2025–2026 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN
32K162

SCHOOL NAME
J.H.S. 162 The Willoughby

PRINCIPAL
Amanda Lazerson

Comprehensive Educational Plan Outline

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Section 1: Overview of Comprehensive Education Planning

Overview of Comprehensive Education Planning

Comprehensive Education Planning (CEP) is a structured, data-driven process that guides schools in assessing their needs, identifying areas for growth, setting strategic goals and implementing targeted actions to improve student outcomes. Collaboratively developed by the School Leadership Team (SLT) in accordance with the requirements of [Chancellor's Regulation A-655](#), the CEP meets New York State Education Department (NYSED) requirements under the Every Student Succeeds Act (ESSA) and aligns with NYC Public Schools' (NYCPS) system-wide priorities. By engaging all stakeholders—school leaders, teachers, families, students and community members—schools can create a data-informed, equity-focused roadmap for student success and continuous improvement.

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 follows an equity-driven, continuous improvement cycle, rooted in the system-wide priorities. This begins with a comprehensive needs assessment of the school's most current data to identify priority needs and root causes. Next, the SLT establishes **s**pecific, **m**easurable, **a**ttainable, **r**elevant, and **t**imely—SMART goal(s) aligned to each priority and determines targets to measure progress toward meeting the annual goals.

The SLT and instructional leaders define key evidence-based key strategies, professional learning activities and parent, family and community empowerment efforts. They monitor the implementation of those strategies and activities and track progress through measurable targets. Then, the SLT aligns the school-based budget with human and instructional resources to support action plans.

As schools set goals, develop key strategies, and plan action steps, they provide opportunities for all children to meet NYSED's proficient and advanced levels of student academic achievement. These include evidence based instructional strategies that address the educational needs of historically underserved

populations and tackle structural inequities. Schools indicate how the plan addresses the needs of Multilingual/English Language Learners (ML/ELL) through development of the school's Language Allocation Policy (LAP) & Title III Application (if applicable) and the Language Translation and Interpretation (LTI) Plan, that are required as part of the CEP. Schools also address the needs of Students with Disabilities (SWD) through the High Quality Inclusive & Accessible Learning for Students with Disabilities section of the plan. SLTs also develop a plan to improve attendance and reduce chronic absenteeism.

Guidance on Conducting a Comprehensive Needs Assessment

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

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

- Qualitative and quantitative data, including enrollment and class size trends
- 2024-25 ESSA Accountability Data
- Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results
- Quality Review Reports, NYSED and NYCPS CSI or A/TSI Support Visits, Receivership Quarterly Reports, and Diagnostic Tool for School and District Effectiveness Framework (DTSDE)
- NYC School Quality Guide, Insight, New Visions, NWEA MAP and/or other formative assessment data, IEP Review Survey Data, Progress on IEP Goals Data, Program (SESIS-STARS Linkage) Reports, Mandated (Related) Services Reports, and NYCPS Tools for Understanding Your Data for student subgroup information

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

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

3. Identify Root Cause(s): After analyzing the data, engage in a process for uncovering root causes or contributing factors for low student and school performance. Develop theories or hypotheses to explain

why these needs exist and why your school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the 5 Whys Method or other methods for identifying root causes. Consider the questions below:

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

Additional resources and supports are available below.

- Use this CEP Needs Assessment Worksheet to help your SLT and stakeholders identify appropriate data sources, data trends, root causes and priority needs.
- 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 1 resources can be found on the iPlan Portal Public Resources Page.

Section 2: School Information

School Information

School Name:

I.S. 162- The Willoughby School

District Borough Number (DBN):

32K162

Grades Served:

6-7-8

School Address:

1390 Willoughby Avenue Brooklyn, NY 11237

Phone Number:

(718) 821-4860

Fax:

718-821-1728

School Contact Person:

Amanda Lazerson

School Contact Person Email Address:

alazerson@schools.nyc.gov

Principal:

Amanda Lazerson

United Federation of Teachers (UFT) Chapter Leader:

Jonathan Golder

Parents' Association President:

SLT Chairperson:

Melissa Caballero

Title 1 Parent Advisory Council Chairperson (PAC):

Student Representative(s) Middle /High School:

NA

Student Representative(s) Middle /High School:

NA

Community Based Organization (CBO) Representative:

Replications INC.

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

Alba Espinal

District Information

Geographic District:

32

Superintendent:

Arelis Parache

Superintendent's Office Address:

1160 Decatur Street, Brooklyn, NY 11207

Superintendent's Email Address:

aparache@schools.nyc.gov

Phone Number:

347-315-4041

Fax:

Section 3: CEP SLT/Stakeholder Signature Page

School Leadership Team (SLT) Signature Page

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

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

- Specify the position and constituent group represented, e.g., parent-PTA, staff-UFT, student. Note: Two student minimum required for high schools; SED requires Middle Schools identified for the CSI/ATSI/TSI support model to have student representation.
- Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*. Note: The Core SLT members also serve as the CET for Receivership schools.
- SLT members should review this document and sign in the Signature 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

Amanda Lazerson	Principal or Designee*	
Jonathan Golder	United Federation of Teachers (UFT) Chapter Leader or Designee*	
Joseline Smith	Parents' Association (PA)/Parent-Teach Association (PTA) President or Designated Co-President*	
	District Council 37 (DC 37) Representative (staff), if applicable	
	Title I Parent Advisory Council Chairperson (or alternate)	
	Student Representative (Required for middle and high schools)	
	Student Representative (Required for middle and high schools)	
Kenya Barahona	CBO Representative, if applicable	
	Member/Teacher	
	Member/Teacher	
Jessica Mazzarelli	Member/Assistant Principal	
	Member/Parent	
	Member/Parent	
Jeanette Tejada	Member/Parent	
	Member/Parent	
	Member/	
	Member/	

Additional Stakeholder Signature Page

Directions: Stakeholders participating in the development of the CEP who are not listed on the SLT page may sign below. Additional stakeholders may include, but not be limited to, school and district leaders, school staff, parents/families/guardians, students, community organizations, additional Core Community Engagement Team (CET) members (if applicable), members of the School Implementation Team (SIT), and/or school-based staff development committee that serves as the Instructional Leadership Team (ILT) tasked to improve instructional practice across the school. Go to NYSED's guidance on Assembling Your Team to learn more.

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

Name	Position and Constituent Group Represented	Signature
	Position / Constituent Group	

Section 4: School Summary

Accountability Status

Accountability Status: **LSI**

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.

Provide your school's mission statement:

> Our mission is to provide a comprehensive education that emphasizes conceptual understanding, procedural fluency, with rigorous and relevant application of knowledge. We ensure that our students receive a well-rounded education with opportunities to learn from a diverse range of perspectives, including the development of critical thinking skills, problem-solving abilities, and engage in learning experiences that deepen their understanding of complex concepts in real-world situations.

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.

> With a rich history spanning several decades, the school has nurtured generations of students, fostering a culture of academic achievement, inclusivity, and collaboration. The school is situated in Bushwick Brooklyn, a diverse and dynamic neighborhood known for its artistic energy, cultural diversity, and strong community ties. The student population at IS 162 reflects this rich tapestry, comprising students from various backgrounds, cultures, and socio-economic levels. With a commitment to providing equitable education, IS 162 celebrates the diversity of its student body and embraces the unique perspectives and experiences that each student brings.
>
> IS 162 is made up of approximately 300 students, 87% of which are Hispanic, 7% Black or African American, 3% Asian or Native Hawaiian/Other Pacific Islander, 3% White and 1% American Indian or Alaska Native. 36% of the students attending IS 162 are English Language Learners and 23% are Students with Disabilities.
>
> IS 162 prides itself on its strong partnerships with community organizations, local businesses, and cultural institutions, recognizing the vital role they play in enhancing the educational experience of its students. These partnerships provide students with real-world learning opportunities, exposure to diverse career pathways, and access to resources that broaden their horizons.
>
> At IS 162, nurturing the social and emotional well-being of students is paramount. The school recognizes the importance of fostering healthy relationships, empathy, and self-awareness through its comprehensive Social and Emotional Learning (SEL) program. At the core of this program are restorative circles, a powerful practice that encourages open dialogue, active listening, and conflict resolution. Restorative circles provide a safe and inclusive space for students to express their thoughts and feelings, build understanding, and find resolutions to conflicts. These circles not only strengthen interpersonal connections but also promote a sense of belonging and mutual respect within the school community. By integrating SEL practices like restorative circles into daily routines, IS 162 empowers students with invaluable social and emotional skills that support their overall well-being and contribute to a positive and harmonious learning environment.

At IS 162, the commitment to academic growth and personalized instruction extends to the realm of literacy through its individualized reading instruction program. Recognizing that students have unique learning styles and abilities, the school embraces a tailored approach to reading instruction. Highly skilled educators utilize a variety of assessment tools to determine each student's reading level, strengths, and areas for improvement. With this information, teachers create individualized reading plans that cater to the specific needs of each student, ensuring targeted instruction and support. Whether through small group activities, one-on-one interventions, or specialized reading programs, IS 162 strives to develop strong foundational reading skills, improve comprehension, and foster a lifelong love for reading. By offering personalized instruction, the school empowers students to reach their full potential as confident and proficient readers, equipping them with an essential tool for success across all subject areas and beyond.

Recognizing the importance of technology in the modern world, IS 162 has established a strategic alliance with a local tech company, providing students with access to cutting-edge resources and mentorship in the field of STEM (Science, Technology, Engineering, and Mathematics). This partnership equips students with essential skills for the 21st century and prepares them for future career opportunities in the rapidly evolving digital landscape.

Furthermore, IS 162 values parental involvement and maintains strong connections with families. The school actively encourages parents and guardians to participate in various events, workshops, and meetings to foster a collaborative learning environment. These partnerships between the school, families, and the broader community create a support network that enables students to thrive academically, emotionally, and socially.

With a dedicated team of passionate educators, a diverse and engaged student body, and robust community partnerships, IS 162 is truly a hub of learning and growth in Bushwick. The school's commitment to educational excellence, inclusivity, and community involvement sets a powerful example for fostering a positive and enriching educational experience for all students.

Briefly summarize the key initiatives your school will implement this school year.

At IS 162, the school has implemented Multi-Tiered System of Supports (MTSS) with a focus on strategic reading classes for all students. This initiative aims to provide targeted and differentiated instruction to meet the diverse needs of students at various levels of reading proficiency. Through MTSS, IS 162 ensures that every student receives the necessary support and resources to enhance their reading skills and comprehension. Strategic reading classes are designed to foster critical thinking, vocabulary development, and reading fluency through a structured and systematic approach. By offering these classes to all students, IS 162 promotes a comprehensive and inclusive approach to literacy, empowering students to become proficient readers and engaged learners.

