups on Wednesday & Thursday w/ grades 2-5; 2 groups on Saturday w/ K-5. The program at 15K124 will target immigrant students in all grades. We have utilized our Literacy and Mathematics Screener data to group students and identify instructional needs. The direct instruction of this program will target content area writing skills, reading comprehension skills and problem solving in mathematics. Students will focus on the following reading comprehension skills: monitoring comprehension, meta-cognition, answering/asking questions, recognizing text structure, identifying content vocabulary, and summarizing. The program will focus on teaching the following writing skills: incorporating content vocabulary, reviewing writing for errors, and students being able to assess their own work. Teachers will model skills, provide students with guided practice and opportunities to apply strategies and skills. An after school program will be offered to our immigrant population in all grades on Wednesdays and Thursdays from 2:45-4:00pm for two 10 week cycles for the 2023-24 academic year. Attendance rosters will be develop and collect by the end of each session. Supervision of the program is at no cost to the Title III funding. Attendance will be recorded by assigned program teacher daily and student progress will be monitor by reviewing student work and projects.</p>
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<p>For each Title III Immigrant funded program, describe the students that will be served:</p> <p>Include:</p> <ul style="list-style-type: none"> ▪ Total number of students for each program ▪ Grade levels for students in program ▪ If ELLs are also included in these programs, describe subgroup of ELLs (Newcomer, Developing, etc). 	<p>*Week day Program Services 35 Immigrant Students *Saturday Program Services 25 Immigrant Students *There are 3 groups of students in grade 2- grade 5 Title III Immigrant students on Wednesdays & Thursdays; There are 2 groups of students in the Title III Immigrant program in Saturdays from Kindergarten through grade 5. *Our Immigrant students who have arrived to our school community since Spring of 2021 have been invited to either a week day or Saturday academic support program. Parents/Guardians select which program best meets there needs in terms of availability.</p>
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<p>Schedule and duration:</p> <p>For <i>each</i> Title III Immigrant funded program, include:</p> <ul style="list-style-type: none"> ■ Start and end dates ■ Total number of sessions ■ Days of sessions ■ Time and duration of sessions 	<p>*After School Program: 12/6/2023-5/9/2024 (2- 10 week sessions from 2:45-4:00pm) *Saturday Program: 12/9/2023-5/11/2024 (2- 10 week sessions from 9:00-11:30am)</p>
<p>For each Title III Immigrant funded program, include language of instruction:</p>	<p>English with Spanish/Home Language supports if needed.</p>
<p>For each Title III Immigrant funded program, include number and type of certified teachers:</p>	<p>*1 ESOL licensed teacher *4 Bilingual Spanish certified teachers</p>
<p>For each Title III Immigrant funded program, include types of materials and whether they are at cost to Title III Immigrant:</p>	<p>*Heggerty *Foundations *Spire *ECAM (Early Childhood Assessment in Mathematics *iReady *Raz Kids All materials are at no cost to the Title III Immigrant funds.</p>

Add additional details here:

Including:

- How your school will **maintain records** of students served in this program
- Your school's plan for implementation
- Titles of the staff at your school that will administer and monitor the program

*Attendance rosters will be maintained in our school Google Drive file. *The school will use screener data from BOY and MOY to support teachers with planning for target instruction during after school or Saturdays program in literacy and mathematics. *ENL teaches and AIS specialist, and bilingual teams will track and monitor student progress.