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

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	6-8	HMH Into Lit	i-ready
MATH/Algebra 1	6-8	Illustrative Math	i-ready, Desmos
Science	6-7	Amplify	

SS	6-8	Passport	
Science/Living Environment	8	New Visions	

Section 5: Priority 1 – All students learn to read well

Priority 1 Data Trends, Root Causes and Priority Needs

<u>**Priority Needs and Root Causes**</u>

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

- **Summarize the data trends (gaps in student and school performance) for each priority. Use the most current data available and cite the data sources and years.**
- **Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.**
- **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.**

Guiding Questions:

1. Data Trends: What did you see as you analyzed data trends? Cite data sources and years, including those available from NYCPS and NYSED.

2. Root Causes: What do you believe are the reasons within the school's control that are leading to these outcomes?

3. Priority Needs: What are the most important needs identified after completing your needs assessment?

1. Data Trend(s) (Cite Data Source & Year)	2. Root Cause(s)	3. Priority Needs
Across all grades, student performance is especially low in Comprehension, Vocabulary, and Informational Text.	Teachers are not consistently leveraging formative data to target instruction, leading to a gap in response to individual learning needs.	Use small-group instruction and i-Ready data to target students reading below grade level, especially the 94 students three or more levels below.
Foundational skills like Phonics and High-Frequency Words remain underdeveloped for a large portion of students, especially in lower grades.	A high number of multilingual learners and students with IEPs are not receiving targeted reading interventions matched to their diagnostic profiles.	Increase access to targeted reading supports for struggling students, with specific attention to Grades 6 and 7. Align push-in/pull-out supports with identified domain gaps (e.g., phonics, vocabulary, informational text).

Priority 1

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

Systemwide Focus Areas for Literacy

- Implement the strategies outlined in NYC Reads, including foundational phonics curriculum for grades K-2
- Implement dyslexia screening, professional learning, and program pilots (as applicable)
- Support literacy development through the integration of culturally responsive-sustaining texts and content

Priority 1 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	18	By June, 2026, literacy for All Students will improve, as measured by a 20 Increase, from 18 to 38, of percentage of students scoring at or above proficiency on the NYS ELA exam results.

Priority 1 Progress Measures and Targets

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

Enter a Measurement Tool:

Enter a Key Performance Indicator:

Baseline:

Enter the date for the baseline data:

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Priority 1 Progress Measures and Targets

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Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Priority 1 Progress Measures and Targets

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Enter a Measurement Tool:

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Enter the date for the baseline data:

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Priority 1 Action Plan

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

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

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

Key Strategy 1 (Required):

> Implement a school-wide data-driven instructional model using the Data Wise Improvement Process to inform small-group reading instruction.

Root Cause Addressed:

> Teachers are not consistently leveraging formative data to target instruction, leading to a gap in response to individual learning needs.

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps
Train all staff in the Data Wise Process during Monday professional development sessions (September–October). Teams will use the "Eight Steps of Data Wise" to frame all instructional planning and inquiry work.
Teachers will engage in two common planning sessions weekly: Session 1: Data Wise Cycle Review i-Ready diagnostic and growth monitoring data. Use agreed-upon data protocols to identify students in need of small-group reading support. Develop shared problem of practice and instructional focus.
Teachers will engage in two common planning sessions weekly: Session 2: Planning Small-Group Instruction Create targeted reading plans based on skill gaps (e.g., comprehension, vocabulary). Differentiate instruction using leveled

texts, graphic organizers, and scaffolded questioning strategies. Align instructional moves to student data needs and domain-specific areas from i-Ready (e.g., informational text).

Teacher teams will: Use student work and ongoing assessments to refine small-group plans. Share and reflect on evidence of student progress during team meetings. Adjust instructional strategies based on student response and comprehension growth.

Key Strategy 2 (Optional):

Root Cause Addressed:

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps

Implementation Monitoring: Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.

Note: Implementation Progress Checks will be conducted in the Progress Reporting Tool (PRT) in the iPlan Portal for the 2025-26 school year.

ILT and Data Team will:

Conduct monthly learning walks focused on evidence of data-informed small-group instruction.
Provide real-time coaching and feedback to teacher teams.
Facilitate quarterly data days to analyze interim and i-Ready growth data and revise groupings/instruction accordingly.
Review ELA interim and i-Ready spring diagnostic results in April/May to assess progress toward June NYS test goal.

Priority 1 Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies to Support Family & Community Engagement	Partners/CBOs Leveraged
10/20/2025	06/12/2026	Literacy-Focused Family Workshops Quarterly "Family Literacy Nights" beginning in Fall 2025, co-led by ELA teachers, literacy coaches, and community partners. Workshops will include: Understanding i-Ready and NYS ELA expectations. Strategies for reading at home (e.g., asking comprehension questions, vocabulary building). Differentiated sessions for multilingual families and families of students with IEPs.	Replications INC
10/20/2025	06/12/2026	Personalized i-Ready Reports with Family Action Guides After each i-Ready diagnostic window, families will receive: A simplified student report highlighting performance and growth areas. A "Family Action Guide" with tips and literacy activities tailored to the student's skill gaps (e.g., comprehension or vocabulary practice).	

Priority 1 Budget and Resources

Budget and Resources

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.

Human Resources

Instructional Leadership Team (ILT), Data Team, Teachers (ELA & content areas), Literacy Coach, Parent Coordinator & Community School Director

Instructional Resources

i-Ready Reading Diagnostic and Growth Monitoring, Small-Group Planning Tools (Relay GSE), Formative Assessment Tools, Literacy Workshop Materials for Families

Schedule Adjustments

Monday PD Sessions, Weekly Common Planning Time (2x/week), ILT/Data Team Planning Blocks, Family Literacy Events

Other Resources Needed

Technology Access, Book Supplies for Home Libraries, Translation and Interpretation Services

Section 5: Priority 2 – All students are physically and emotionally safe

Priority 2 Data Trends, Root Causes and Priority Needs

<u>**Priority Needs and Root Causes**</u>

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

- **Summarize the data trends (gaps in student and school performance) for each priority. Use the most current data available and cite the data sources and years.**
- **Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.**
- **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.**

Guiding Questions:

1. Data Trends: What did you see as you analyzed data trends? Cite data sources and years, including those available from NYCPS and NYSED.

2. Root Causes: What do you believe are the reasons within the school's control that are leading to these outcomes?

3. Priority Needs: What are the most important needs identified after completing your needs assessment?

1. Data Trend(s) (Cite Data Source & Year)	2. Root Cause(s)	3. Priority Needs
Many students across grades (e.g., 601, 701, 802) expressed feeling emotionally safe when they had opportunities for peer connection through games, group discussions, and shared activities. A majority agreed or strongly agreed they feel part of a supportive community.	Students feel more emotionally secure when given structured opportunities to build relationships and express themselves. Environments that prioritize connection tend to foster a greater sense of belonging.	Continue incorporating community-building activities that promote connection and peer bonding to strengthen emotional safety.
Students across several grade levels requested more variety in activities and deeper conversations. Some students expressed a desire for more mature or meaningful content, while others reported	Lack of differentiated content that is responsive to student identity, grade level, or social emotional development may hinder	Create developmentally appropriate structures for SEL activities that encourage student reflection, identity exploration, and age

disengagement due to repetitive or unstructured formats.	engagement and limit emotional safety.	appropriate dialogue to support both emotional and psychological safety.
While many students reported positive experiences, some students shared that they would feel more supported with increased structure, clearer expectations, and improved peer collaboration.	Differences in facilitation styles, clarity of norms, and consistency in delivery can affect students' ability to fully engage and feel safe. With additional structure and support, these environments can become more inclusive.	Provide professional learning for staff on building consistent, inclusive group experiences that elevate student voice, foster trust, and promote emotional safety.

Priority 2

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

Systemwide Focus Areas for Physical and Emotional Safety

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

Priority 2 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	Safety: 84% Student-Student Trust: 60% Social-Emotional Support: 70% Preventing Bullying: 61%	By June, 2026, physical and mental wellness for All Students will improve, as measured by a Approximately 10% increase in lower-performing areas (Student-Student Trust, Preventing Bullying, and Social-Emotional Support) Increase, in Percentage of students who indicate feeling safe at school, trust between students and staff, and positive experiences with social-emotional learning and support. Key indicators include improvements in the NYC School Survey categories: "Safety" (currently 84%), "Student-Student Trust" (currently 60%), "Social-Emotional Support" (currently 70%), and "Preventing Bullying" (currently 61%). from Safety: 84% Student-Student Trust: 60% Social-Emotional Support: 70% Preventing Bullying: 61% to Increase Student-Student Trust to at least 70%, Preventing Bullying to 71%, and Social-Emotional Support to 80%, while maintaining or improving Safety above 85%., per the NYC School Survey results and internal SEL reflections/check-ins.

Priority 2 Progress Measures and Targets

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

Enter a Measurement Tool:

> NYC School Survey results and internal SEL student reflections/check-ins

Enter a Key Performance Indicator:

> Percentage of students who report feeling emotionally and physically safe, experience positive peer and teacher relationships, and perceive the school as supportive of social-emotional learning

Baseline:

> Student-Student Trust: 60%, Preventing Bullying: 61%, Social-Emotional Support: 70%, and Safety: 84%

Enter the date for the baseline data:

> June 2025

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

> Student-Student Trust: 63%; Preventing Bullying: 64%; Social-Emotional Support: 73%; Safety: Maintain 84%

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

> Student-Student Trust: 66%; Preventing Bullying: 67%; Social-Emotional Support: 76%; Safety: 85%

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Student-Student Trust: 70%; Preventing Bullying: 71%; Social-Emotional Support: 80%; Safety: 86%

Priority 2 Progress Measures and Targets

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

Enter a Measurement Tool:

Enter a Key Performance Indicator:

Baseline:

Enter the date for the baseline data:

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Priority 2 Progress Measures and Targets

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

Enter a Measurement Tool:

Enter a Key Performance Indicator:

Baseline:

Enter the date for the baseline data:

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Priority 2 Action Plan

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

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

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

Key Strategy 1 (Required):

> By June 2026, J.H.S. 162 will improve physical and mental wellness for all students by implementing key strategies that address student trust, bullying prevention, and social-emotional support. The school will strengthen restorative practices by providing Tier 1 and Tier 2 training for staff, implementing weekly community-building circles, launching a student-led Restorative Practices Equity Team (RPET), and introducing re-entry circles for students returning from suspension. To enhance SEL engagement, the school will finalize and roll out three differentiated editions of its SEL curriculum, embed monthly SEL focus areas aligned to student needs, and use quarterly student reflection forms to monitor progress. In addition, the school will promote a positive and inclusive climate by launching a schoolwide kindness and respect campaign, holding student forums on safety and trust, increasing adult presence during transitions, regularly reviewing school safety data, and engaging families through workshops and newsletters focused on conflict resolution and wellness. These coordinated strategies aim to increase Student-Student Trust to at least 70%, Preventing Bullying to 71%, Social-Emotional Support to 80%, and maintain or improve Safety above 85%, as measured by the NYC School Survey and internal SEL data.