PART C: PROFESSIONAL DEVELOPMENT

<p>Provide a summary of your school's plan for professional development under your Title III Immigrant program:</p> <p>Please make sure to describe:</p> <ul style="list-style-type: none"> ■ Professional development to be provided ■ Activities that teachers will engage with by topic ■ Whether the professional development provided will be at cost to Title III Immigrant funds 	<p>For the 2023-2024 school year, all teachers who are teachers of immigrant students including teachers who are working in the Title II Immigrant program will continuously streamline NYC Department of Education & District 15 instructional expectations terms of: a) Knowledge of Students: Identifying literacy and math proficiency levels Providing students with effective feedback Looking at student work Looking at students' thinking b) Instructional Focus: Developing language objectives Developing literacy foundational skills Academic vocabulary c) Collaborative Professional Learning: Professional Learning Series Effective Practice for Teacher Teams Co-Teaching Strategies d) How to access the Language and Interpretation Unit</p>
<p>Describe the rationale for the professional development to be provided:</p> <p>For each activity include:</p> <ul style="list-style-type: none"> ■ Qualitative and quantitative data analysis that support the need for the professional development ■ Data sources used to justify the professional development 	<p>For the 2023-2024 school year, the AIS Specialist, ENL Coordinator and ENL and Bilingual teachers will attend professional development, provided by Compliance Specialists and our District 15 Instructional Team, and turnkey to the staff. Topics will include but are not limited to: Using Informal Assessments, Effective Co-Teaching and Instructional Strategies for ELLs, District Math PDs, Strategic Reading for ELLs, Developing Effective Language Objectives, Academic Vocabulary and discourse protocols. Professional Development activities will be at no cost to Title III Immigrant funds.</p>
<p>Teachers to receive professional development:</p> <p>Include information on the teachers to receive professional development. Please specify how all teachers working in the Title III Immigrant program will receive ongoing professional development related to the Title III Immigrant program.</p>	<p>For the 2023-24 school year, all teachers, including certified ENL & AIS teachers will receive, training on an ongoing basis on site and off site, during the school day and after the school day.</p>
<p>Schedule and duration:</p> <p>For <i>each</i> Title III Immigrant professional development activity, include:</p> <ul style="list-style-type: none"> ■ Start and end dates ■ Total number of sessions ■ Days of sessions ■ Time and duration of sessions 	<p>Along with the mandated PD as per the Commissioners Regulations Part 154.2-3, we will provide Professional Development in using ESL strategies to enhance language acquisition in various content areas. AIS teachers will participate in PD w/ Teaching Matters, as well as Metamorphosis and Morningside Center for SEL. ENL teachers will lead Core Collaborative study groups that include content area teachers from November 2023-March 2024 1x month at 2:40-3:40pm at no cost to the Title III LEP funding. Based on the requests from staff, the discussion topics will include scaffolding instruction for ELLs, academic vocabulary development for ELLs, NYSESLAT score and how to use them to inform classroom instruction, developing language objectives, and effective ESL strategies for newcomers. This will be at no cost to Title III funding.</p>

<p>Topics to be covered:</p> <p>For each Title III Immigrant professional development activity, include topics to be covered.</p>	<p>*ECAM (Math)-December 2023 *Foundational Literacy via Sound Sensible & SPIRE (October - December 2023) *Teaching Matters (Targeted small group instruction): Monthly *Metamorphosis (Rolling out Math Centers): Monthly *Morningside Center (SEL): Monthly</p>
<p>Name of provider:</p> <p>For each Title III Immigrant professional development activity, include name of provider.</p>	<p>*ECAM (Math)-December 2023: Mr. Lo Cricchio & Jessie, D15 Office *Foundational Literacy via Sound Sensible & SPIRE (October - December 2023)-Central & MS. Caldwell *Teaching Matters (Targeted small group instruction): Monthly (Staff Developer Jane Marie & Carolyn) *Metamorphosis (Rolling out Math Centers): Monthly (Staff Developer: Deanna & Corinne) *Morningside Center (SEL): Monthly (Staff Developer: Teresa)</p>
<p>Add additional details here:</p> <p>Including your school's plan for maintaining documentation of professional development provided using Title III Immigrant funds.</p>	<p>Agendas and attendance will be taken, held and kept on file in the principal's office.</p>