Root Cause Addressed:

> While many students report positive experiences, others have indicated a need for clearer expectations, stronger peer relationships, and more structured opportunities to connect and feel supported. These gaps are often the result of varying facilitation styles, limited use of restorative and trauma-informed practices, and the lack of a consistent, developmentally appropriate SEL curriculum. By addressing these areas, the school aims to create a more inclusive, connected, and emotionally safe environment where all students feel respected, supported, and equipped to build positive relationships.

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps
All staff will participate in restorative practices and trauma-informed care training by October 2025, with sessions introduced during September professional development and reinforced in monthly team meetings.
Weekly community-building circles will begin in all advisory or homeroom classes in September 2025, using shared protocols and prompts introduced during summer planning and modeled during staff PD.
Three editions of a developmentally appropriate SEL curriculum will be finalized and launched in September 2025, with grade-level training provided during summer PD and monthly themes integrated into classroom planning.
A student-led Restorative Practices Equity Team (RPET) will launch by October 2025, with selected students trained to lead peer initiatives and support schoolwide inclusion efforts.
Quarterly SEL reflections and student safety surveys will be administered starting Fall 2025, and data will be reviewed by the ILT to inform instructional practices and school climate adjustments.

Key Strategy 2 (Optional):

Root Cause Addressed:

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps

Implementation Monitoring: Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.

Note: Implementation Progress Checks will be conducted in the Progress Reporting Tool (PRT) in the iPlan Portal for the 2025-26 school year.

To monitor the implementation of key strategies and action steps, the school will use monthly Instructional Leadership Team (ILT) meetings, grade-team check-ins, and classroom observations. Evidence collected will include student attendance in SEL and community-building sessions, student responses on quarterly SEL reflections

and safety surveys, and feedback from staff following professional learning sessions. Progress will also be assessed through trends in NYC School Survey indicators such as Student-Student Trust, Preventing Bullying, Social-Emotional Support, and Safety, as well as OORS data and overall student attendance to determine the impact on school climate and student well-being.

Priority 2 Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies to Support Family & Community Engagement	Partners/CBOs Leveraged
09/04/2025	06/26/2026	Provide quarterly workshops, newsletters, and surveys to engage families in SEL, wellness, and school climate efforts.	Replications

Priority 2 Budget and Resources

Budget and Resources

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.

Human Resources

RPET team

Instructional Resources

Morningside Curriculum

Schedule Adjustments

Other Resources Needed

Section 5: Priority 3 – All students have a high-quality academic experience

Priority 3 Data Trends, Root Causes and Priority Needs

<u>Priority Needs and Root Causes</u>

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

- **Summarize the data trends (gaps in student and school performance) for each priority. Use the most current data available and cite the data sources and years.**
- **Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.**
- **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.**

Guiding Questions:

1. Data Trends: What did you see as you analyzed data trends? Cite data sources and years, including those available from NYCPS and NYSED.

2. Root Causes: What do you believe are the reasons within the school's control that are leading to these outcomes?

3. Priority Needs: What are the most important needs identified after completing your needs assessment?

1. Data Trend(s) (Cite Data Source & Year)	2. Root Cause(s)	3. Priority Needs
Professional learning opportunities for educators who support ELLs	I -Ready BOY 2024 6th grade Ell % proficient	access to professional learning opportunities that focus on effective instructional strategies for teaching ELLs, cultural responsiveness, and language development, which can result in inadequate support instruction for ELLs in the classroom.
Professional learning opportunities for educators who support ELLs	I -Ready BOY 2024 7th grade Ell % proficient	inadequate language support in the classroom such as access to bilingual materials, differentiated instruction and tutoring support, which can impede their progress and impede their ability to access grade level content.

Professional learning opportunities for educators who support ELLs	I -Ready BOY 2024 8th grade Ell % proficient	inadequate language support in the classroom such as access to bilingual materials, differentiated instruction, and tutoring support, which can impeded their progress and limit their ability to access grade level content.

Priority 3

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

Systemwide Focus Areas for High Quality Academics

- Strengthen mathematics instruction, including via screener administration and Multi-Tiered Systems of Support (MTSS)
- Embed culturally responsive-sustaining texts and content (e.g., Hidden Voices, Black Studies Curriculum, etc.) in history, literature, and arts curricula to deepen civic engagement, enhance understanding of diverse cultures and provide relevant and affirming interventions in literacy development
- 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
- Ensure that Students in Temporary Housing (STH) and Students in Foster Care access opportunities to receive tutoring and are purposefully engaged in new programs developed in the school
- Elevate health and physical education and activities for a reimagined and engaged student academic experience promoting social, emotional, and physical wellness and wellbeing
- Ensure teachers attend Physical Education and Health Education professional learning in order to provide quality instruction to be able to support and address the physical, mental, social, and emotional needs of the whole child in a safe and supportive learning environment
- Strengthen Early Childhood Education program utilization, quality, and ability to serve all students
- Elevate arts and civics for a reimagined and more engaged student academic experience
- Increase school staff diversity and retention
- Create new programs/schools in response to community need; expand high quality seats

Priority 3 SMART Goal(s)

Target Population	Baseline Data	SMART Goal

Priority 3 Progress Measures and Targets

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

Enter a Measurement Tool:

> I -Ready Diagnostic

Enter a Key Performance Indicator:

> ELA grade level standards

Baseline:

> BOY ELA Grade Level I -Ready Diagnostic

Enter the date for the baseline data:

> Fall 2024

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

> September 2024

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

> January 2025

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

> May 2025

Priority 3 Progress Measures and Targets

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

Enter a Measurement Tool:

Enter a Key Performance Indicator:

Baseline:

Enter the date for the baseline data:

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Priority 3 Progress Measures and Targets

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

Enter a Measurement Tool:

Enter a Key Performance Indicator:

Baseline:

Enter the date for the baseline data:

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Priority 3 Action Plan

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

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

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

Key Strategy 1 (Required):

> Targeted Intervention Programs including the use of scripted, research based curriculum (HMH Language Launch). Implement tiered intervention programs for ELL students focusing on those who are not meeting growth targets. Utilize evidence-based programs that are specifically designed to support language acquisition and literacy development.
>
> Professional Development for Teachers and ENL Coordinator for turn-key purposes for new teachers. kOffer ongoing professional development opportunities focused on strategies for teaching ELL students, including culturally responsive teaching and differentiation. Establish professional learning (PLCs) where teachers can share best practices and collaborate on instructional strategies for ELL students.

Root Cause Addressed:

> Limited Vocabulary Instruction and Language Acquisition
>
> Limited Professional Development for Teachers

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps
Enhanced Data-Driven Instruction Administer the I-Ready ELA diagnostic assessments three times per year (beginning, middle, and end of year) to monitor student progress. Train teachers on using I-Ready reports to identify specific areas of need and adjust instruction accordingly. Develop individualized learning plans for ELL students based on assessment data, and regularly review and update these plans.

Targeted Intervention Programs implement a multi-tiered system of supports (MTSS) for ELL students, including small group instruction and one-on-one tutoring. Schedule regular progress monitoring for students receiving interventions to ensure they are making adequate growth and adjustment interventions as needed, Collaborate with specialists (e.g. ELS teachers, reading specialists) to provide additional targeted support for ELL students.

Professional Development for Teachers focused on effective Instructional strategies for ELL students. Create PLCs for teachers to collaborate, sjare resources, and discuss strategies for supporting ELL students. Provide opportunities for teachers to observe model classrooms and participate in peer coaching.

Key Strategy 2 (Optional):

Root Cause Addressed:

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps

Implementation Monitoring: Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.

Note: Implementation Progress Checks will be conducted in the Progress Reporting Tool (PRT) in the iPlan Portal for the 2025-26 school year.

CPO (Common Planning Opportunities) and ILT (Instructional Leadership Team) reviews data from BOY, MOY, and EOY I-Ready diagnostic results.

Priority 3 Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies to Support Family & Community Engagement	Partners/CBOs Leveraged

Priority 3 Budget and Resources

Budget and Resources

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.

Human Resources

Replications Inc.

Instructional Resources

HMH Language Launch Units 1 &2

Schedule Adjustments

NA

Other Resources Needed

NA

Section 5: Priority 4 – All students graduate college and career ready and have a strong plan and pathway to economic security

Priority 4 Data Trends, Root Causes and Priority Needs

<u>Priority Needs and Root Causes</u>
Directions: After conducting your comprehensive needs assessment for this Priority use the chart below to:
- **Summarize the data trends (gaps in student and school performance) for each priority. Use the most current data available and cite the data sources and years.**
- **Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.**
- **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.**

Guiding Questions:

1. Data Trends: What did you see as you analyzed data trends? Cite data sources and years, including those available from [NYCPS](#) and [NYSED](#).

2. Root Causes: What do you believe are the reasons within the school's control that are leading to these outcomes?

3. Priority Needs: What are the most important needs identified after completing your needs assessment?

1. Data Trend(s) (Cite Data Source & Year)	2. Root Cause(s)	3. Priority Needs
After analysis of the 6/24 NYS Algebra Regents, 39% of students passed the exam.	Students continue to demonstrate difficulty with interpreting the structure of expressions and interpreting categorical and quantitative data which are two major standards tested.	Targeted Instruction
According to a data literacy survey administered in	Lack of sufficient training or ongoing	Professional

2024, only 66.7% of teachers believe they are good at using data to plan lessons and 20% of teachers use formative data, monthly, to tailor instruction to individual students' needs.	support in analyzing student assessment data, leading to missed opportunities for targeted instruction and differentiated supports.	development focused on data analysis to plan small group instruction

Priority 4

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

Systemwide Focus Areas for College and Career Readiness

- Expand career pathways and work-based learning, opportunities for early college credit and industry credentials, and college/career advising and awareness, including via the Career Readiness Modern Youth Apprenticeship and FutureReadyNYC (as applicable)
- Schools serving students in early childhood, elementary, and middle school settings should consider how they expose students to and prepare them for advanced (Regents-level) coursework, Specialized High School Admission Test (SHSAT) preparation, college awareness, career studies, etc.
- Integrate historical and contemporary contributions of culturally diverse professionals, scholars, and entrepreneurs into career readiness programs, ensuring students see diverse pathways to success
- Incorporate lessons on wealth-building strategies, cooperative economics, and financial independence to equip students with tools for long-term economic security
- Ensure the implementation of specialized support programs tailored for Students in Temporary Housing and/or Foster Care, addressing their unique educational needs and challenges

Priority 4 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	39%	All students graduate college and career ready and have a strong plan and pathway to economic security with the following SMART Goal: By June, 2026, the 8th grade students at proficiency in math for All Students will Increase by 11% from 39% to 50% as measured by Algebra 1 Regents.

Priority 4 Progress Measures and Targets

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

Enter a Measurement Tool:

iREADY

Enter a Key Performance Indicator:

Overall placement

Baseline:

2024 EOY Placement Summary

Enter the date for the baseline data:

21%

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

28%

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

40%

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

50%

Priority 4 Progress Measures and Targets

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

Enter a Measurement Tool:

Enter a Key Performance Indicator:

Baseline:

Enter the date for the baseline data:

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Priority 4 Progress Measures and Targets

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

Enter a Measurement Tool:

Enter a Key Performance Indicator:

Baseline:

Enter the date for the baseline data:

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Priority 4 Action Plan

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

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

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

Key Strategy 1 (Required):

> Implement a structured cycle of formative assessments aligned to Algebra 1 Regents exam question types to identify student strengths and gaps with support from administration. Data from these assessments will be tracked in a shared progress monitoring system.

Root Cause Addressed:

> Students continue to demonstrate difficulty with interpreting the structure of expressions and interpreting categorical and quantitative data which are two major standards tested.
> Lack of sufficient training or ongoing support in analyzing student assessment data, leading to missed opportunities for targeted instruction and differentiated supports.

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps
Create and maintain a school-wide tracking system by developing a shared digital tracking tool to monitor individual student progress on Algebra 1 standards over time. Student-Facing: Students will review their own progress using individual data trackers and set goals based on performance. Staff Development: Teachers will be trained to input data, interpret trends, and use the tool during PLC meetings. Rollout: Introduced during a staff meeting with modeling and guided practice, followed by weekly department cpo meetings focused on inquiry to ensure consistent use.
Implement targeted teacher led small group instruction through the use of formative assessment data to group students and provide targeted reteaching during instructional time and stations. Student-Facing: Students will receive additional instruction based on their specific areas of need identified from assessments. Staff Development: Teachers

will receive coaching on strategies for differentiating instruction and using intervention time effectively with protocols from the RELAY Graduate studies program. Rollout: Begins at the start of the year following the first diagnostic assessment; intervention groups are flexible based on new formative assessment data.

Utilize the Data Wise protocol for consistency school-wide to guide teachers in analyzing assessment results, identifying learner-centered problems, and planning responsive instruction. Student-Facing: Instruction is adjusted based on clearly identified student misconceptions and needs, improving clarity, alignment, and engagement in daily lessons. Staff Development: Teachers receive training and coaching on the Data Wise process, focusing on Steps 4–6: examining student work, identifying a problem of practice, and developing an instructional strategy. Rollout: Initial rollout will begin in June 2024 with an introduction to Data Wise but in early fall through PD sessions on the remaining seven steps of Data Wise.

Key Strategy 2 (Optional):

Root Cause Addressed:

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps

Implementation Monitoring: Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.

Note: Implementation Progress Checks will be conducted in the Progress Reporting Tool (PRT) in the iPlan Portal for the 2025-26 school year.

Instructional Leadership Team (ILT) meetings will be held weekly to review implementation data and provide feedback to the data and department teams. Regular use of the Data Wise improvement process will ensure teachers collaboratively analyze student work and plan targeted instruction. All CPO agendas are digital and serve as evidence of implementation and instructional adjustments.

Classroom observations and intervisitations will be conducted by administrators and members of the Data Team using a walkthrough tool focused on evidence of data-driven instruction, use of Regents-aligned questions, and student engagement. Non-evaluative feedback will be provided to each classroom visited.

School-wide data trackers in addition to personal student data trackers will be reviewed monthly for progress monitoring. Adjustment to instruction in small groups will be made based on observable trends.

Priority 4 Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies to Support Family & Community Engagement	Partners/CBOs Leveraged
09/18/2025	09/18/2025	At Back to School Night Algebra teachers will host a Math & Regents Readiness Night where families learn about Regents exam expectations, and receive tools to support learning at home (e.g., practice problems, glossaries, video resources).	
09/08/2025	06/26/2026	Staff will provide regular communication on student progress with parents and families through phone calls, Kinvo, newsletters, in-person meetings. Teachers will include actionable suggestions for how families can support specific skills or concepts at home.	

Priority 4 Budget and Resources

Budget and Resources

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.

Human Resources

N/A

Instructional Resources

N/A

Schedule Adjustments

N/A

Other Resources Needed

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 Data Trends, Root Causes and Priority Needs

<u>Priority Needs and Root Causes</u>
Directions: After conducting your comprehensive needs assessment for this Priority use the chart below to:
- **Summarize the data trends (gaps in student and school performance) for each priority. Use the most current data available and cite the data sources and years.**
- **Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.**
- **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.**

Guiding Questions:
1. Data Trends: What did you see as you analyzed data trends? Cite data sources and years, including those available from NYCPS and NYSED.
2. Root Causes: What do you believe are the reasons within the school's control that are leading to these outcomes?
3. Priority Needs: What are the most important needs identified after completing your needs assessment?

1. Data Trend(s) (Cite Data Source & Year)	2. Root Cause(s)	3. Priority Needs
4% of families have been identified attending a school event/workshop or	Parent engagement opportunities may be offered at limited times, making it difficult for working families to attend.	Increase family attendance at events by 1.5% through flexible scheduling (e.g.,virtual options, flexible time frames).

meeting. (Based on event attendance sign-in sheets for 2024-2025)		
24% of families identified a need for stronger enrichment programs (e.g., after school clubs, activities). (NYC School Survey 2024, Q25)	Limited variety and frequency of extracurricular or co-curricular activities may be reducing overall engagement and perceived program value.	We're boosting family engagement by expanding our afterschool program with high-interest, teacher-led enrichment. Our new Teacher Engagement & Enrichment Committee will create clubs/events that directly align with the school's core pedagogy based on student and family preferences.
1% of school staff have attended monthly workshops/event (Based on event attendance sign-in sheet)	Lack of Perceived Relevance/Value, staff may not see how the workshops directly benefit their daily work, professional growth, or student outcomes. If content isn't clearly aligned with their immediate needs or current school priorities, it won't be prioritized.	Increase staff participation in school events and family-facing workshops by establishing a Teacher Engagement & Enrichment Committee that collaborates on designing high-interest, student-centered programming aligned with school priorities.

Priority 5

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

Focus Areas for System Responsiveness to Parents, Families and Communities

- Engage more deeply with families to understand their needs and plan new, high-quality programs
- Build community trust and bolster engagement, including via improved language access and increased family engagement and participation
- Implement the newly updated NYCPS School Wellness Policy, which provides a framework for all members of the school community, including families and students, to come together and assess and coordinate wellness efforts for their community
- Implement and lead strategies that support community involvement and increase Minority and Women Owned Business Enterprises (MWBE) utilization

Priority 5 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
Parents of All Students	4%	By June, 2026, the percentage of parents/families attending in-person events will Increase by 1% from 4% to 5% as measured by attendance sign-in sheets.

Priority 5 Progress Measures and Targets

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

Enter a Measurement Tool:

Attendance sign-in sheet

Enter a Key Performance Indicator:

percentage of parents/families attending in-person events

Baseline:

4%

Enter the date for the baseline data:

June 2025

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Priority 5 Progress Measures and Targets

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

Enter a Measurement Tool:

Enter a Key Performance Indicator:

Baseline:

Enter the date for the baseline data:

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Priority 5 Progress Measures and Targets

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

Enter a Measurement Tool:

Enter a Key Performance Indicator:

Baseline:

Enter the date for the baseline data:

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Priority 5 Action Plan

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

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

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

Key Strategy 1 (Required):

> Implementing a standardized exit survey to collect parent input on hosted events.
>
> To significantly increase staff participation in school events and family-facing workshops, we will establish a dedicated Teacher Engagement & Enrichment Committee. This committee will collaboratively design and lead high-interest, student-centered programming that directly aligns with our school's priorities, ensuring staff are invested in and enthusiastic about contributing to these vital initiatives.

Root Cause Addressed:

> Lack of parent/family feedback.
>
> Lack of alignment of workshop topics and teacher priorities.

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps
Recruitment for the Engagement & Enrichment Committee
Hold quarterly collaborative planning meetings to plan parent events/workshops.
Serve standardized parent/staff exit surveys after events/workshops to collect meaningful feedback to improve future events.

Key Strategy 2 (Optional):

Root Cause Addressed:

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps

Implementation Monitoring: Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.

Note: Implementation Progress Checks will be conducted in the Progress Reporting Tool (PRT) in the iPlan Portal for the 2025-26 school year.

> Utilize NYC School Survey results to track growth in the percentage of teachers engaging in communication with parents. Review staff and parent sign-in sheets to track attendance at workshops/events and review the parent/staff feedback exit survey to monitor participation. Refine action steps as needed based on ongoing data review and parent/staff feedback to ensure the goal is achieved by June 2026.

Priority 5 Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies to Support Family & Community Engagement	Partners/CBOs Leveraged
09/04/2025	06/26/2026	Welcome back to school event, informational workshops, cultural celebrations, creative/interactive workshops, and student showcases.	Replications Inc.

Priority 5 Budget and Resources

Budget and Resources

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.

Human Resources

Instructional Resources

Schedule Adjustments

Other Resources Needed

Section 5: Attendance/Chronic Absenteeism

Attendance/Chronic Absenteeism Data Trends, Root Causes and Priority Needs

<u>Priority Needs and Root Causes</u>

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

- **Summarize the data trends (gaps in student and school performance) for each priority. Use the most current data available and cite the data sources and years.**
- **Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.**
- **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.**

Guiding Questions:

1. Data Trends: What did you see as you analyzed data trends? Cite data sources and years, including those available from NYCPS and NYSED.