PART D: FAMILY ENGAGEMENT ACTIVITIES

Family Engagement Summary

<p>Provide a summary of your school's family engagement activities under your Title III Immigrant program. Describe the activities that families of immigrant students (including ELLs) will engage with by topic. Please make sure to include whether the activities will be at cost to Title III Immigrant.</p>	<p>In the school year there will be multiple parent workshops and activities including parents of immigrant students. Topic : Back to School Session Rationale: Introduce and review school policies and the goals of ENL and Bilingual Programs. Individual student proficiency levels and services provided will be explained. Introduce programs and opportunities that are available to immigrant students during the school year: Title III after school program, YMCA after-school program, Counseling in Schools (CIS), Provider: ENL Coordinator Date: September 2023 Topic : Parent Connection Rationale; The Parent Coordinator will conduct orientation sessions for parents to set up and use the school messaging system, Konstella. Provider: Parent Coordinator-Jennifer Kruger Date: Ongoing Topic : Title III Information Session for Parents of Immigrant Rationale: Parents of immigrant students will be informed about the goals, structure, and purpose of the Title III program for their child. Provider: ENL Teachers/ENL Coordinator/AIS Specialist Date: October 5, 2023 & ongoing when necessary Topic : NYSESLAT Information Session for Parents of Immigrant ELLs Rationale: Parents of Immigrant ELL students will understand the components, demands, and expectations of the NYSESLAT exam for their child. Provider: ESL teachers Date: December 2023 Topic: Helping your Immigrant ELL child learn English Rationale: Informing and exposing parents to strategies and ways to help their children at home. Topic: Acclimating to a new community Rationale: Informing families of resources and community support agencies in the community Provider: Parent Coordinator Monthly Immigrant Family Support Groups Provider: AP Scamardella & Social Worker Gutierrez-Kirwan</p>
<p>Describe the rationale for the family engagement activities to be provided:</p> <p>For each activity, include:</p> <ul style="list-style-type: none"> ▪ Qualitative and quantitative data analysis (reasons for topics, time its being offered) ▪ Data sources used to justify the need for activities 	<p>For the 2023-2024 school year, parents of Immigrant ELLs and non-ELL swill be invited to all school events through Konstella, the school messenger service and translated letters in their preferred language of communication. Invitation to all parent engagement session will be translated into parents preferred language. Records including attendance sheets, agendas will be maintained by the Parent Coordinator. The rationale for all parent engagement activities is to afford parents/families substantial and meaningful opportunities to participate in the education of their children. The rationale for each topic is outlined below: Introduce and review school policies and the goals of Title III Immigrants. Individual student proficiency levels and services provided will be explained. Introduce programs and opportunities that are available to students during the school year: Title III, The Parent Coordinator will conduct orientation sessions for parents to set up and use the school messaging system, Konstella. Parents of immigrant students will be informed about the goals, structure, and purpose of the Title III program for their child. Parents of immigrant students will understand the components, demands, and expectations of the NYSESLAT exam for their child. Informing and exposing parents to strategies and ways to help their children at home. The school will notify parents with letters in parents' preferred languages.</p>
<p>Schedule and duration:</p> <p>For each Title III Immigrant family engagement activity, include:</p> <ul style="list-style-type: none"> ▪ Start and end dates ▪ Total number of sessions ▪ Days of sessions ▪ Time and duration of sessions 	<p>6 week workshop in support families of immigrant students. Schedule: December 2023-March 2024 Fridays from 8:30-10:30am (twice a month) PTA meeting w/ Families 1x month on Wednesdays Mornings 8:30-9:30 or Evenings 6:30-8:00pm</p>

<p>Topics to be covered:</p> <p>For each Title III Immigrant family engagement activity, include topics to be covered.</p>	<p>*How to support my child in phonics *How to support my child with reading comprehension *How to support my child with math fluency and problem solving in mathematics</p>
<p>Name of provider:</p> <p>For each Title III Immigrant family engagement activity, include name of provider.</p>	<p>*International Potluck: Laurel Boyce *Winter Show (DECEMBER) Mr. Wettstein *Family Game Night (October, December, February, May): Ms. Kruger *Project Base Learning Showcase (May): Ms. Scamardella *EOY Cultural Celebrations (May) Ms. Scamardella *Winter Dance Show (February) Classroom Teachers *Theatre SHOW (June) Gr. 4 Teachers *School Field Day (May): Ms. Resnick</p>
<p>Family Notification of Activities:</p> <p>Include how families will be notified of Title III Immigrant family engagement activities (e.g., phone calls, emails).</p>	<p>*Monthly School Calendar will be sent home via student backpack and posted on Konstella. *Invitation Reminder Flyers will be sent home week of each event.</p>
<p>Add additional details here:</p> <p>Including how your school will maintain documentation of family engagement activities and notifications to families.</p>	<p>Zoom in Link Participant lists or Paper Attendance for in-person meetings. All programs are at no cost to Title III Immigrant funds.</p>

PART E: BUDGET

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