2. Root Causes: What do you believe are the reasons within the school's control that are leading to these outcomes?

3. Priority Needs: What are the most important needs identified after completing your needs assessment?

1. Data Trend(s) (Cite Data Source & Year)	2. Root Cause(s)	3. Priority Needs
RRSA and RATR ATS reports have shown high percentage of no show students and students that moved with no contact/incorrect contact information. Addresses are incorrect in ATS to verify enrollment.	Families move over the summer and do not notify the school. Students are on extended summer vacations and the school is not notified of a return date.	Verifying student enrollment and class rosters
Reviewing the New Visions portal, 48% of our shelter students are chronically absent, a 13% increase compared to last year.	Housing instability for families moving in and out of temporary housing throughout the year. Students continue to stay enrolled in our school but have a long commute. Shelter does not have protocols in place to ensure students are attending school.	Attendance expectations for STH

Attendance/Chronic Absenteeism

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

Systemwide Focus Area for Attendance/Chronic Absenteeism: Develop and implement strengthened practices to improve attendance, combat chronic absenteeism and center equity. Note: For ESSA accountability purposes, NYSED will replace the Chronic Absenteeism indicator with the Attendance indicator, beginning in the 2025-26 school year. Learn more about the new Attendance indicator by reviewing this Fact Sheet.

Attendance/Chronic Absenteeism SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	23%	By June, 2026, the Chronic Absenteeism Rate for All Students will decrease by 8%, from 23% to 15%, as measured by the New Visions Chronic Absenteeism Reports.

Attendance/Chronic Absenteeism Progress Measures and Targets

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

Enter a Measurement Tool:

New Visions Portal

Enter a Key Performance Indicator:

Chronic Absenteeism rate

Baseline:

23%

Enter the date for the baseline data:

06/2025

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

<23%

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

<19%

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

<15%

Attendance/Chronic Absenteeism Progress Measures and Targets

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

Enter a Measurement Tool:

Enter a Key Performance Indicator:

Baseline:

Enter the date for the baseline data:

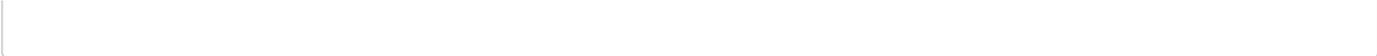**Enter Period 1: Beginning of Year (BOY) Progress Target:**

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Attendance/Chronic Absenteeism Progress Measures and Targets

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

Enter a Measurement Tool:

Enter a Key Performance Indicator:

Baseline:

Enter the date for the baseline data:

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Attendance/Chronic Absenteeism Action Plan

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

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

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

Key Strategy 1 (Required):

> STH coordinator and the attendance team will meet with the shelter director to host a back to school workshop at the shelter for families to provide support, contact information and attendance data for each child. We will work with the shelter coordinator to establish protocols to ensure students are attending school.

Root Cause Addressed:

> Supporting the relationship with the shelter. Housing instability for families moving in and out of temporary housing throughout the year. Students continue to stay enrolled in our school but have a long commute. Shelter does not have protocols in place to ensure students are attending school.

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps
Utilizing the New Visions portal, specifically students living in a shelter, to conduct early interventions through monitoring and support with attendance plans. Discuss with parents the importance of attendance and the direct and significant impact on academic performance.

Key Strategy 2 (Optional):

> Attendance team members will conduct home visits to the families of students that did not confirm their intention of attending our school in the fall of 2025 over the summer. In addition, all severely chronically absent students from the year prior will meet with the attendance team to develop a plan to attend school.

Root Cause Addressed:

> Families move over the summer and do not notify the school. Students are on extended summer vacations and the school is not notified of a return date.

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps
Parent coordinator will contact all incoming 6th graders to confirm intention of attending in the fall. Attendance team will review the RPYA from ATS and the New Visions portal to identify students in greatest need of attendance support. Families will be contacted by the team to ensure address and phone number are correct in addition to reviewing the year prior's attendance.

Implementation Monitoring: Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.

Note: Implementation Progress Checks will be conducted in the Progress Reporting Tool (PRT) in the iPlan Portal for the 2025-26 school year.

> Attendance phone call logs are kept daily in school to be reviewed at the weekly attendance team meetings. These logs are used to identify trends and patterns of students, in addition to the reasons provided by the parent(s)/guardian(s). Targeted students are identified through the New Visions portal and these daily call logs to create attendance plans with an attendance team member. Once the plan is created with the student, the attendance

team member and student contact the parent to notify them and provide additional supports (ensuring online access to the student's gradebook, NYCSA and Kinvo).

Attendance/Chronic Absenteeism Family and Community Engagement

Family and Community Engagement

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

Start Date	End Date	Strategies to Support Family & Community Engagement	Partners/CBOs Leveraged
07/28/2025	10/10/2025	Home visits conducted	Replications
09/15/2025	06/26/2026	Create attendance plans for targeted students	
09/04/2025	06/26/2026	School social worker contacts each parent/guardian of an absent student daily	

Attendance/Chronic Absenteeism Budget and Resources

Budget and Resources

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.

Human Resources

N/A

Instructional Resources

N/A

Schedule Adjustments

N/A

Other Resources Needed

N/A

Section 5: High Quality Inclusive & Accessible Learning for Students with Disabilities

High Quality Inclusive & Accessible Learning for Students with Disabilities Data Trends, Root Causes and Priority Needs

<u>Priority Needs and Root Causes</u>

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

- **Summarize the data trends (gaps in student and school performance) for each priority. Use the most current data available and cite the data sources and years.**
- **Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.**
- **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.**

Guiding Questions:

1. Data Trends: What did you see as you analyzed data trends? Cite data sources and years, including those available from NYCPS and NYSED.

2. Root Causes: What do you believe are the reasons within the school's control that are leading to these outcomes?

3. Priority Needs: What are the most important needs identified after completing your needs assessment?

1. Data Trend(s) (Cite Data Source & Year)	2. Root Cause(s)	3. Priority Needs (NYCPS Systemwide Needs for all schools noted below.)
According to district special education compliance data only 83.3% of students are making progress toward their annual goal.	Alignment of goals with student needs. Lack of formative assessment data or up-to-date progress monitoring.	IEP Development and Fidelity of Implementation
IEPs for students age 12 and older do	Case managers are not familiar with the age	Transition Planning

not have transition planning included in over 15% of IEPs.	requirements to begin transition planning. Lacking training in transition planning.	and Compliance
According to district special education 86.4% of our annual reviews are completed on time.	School psychologists do not complete the triennial prior to the annual review date. Students that come into our school from other NYCPS with IEPs incomplete.	Referral Process and Equity
According to our OORS 3-year summary report, our SE suspension rate has decreased 4% from 23-24 to 24-25. 5% to 1%.	Restorative conversations School culture focused on restoration not punitive consequences.	Equity in School Discipline

High Quality Inclusive & Accessible Learning for Students with Disabilities

Directions: After conducting a comprehensive needs assessment by analyzing school data trends including IEP Review Surveys; exploring your school vision/values/aspirations, and listening to students to surface priority needs and identify root causes, develop outcome-focused SMART goals for identified priority need(s) and the relevant systemwide focus areas for **High Quality Inclusive & Accessible Learning for Students with Disabilities** outlined below. Use the SMART Goal builder in iPlan for support in developing your goal.

Systemwide Focus Areas for High Quality Inclusive and Accessible Learning for Students with Disabilities:

- IEP Development and Implementation
- Transition Planning and Compliance
- Referral Process and Equity
- Equity in School Discipline

High Quality Inclusive & Accessible Learning for Students with Disabilities SMART Goal(s)

Target Population	Baseline Data	SMART Goal
Students with Disabilities (SWD)	83%	By June, 2026, to strengthen the quality and implementation of IEPs for Students with Disabilities (SWD), we will improve Teachers will utilize more precise and consistent data collection methods, to tailor instruction to meet each student's unique needs, ensuring that no one falls behind in their academic and developmental progress according to their annual goals. The ongoing, data-driven approach helps ensure that IEP goals are met, increases accountability, and improves student outcomes. by a 17% Increase, from 83% to 100%, as measured by Monthly districtwide special education compliance report.

High Quality Inclusive & Accessible Learning for Students with Disabilities Progress Measures and Targets

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

Enter a Measurement Tool:

DIstrict special education monthly compliance reports

Enter a Key Performance Indicator:

Baseline:

86%

Enter the date for the baseline data:

06/25

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

>83%

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

>94%

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

100%

High Quality Inclusive & Accessible Learning for Students with Disabilities Progress Measures and Targets

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

Enter a Measurement Tool:

Enter a Key Performance Indicator:

Baseline:

Enter the date for the baseline data:

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

High Quality Inclusive & Accessible Learning for Students with Disabilities Progress Measures and Targets

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

Enter a Measurement Tool:

Enter a Key Performance Indicator:

Baseline:

Enter the date for the baseline data:

Enter Period 1: Beginning of Year (BOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 2: Middle Of Year (MOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

Enter Period 3: End of Year (EOY) Progress Target:

Reminder: Actual results will be entered in the Progress Reporting Tool (PRT).

High Quality Inclusive & Accessible Learning for Students with Disabilities Action Plan

Key Strategy 1 (Required):

> To enhance student progress monitoring on IEP goals teachers will implement a more effective and consistent data tracking system.

Root Cause Addressed:

> Alignment of goals with student needs.
>
> Lack of formative assessment data or up-to-date progress monitoring.

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps
The special education liaison will train teachers and support staff on how to use the chosen data tracking tools and how to document IEP progress consistently.
At our monthly special education meetings the liaison and administration will present and monitor the standardized procedures for data collection, including the frequency, types of data and how to measure progress toward IEP goals.
Data collection will be integrated into daily practice as part of the school wide initiative, ensuring that teachers have incorporated data tracking into their daily routines, using the selected tools to document student progress during lessons, assessments and interventions.

Key Strategy 2 (Optional):

Root Cause Addressed:

Action Steps:

Indicate what your school will do specifically to implement each strategy to achieve this annual goal. Include both student-facing activities and professional learning for staff. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps

Implementation Monitoring: Indicate your primary structures to progress monitor implementation of key strategies and action steps. Include specific data/evidence you will collect and use to determine progress and impact on instruction, student learning, and achievement.

Note: Implementation Progress Checks will be conducted in the Progress Reporting Tool (PRT) in the iPlan Portal for the 2025-26 school year.

Bi-Weekly Meetings:

Purpose: To assess the effectiveness of the data tracking system and ensure that teachers are analyzing and adjusting instruction based on the data.
Action: Teachers and support staff will meet every two weeks to discuss the data collected, identify patterns, and decide on instructional adjustments.
Data/Evidence: Student progress reports, data tracking spreadsheets, notes from team discussions about student performance, and adjustments made to instruction.
Impact on Instruction: Ensures that teaching strategies are being adjusted based on real-time data, keeping instruction dynamic and responsive to student needs.

Trimester IEP Goal Progress Reports:

Purpose: To formally assess student progress toward IEP goals and ensure accountability for the implementation of IEPs.
Action: Teachers will prepare and submit detailed reports on each student's progress toward their specific IEP goals every trimester through SESIS.
Data/Evidence: IEP progress reports, student assessment data, detailed descriptions of interventions, adjustments to instruction based on progress.
Impact on Instruction: Helps determine if instructional practices are successfully supporting IEP goals or if changes are needed in strategy or approach.
Impact on Student Learning: Provides evidence of whether students are achieving their IEP goals, which directly informs future instructional decisions.

High Quality Inclusive & Accessible Learning for Students with Disabilities Family and Community Engagement

Family and Community Engagement

Directions: Indicate the multi-tiered supports (strategies & activities) that will be implemented to support and engage families (including foster parents, birth parents, and families with limited English proficiency) and plans for community collaboration in the implementation of this action plan, surrounding the four priority needs. Include:

1) a description of the school's supports and processes for students with disabilities;
2) a coherent mechanism is implemented for updating families on their child's progress towards measurable annual and post-secondary transition goals;
3) a procedure to ensure families are involved during decision-making for IEP development and implementation.

Start Date	End Date	Multi-tiered Supports to Engage Family & Community	Partners/CBOs Leveraged
09/08/2025	06/26/2026	Case managers will provide ongoing communication to families regarding student's progress toward meeting annual goals.	
09/08/2025	06/26/2026	Members of the student support team and the student's case manager will arrange meetings, in addition to the progress reporting communication, either in-person or virtually to engage in academic and social-emotional awareness as it relates to their child's IEP>	Replications

High Quality Inclusive & Accessible Learning for Students with Disabilities Budget and Resources

Budget and Resources

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.

Schools are encouraged to think critically and strategically when considering resources that can support progress towards CEP goals for students with IEPs. This includes utilizing Title I funding for at-risk speech and/or counseling services, all-staff training in supporting students with autism, sensory materials, summer institute geared at the development of executive functioning skills, and/or inclusion coaching support. Schools may also consider utilizing Title II funds to reduce the ratio of students with IEPs to typically developing peers in ICT classes.

Human Resources:

> N/A

Instructional Resources

> N/A

Schedule Adjustments

> N/A

Other Resources Needed

> N/A

Section 6: Multi-Tiered Systems of Support (MTSS)

Academic Support

NYCPS Multi-Tiered Systems of Support (MTSS) align with NYSED guidelines for providing Academic Intervention Services (AIS) to students who have not yet met state standards or are considered to be at-risk of not meeting state standards. The Multi-tiered Systems of Support (MTSS) framework, organizes **supports** into three tiers:

Tier 1 provides schoolwide, high-quality programming for all students, including SWDs;

Tier 2 offers data informed small-group interventions for at-promise students; and

Tier 3 delivers intensive, individualized support for students with persistent needs.

This facilitates the strategic planning and necessary resource alignment to ensure their school community appropriately and adequately serves all students well, in partnership with students and families.

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, with particular attention to the unique needs of students in Temporary Housing and/or Foster Care, who may face additional challenges related to school stability, trauma and access to educational resources. A culturally responsive-sustaining approach to intervention embeds culturally relevant texts and historical narratives into literacy and social studies interventions, ensuring students receive the support that reflects their identities and lived experiences, increasing engagement and achievement.

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 at-risk students who experience difficulty meeting state standards, including those living in Temporary Housing and/or residing in Foster Care placements. Indicate specialized materials, technology-based tools and/or extra instruction, including Expanded Learning Time that supplement school-wide systems & supports and/or classroom level supports. Ensure that interventions address the unique social-emotional, behavioral and academic challenges faced by culturally and linguistically diverse students, as well as those impacted by housing instability and child welfare system involvement.

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.

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	BOY iready	After School Academy	Small group	During School	Yes
Tier 3	BOY iready	Day School Academy	Small group	After School	Yes
Tier 2 & 3	BOY iready ELL status	Saturday Academy	Small group	Saturdays	Yes
Tier 2 & 3	EOY iready	Strategic Reading	small group	During school	No

Student Social/Emotional Support

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

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Teacher Reccomendation	restorative circles	Small group	During school	No
Tier 3	Student support committee reccomendation	Counseling	One on one	During school	No
Tier 1	All students	Bee-havior Charter	Class instruction	During school	No

Family and Community Engagement Around MTSS

Describe how the school's essential components of MTSS are shared with families.

At the start of the school year, all families receive a Family Guide to MTSS, which outlines:
The purpose of MTSS.
Tier 1, Tier 2, and Tier 3 definitions and examples of supports.
A description of reading programs used: Phonics for Reading, STARI, REWARDS, and book clubs aligned to HMH for grade-level readers.
How students are identified for support using i-Ready BOY (Beginning of Year) and MOT (Middle of Year) diagnostics.

During Family Literacy Nights and Curriculum Conferences, school leaders and intervention staff provide:
MTSS overviews.
Live demonstrations of tools used (e.g., i-Ready reports, sample small-group lessons).
Strategies for supporting reading at home.

For new students or newly referred students, the school provides individual onboarding conversations with families that explain the MTSS process and intervention options.

Describe how families receive updates on the progress of their child(ren) who receive Tier 2 targeted, or Tier 3 intensive interventions.

Tier 2 (Targeted Instruction):
Families receive a Progress Notification Letter at the start of intervention cycles, outlining:
The intervention program being used (e.g., STARI or REWARDS).
Targeted skills (e.g., decoding, fluency, comprehension).
Frequency and duration of intervention sessions.
Families receive monthly progress updates from interventionists and ELA teachers via:
Printed or digital progress reports.
Samples of student work or performance summaries from i-Ready and classroom assessments.

Tier 3 (Intensive Intervention):
Families receive a formal Individualized Intervention Plan after identification, which includes:
Diagnostic data summary.
Specific learning goals.
Intervention frequency (e.g., 4–5 times/week).
Progress monitoring schedule.
Monthly progress meetings (virtual or in-person) are held with interventionists, teachers, and families to:

Describe how families are involved during decision making regarding the progress of students receiving Tier 3 intensive intervention.

Before placing a student in Tier 3, a Student Support Team (SST) meeting is held with the family to review i-Ready and additional assessment data, explain the need for intensive support, and co-create a plan.
Written consent is obtained from families before initiating Tier 3 supports.

At every Tier 3 review (typically every 6–8 weeks), families participate in progress discussions and help determine whether the student:
Continues with current supports.
Receives revised goals or strategies.
Is referred for additional services or evaluation, if warranted.

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 1 and non-Title 1 schools receive a Title 1 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 1, Part A set-aside to support your STH population, please refer to the [Title 1 STH Funds Toolkit.](#)

Identify the number of Students in Temporary Housing who are currently attending your school and provide a breakdown of their temporary housing status. Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.

Number of students in temporary housing who are:
- Doubled up (with friends or relatives because they cannot find or afford housing):
- Living in a shelter or transitional shelter:
- Living in a hotel/motel:
- Other

*Note: In keeping with established practices regarding personally identifiable information, use the letter "s" to identify a number less than five (5).

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After a careful analysis of historical demographic, attendance and achievement data for your STH population, what trends do you notice, and how can these trends inform the services and support provided for this population?

> Attendance Trends:
> Chronic Absenteeism: Data shows that a substantial percentage of STH students experience chronic absenteeism, which correlates with lower academic achievement.
> Engagement with School Activities: Attendance at school events and extracurricular activities is significantly lower among STH students compared to their peers.
>
> Achievement Trends:
> Academic Performance: On average, STH students score lower on standardized assessments compared to the overall student population, with particular challenges noted in literacy and mathematics.
> Growth Metrics: While some students show significant growth, many remain below grade level, indicating a need for targeted interventions.

Describe the services you are planning to provide to the STH population. How were those services selected to best meet students' needs? How will you (or did you) utilize the STH Title 1 Survey to select services aligned to need?

IS 162 recognizes the unique challenges faced by students in temporary housing (STH) and is dedicated to providing comprehensive support to meet their needs. As a Community School, IS 162 partners with Replications, a renowned community school organization, to offer a range of services and resources to the STH population.

One of the key services provided to STH students is access to a dedicated STH liaison. This liaison serves as a consistent point of contact for students and their families, offering personalized support and guidance. The liaison collaborates closely with the schools STH liaison and Replications Family Empowerment Lead to identify and address the specific academic, social, and emotional needs of STH students. They provide assistance in navigating school enrollment processes, accessing transportation, and connecting families with essential community resources.

Replications, as a community school organization, brings expertise in coordinating wraparound services for STH students. They work closely with IS 162 to develop and implement targeted interventions, such as tutoring programs, mentoring initiatives, and counseling services. Replications leverages its extensive network of community partners to provide additional support, including access to healthcare, and mental health services.

Furthermore, IS 162 and Replications collaborate to ensure continuity of education for STH students. They prioritize maintaining stable school attendance, providing transportation support when necessary, and offering academic interventions tailored to individual needs. Through Replications' expertise, the school also fosters family engagement by organizing workshops and events that promote parental involvement and provide information on available resources for STH families.

By partnering with Replications and following the NYCDOE Community Schools model, IS 162 is able to provide a comprehensive support system for students in temporary housing. Through personalized guidance, wraparound services, and a commitment to maintaining educational stability, the school and Replications work together to ensure that STH students have the necessary tools and resources to succeed academically and thrive in their educational journey.

Prioritizing Students in Foster Care

As included in your school's Office of School and Youth Development Consolidated Plan-Child Child Abuse and Neglect Intervention and Prevention School Plan and in accordance with the federal Education Law 3244 – Education of Children in Foster Care (Effective 2018) establishes the rights of students placed, or moved, in foster care to:

- Continue attending school of origin if determined to be in their best interest, or, if not, attend school near foster care placement,

- Immediate enrollment, and

- Transportation, if necessary to attend school of origin

Please respond to the questions below.

How many students in foster care are currently enrolled at your school? Provide a detailed breakdown of the social-emotional and academic supports available to them.

0

What targeted supports are in place for students in foster care, including those newly transitioning into the foster care system? How does your school ensure these students receive the necessary interventions to promote stability and success?

After analyzing historical demographic, attendance, and achievement data for students in foster care, what trends have emerged? How can these insights be used to improve the services and support provided to this population?

What specific strategies does your school implement to ensure students in foster care, particularly those in transitional grades, receive targeted Social-Emotional Learning (SEL) support? How do these strategies help address academic and behavioral challenges?

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.

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.

IS 162 recognizes the importance of extended learning time (ELT) as a valuable opportunity to offer enrichment and additional learning experiences to students beyond the traditional school day. By utilizing ELT, the school aims to address the unique learning needs and interests of all students, including those who may benefit from alternative approaches and experiences.

IS 162 embraces the concept of ELT by providing a wide range of after-school and Saturday programs designed to foster enrichment and exploration. These programs are carefully curated to offer diverse opportunities for students to pursue their passions, discover new interests, and develop skills that may not be covered in the regular classroom setting.

One of the avenues through which IS 162 promotes enrichment is by offering a variety of student clubs. These clubs cater to a wide array of interests, including but not limited to art, music, drama, sports, STEM, debate, and community service. By participating in these clubs, students have the chance to engage in hands-on activities, collaborate with peers who share similar interests, and receive specialized instruction from teachers or external experts. The clubs provide a platform for students to explore their talents, build confidence, and develop leadership and teamwork skills.

Additionally, IS 162 collaborates with community partners and local organizations to expand the opportunities available to students during ELT. Through these partnerships, students may have access to workshops, and field trips that expose them to real-world experiences and career pathways. These experiences help broaden their perspectives, develop critical thinking skills, and cultivate a sense of civic engagement.

Furthermore, the school utilizes ELT to offer targeted academic support to students who may require additional assistance. Tutoring programs, study groups, and academic intervention initiatives are implemented during these extended hours to provide targeted instruction, reinforce learning concepts, and address specific learning needs.

By leveraging the power of ELT, IS 162 ensures that all students have access to a well-rounded education that goes beyond the confines of the traditional classroom. Through student clubs, partnerships with community organizations, and targeted academic support, the school creates a dynamic learning environment that nurtures individual interests, promotes exploration, and enhances the overall educational experience for its diverse student population.

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.

To meet this requirement, IS 162 carefully selects and assigns NYS certified teachers who possess the necessary expertise and knowledge in the specific content areas offered during ELT. These teachers undergo rigorous evaluation and meet the state's certification standards to ensure their qualifications and competence.

The school administration and instructional leaders work closely with the certified teachers to develop a cohesive plan for ELT instruction. This plan includes aligning the curriculum and instructional strategies with the academic standards and objectives of the content area. By doing so, IS 162 ensures that the ELT instruction delivered by certified teachers is consistent with the curriculum taught during regular school hours and supports the overall educational goals of the students.

Furthermore, IS 162 provides professional development opportunities and ongoing support to the certified teachers involved in ELT instruction. This ensures that they stay updated with the latest teaching methodologies, best practices, and content-specific knowledge. Professional development sessions may focus on pedagogical techniques, differentiated instruction, student engagement strategies, or any other relevant topics to enhance the quality of ELT instruction.

The school administration also maintains a system of supervision and evaluation to monitor the effectiveness of ELT instruction. This includes regular classroom intervisitations, feedback sessions, and collaborative planning meetings. By closely supervising the ELT instruction, IS 162 ensures that teachers are delivering instruction that is aligned with standards, engaging for students, and meets the needs of the diverse learner population.

By adhering to the requirement of having NYS certified teachers in the relevant content areas, IS 162 guarantees that the ELT instruction provided during extended learning time meets the highest educational standards. This commitment to qualified and certified teachers ensures that students receive effective and engaging instruction that supports their academic growth and success.

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.

The school administration and instructional leaders work closely with the certified teachers to develop a cohesive plan for ELT instruction. This plan includes aligning the curriculum and instructional strategies with the academic standards and objectives of the content area. By doing so, IS 162 ensures that the ELT instruction delivered by certified teachers is consistent with the curriculum taught during regular school hours and supports the overall educational goals of the students.

Furthermore, IS 162 provides professional development opportunities and ongoing support to the certified teachers involved in ELT instruction. This ensures that they stay updated with the latest teaching methodologies, best practices, and content-specific knowledge. Professional development sessions may focus on pedagogical techniques, differentiated instruction, student engagement strategies, or any other relevant topics to enhance the quality of ELT instruction.

Provide a description of the materials purchased to support implementation of ELT.

Section 7: Parent and Family Engagement Policy and School-Parent Compact

Parent and Family Engagement Policy

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

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

In Title 1 schools, the Title 1 Parent Advisory Council (PAC) represents the Title 1 parent community in supporting parent and family engagement. The Title 1 PAC Chairperson will serve in a consultative role with the SLT representing the school's Title 1 parents. Schools are encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title 1 parent and family engagement requirements) as guidance for updating the school's current policy.

Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. IS 162-The Willoughby School, in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

Support for Parents and Family Members of Title 1 Students

IS 162, 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 to school partnership to ensure that parents can effectively support and monitor their child's progress;

• providing assistance to parents in understanding City, State and Federal standards and assessments;

• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

• providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Parental Involvement and School Quality

The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents and family members and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent and Family Engagement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent and Family Engagement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

• actively involve and engage parents and family members in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Education Plan, including the implementation of the school's Title I Parent and Family Engagement Policy and School-Parent Compact;

• engage all parents in discussion and decisions regarding the required Title I, 1% set-aside funds, which are allocated directly to the school to supplement parent and family engagement activities, including family literacy and parenting skills;

• ensure that the Title I funds allocated for parent and family engagement are utilized to implement activities and strategies as described in the school's Parent and Family Engagement Policy and the School-Parent Compact;

• support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional learning, especially in developing leadership skills;

• maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

• conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

• provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review

Report, Learning Environment Survey Report;

• host the required Annual Title I Parent Meeting each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent and family engagement requirements under Title I, Part A, Section 1116 and other applicable sections under ESSA;

• schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

• translate all critical school documents and provide interpretation during meetings and events as needed.

Encouraging School-Level Parental Involvement

The school will further encourage school-level parent and family engagement by:

• hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

• encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;

• supporting or hosting Family Engagement events;

• establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

• encouraging more parents to become trained school volunteers;

• providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

• developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

• providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

School-Parent Compact (SPC)

IS 162, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:
* using academic learning time efficiently;
* respecting cultural, racial and ethnic differences;
* implementing a curriculum aligned to the State Learning Standards;
* offering high quality instruction in all content areas;
* providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

I. School Responsibilities: Providing General Support to Parents

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

II. Parent/Guardian Responsibilities

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

advisory groups, e.g., Title I Parent Advisory Council, School or District Leadership Teams;

- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

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

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.

Language Allocation Policy Outline

2025-26 Language Allocation Policy (LAP)

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

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

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

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

Part I: School ML/ELL Profile

This section should reflect the school's demographics for the 2025-26 school year. If completing before the 2025-26 school year begins, questions should be based on the anticipated population served by the school.

A. Language Allocation Policy Team Composition

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

Required LAP team members are denoted with an asterisk (*) below. Please do not leave any fields blank. If a role is not represented on the LAP team, include "N/A" below.

Member Title	Name
Principal*	Amanda Lazerson
Assistant Principal (Where Applicable)*	Melissa Caballero
English as a New Language (ENL) Teacher*	Lauren Herrera
Teacher (if school has a bilingual program must be a bilingual teacher)*	Daisy Munoz
Parent/Guardian*	Marisol Carpio
Teacher/HLA	Ana Apicella
Parent Coordinator	Noelia Reyes
School Counselor/Related-Service Provider	Jennifer Rivera

B. Teacher Qualifications

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

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

Number of ESOL certified teachers currently teaching ENL:

> There are currently (3) ESOL certified teachers.   (Mariana Zenteno, Lauren Herrera, & Isabella Fanning).

Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K–6]:

> There are currently two stand-alone ENL teacher that holds both a common branch and ESOL license. (Lauren Herrera, & Isabella Fanning).

Number of certified ESOL teachers not currently teaching ENL:

> There are three teachers in the school that are currently teaching ENL. One licensed teacher is on a child care leave for the school year.

Number of teachers who hold both content area/common branch and ESOL certification:

> Two (2) teachers (Lauren Herrera, & Isabella Fanning).

Number of ESOL certified teachers with a bilingual extension:

> 0

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:

two (2)

Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:

one (1)

Number of teachers certified to teach students with disabilities that also have a bilingual extension:

0

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

Total number of teachers with LOTE certification:

One (1)

Total number of teachers with LOTE certification providing World Language instruction:

One (1)

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

There is one (1) HLA teacher, Ana Apicella, who teaches 6th, 7th, and 8th grade to students in a bilingual program.

C. Student Demographics

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

Total number of students (excluding pre-K):

241 students

Total number and percentage (%) of current ELLs:

69 current ELLs or 28%

Total number and percentage (%) of former ELLs:

25 former ELLs or 10.37%

Total number and percentage (%) of ELLs who are Newcomers (0-3 years of service):

51 students (51% of all ELLs)

Total number and percentage (%) of ELLs who are Developing ELLs (4-6 years of service):

27 students (27% of all ELLs)

Total number and percentage (%) of ELLs who are Long-Term ELLs (7 or more years of service):

13 students (13% of all ELLs)

Total number and percentage (%) of ELLs who are Students with Inconsistent/Interrupted Formal Education (SIFE):

2 (2% of all ELLs)

Total number and percentage (%) of ELLs with an Individualized Education Program (IEP):

17 ELLs or 17%

Part II: Bilingual Programs

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language Bilingual Education (DLBE)?

Yes

Provide the number of classrooms for each bilingual program, by grade, at your school for the 2025-26 school year. If submitted before the 2025-26 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.
Please include the total number of classrooms for each bilingual program in the last column.

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	GE	Spanish	2020							1	1	1					3
TBE																	0
TBE																	0
DLBE																	0
DLBE																	0
DLBE																	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 1	total: 1	total: 1	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. Please do not leave any fields blank and indicate "N/A" for any fields that are not applicable.

Describe your English as a New Language (ENL), and if applicable Dual Language Bilingual Education (DLBE), and Transitional Bilingual Education (TBE) programs. For each program, include:

- How stand-alone ENL is implemented as per CR Part 154
- How integrated ENL is implemented as per CR Part 154
- 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]).

a. English as a New Language (ENL)
Stand-alone ENL:

Stand-alone ENL programs group all entering and emerging ENL students based on NYSESLAT scores and enrollment surveys like HILS to ensure accurate placement per CR.-154. These programs, facilitated by a certified ESOL teacher, are classified in STARS Classroom as Pull Out services or stand alone and are assigned an EN code. Students receive English language development instruction from a certified ESOL teacher to enhance their English skills for success in core subjects, following the MLL units on TeachHub and using explicit grammar instruction.

Entering and emerging students receive180 minutes of stand-alone and 270 minutes of integrated ENL. Transitioning students receive 270 minutes of integrated ENL.

Students in stand-alone programs travel together as a class and are homogeneously grouped to support their English language acquisition for core subject success. Stand-alone takes place twice a week for a total of 90 minutes per week and twice a week for small group instruction for a total of 90 minutes.

In addition, ENL teachers continue to implement the use of the HMH English 3D Language Launch this school year.

Integrated ENL:

Integrated ENL programs are heterogeneous with non-ELL students and ELL students. Integrated is programmed with either a dual licensed teacher (ESOL and Common Branch (K-6) or Content Area (7-12) teacher who holds both certifications) in ELA or Math or as a Push-In with, two certified teachers ESOL or content area license, an ENL teacher going into the classroom to provide ENL services.
ENL services occur four days out of the week for a total of 180 minutes per week during English Language Arts. Students receive Language Arts which includes both Home Language Arts and English Language Arts, English as a New Language (ENL) and bilingual content areas. Scores from the NYSESLAT and student enrollment surveys such as the HILS are utilized to determine accurate placement as per CR.-154. Integrated ENL courses utilize appropriate language scaffolds to support the development of the English language acquisition.

Expanding students receive 180 minutes of integrated ENL per week, Transitioning students receive 180 minutes per week, and emerging and expanding students receive 270 minutes of integrated ENL.

b. Bilingual Education (If applicable)
Transitional Bilingual Education (TBE):

1.The Transitional Bilingual Education program is a homogenous grouped program serving our Entering and Emerging, in addition to newcomer, MLL students. Students receive all instruction in their native language, Spanish,

in the Home Language Arts class taught by a licensed LOTE teacher, four days out of the week, for a total of 180 minutes per week. Students receive bilingual instruction in their Science and ELA classes on the sixth grade. The seventh graders receive bilingual instruction in their math class. Our eighth graders receive bilingual education in Math and Science. All TBE classes, in addition to our classes, fuse the students' native culture into lessons that focus on text to self and text to world connections, allowing students to be immersed in both content and personal experiences.

The teachers providing the stand-alone and integrated ENL minutes in the TBE program are Daisy Munoz (bilingual math), Gelimar Harrison (bilingual math), Isabella Fanning (ENL), Mariana Zenteno (ENL), and Lauren Herrera (ENL).

Dual Language Bilingual Education (DLBE):

We do not have a Dual Language Bilingual Education (DLBE) program.

2. How does your school ensure the mandated number of instructional minutes are provided according to students' English language proficiency levels in each program model?

AT 162, ENL services are provided with an ENL licensed teacher in an EN coded setting. If minutes are not covered by ENNM class then students are programed to PIPO services with an ENL teacher for mandated services. ENL services are provided in ELA and Math class for these students unless PIPO is needed. Then students are programmed in as EN, PO or EENM, MMNM Push in. Services for ELA and ENL are done in the same class with a dual licensed teacher, ENL and ELA license. HLA services are provided in a HLA coded class with a TBA/HLA licensed teacher. Individual students are programmed in STARS Admin by the programmer, Paul Viglietta, School programs, sequences are set to Tran Bilingual Education which 50% of the subject is provided in English and 50% of the subject in the targeted Language. Students are also programmed for ENL class with an ENL/ELA licensed teacher.

3. How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?

In the ENL program, entering and emerging students receive 180 minutes of language instruction per week from a certified ENL teacher. In the ELA program, a certified ELA teacher and certified ENL teacher collaborate to deliver 180 minutes of instruction per week. Students in the HLA program receive 180 minutes of instruction from a certified home language teacher. For transitioning, expanding, commanding, and former ELLs, students are provided with 180 minutes of instruction in an ELA classroom led by a certified ELA teacher and a certified ENL teacher.

4. For schools with Dual Language Bilingual Education (DLBE) programs:

a. Which Dual Language Bilingual Education model is implemented? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated.

n/a

b. In which language(s) is each core content area taught?

n/a

5. For schools with [Transitional Bilingual Education](#) (TBE) programs:

a. Which core content areas are taught bilingually?

Sequences are set to Transitional Bilingual Education which 50% of the subject is provided in English and 50% of the subject in the targeted language. The targeted language is taught in Social Studies, Science and Math classrooms. The Home Language Arts class supports the ELL students' understanding of their ELA curriculum through the use of the students' native language, Spanish. Teachers leverage students' linguistic and cultural resources to support language and literacy development and grade-level-appropriate content learning. The amount of time used for content instruction in the home language and English varies according to the students' English language proficiency and grade levels.

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 Office of Multilingual Learners can assist with identifying these data points.

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

1. What is the composition of the ELL subgroups at your school?
What percentage of ELLs are Newcomers? How does effective instruction for Newcomers differ from those provided to Developing or Long-Term ELLs?

> At I.S. 162, a significant 51.1% of ELLs are categorized as Newcomers. Tailoring instruction for Newcomers diverges from strategies employed for Developing or Long-Term ELLs due to their distinct needs. Newcomers require increased L1 support, particularly crucial in the initial stages of the academic year. Furthermore, these students benefit from heightened scaffolding when engaging with grade-level texts, often supplemented with translated materials to facilitate comprehension and bridge linguistic gaps effectively.

What percentage of ELLs are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do you differentiate effective instruction for SIFE?

> SIFE are 2.02% of I.S. 162's ELL population. To effectively cater to this population, educators implement differentiated instruction strategies aimed at enhancing content accessibility and promoting academic success. By incorporating UDL principles into lesson planning, teachers create a diverse learning environment that accommodates various learning styles and abilities, ensuring equitable access to the curriculum for SIFE students. Utilizing tools such as audio texts and visual aids, teachers enhance comprehension and engagement, providing several avenues for students to interact with grade-level content. Additionally, delivering explicit phonics instruction plays a pivotal role in strengthening foundational literacy skills, facilitating language development, and empowering SIFE students to navigate academic challenges with confidence. We also provide scaffolded reading activities and explicit vocabulary instruction among SIFE students, fostering a supportive learning environment conducive to their academic growth.

What percentage of ELLs are Long-Term ELLs? How does effective instruction for Long-Term ELLs differ from instruction designed for Developing ELLs?

> Within the ELL population at the school, 13 students or 13% are classified as Long-Term ELLs. To address the needs of these students effectively, we look at the specific barriers impeding their progress. Factors demanding consideration include their status as Students with Interrupted Formal Education (SIFE), proficiency in their native language, Individualized Education Program (IEP) status, and attendance records. By delving into these aspects,

educators can pinpoint whether the student requires additional linguistic assistance, such as explicit vocabulary instruction or language development activities, or cognitive support to enhance comprehension and academic performance. For instance, a Long-Term ELL who is also a SIFE student may benefit from tailored interventions focusing on foundational academic skills to bridge educational gaps. Similarly, a Long-Term ELL with an IEP may require personalized strategies to address specific learning challenges and ensure equitable access to the curriculum.

What percentage of students are former ELLs? How is your school providing mandated instruction to former ELLs?

At IS 162, 49 students are former ELLs or 16.8% of the entire school population. These students are receiving ENL support in an ELA classroom from a certified ENL teacher in the two years after they test out.

2. Examine all at-risk levels that might adversely affect ELLs at your school. What trends do you notice about the at-risk levels of ELLs at your school?

At our school, several risk factors potentially impact the academic outcomes of ELLs. Long-term ELLs, due to their extended exposure to language barriers, may face challenges in progressing academically. SIFE students might struggle to catch up on missed foundational knowledge, hindering their academic growth. Newcomers, unfamiliar with the educational system and language of instruction, may require additional support to bridge the initial learning gap. Trends observed indicate that Long-term ELLs often require targeted interventions to address deep-rooted language barriers, while SIFE students may benefit from remedial education to fill knowledge gaps. Newcomers, on the other hand, exhibit a need for intensive language support and orientation to navigate the academic environment effectively. By recognizing these trends and tailoring interventions to address the specific needs of each subgroup, educators can enhance the academic success and holistic development of ELLs at our school.

3. Examine all at-risk levels that might adversely affect former ELLs at your school. What trends do you notice about the at-risk levels of former ELLs at your school?

Former ELLs at our school, despite having tested out of ELL status, still face potential risk factors that can impact their academic success. Some at-risk levels that might adversely affect former ELLs include challenges related to sustaining language proficiency, adjusting to complex academic language demands, and navigating cultural differences within the educational setting. Trends observed regarding the at-risk levels of former ELLs suggest that maintaining language skills acquired during language support programs is crucial for continued academic achievement. Additionally, former ELLs may require ongoing support in mastering academic language nuances and developing strategies to excel in content areas that demand higher levels of language proficiency. By recognizing these trends and implementing targeted interventions to support former ELLs in these areas, educators can ensure a smooth transition and sustained success for this student population.

4. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does your school have to support communication and learning that values these home languages?

At our school, the home language with the largest representation among ELLs is Spanish, reflecting the majority of our student population. Additionally, we have two Arabic-speaking students, one student who speaks Haitian Creole,

and one student who speaks Fulani. To support communication and learning that values these home languages, our school has implemented various staff, structures, and processes. We have bilingual staff members who are fluent in Spanish to facilitate effective communication and provide language support to students and their families. Language-specific support structures such as interpreters and language specialists are available to ensure that Arabic, Haitian Creole, and Fulani speaking students and their parents can access the curriculum and participate fully in school activities. In addition, our school promotes a multicultural and inclusive learning environment by incorporating students' home languages and cultural backgrounds into the curriculum. We offer language support programs, resources, and materials in Spanish, Arabic, Fulani, and Haitian Creole to cater to the diverse linguistic needs of our ELLs.

5. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of [Culturally Responsive and Sustaining Education](#) (CR-SE)?

At our school, the ELL population predominantly comprises students of Ecuadorian descent, with a significant number belonging to indigenous communities who speak Quechua. The racial and ethnic classifications of ELLs demonstrate many identities, including Ecuadorian, Garifuna Hondurans, Yemenis, Haitians, and West Africa (Fulani). To ensure the inclusion of ELLs in the planning and delivery of Culturally Responsive and Sustaining Education (CR-SE), our school has implemented several strategies. Firstly, we actively involve ELL students, particularly those from indigenous backgrounds, in decision-making processes that impact their educational experiences. This includes using their native language in vocabulary activities and highlighting cultural events that celebrate their heritage. Additionally, our school provides professional development opportunities for teachers to enhance their cultural competence and adopt culturally responsive teaching practices. Educators receive training on integrating indigenous perspectives, histories, and languages into the curriculum to create a learning environment that validates and affirms the cultural identities of ELL student.

6. What trends do you notice in reviewing English Language Proficiency (ELP) growth at your school? How many students met ELP sufficient progress? How many students did not meet ELP sufficient progress?

Of the progress eligible student, 34% made progress by meeting annual progress target, 14.4% made progress by exiting ELL status and 2.1% made progress by meeting safe harbor cumulative growth. That leaves 49.5% of students that did not make progress. The implications of this is that half of the students eligible for progress are not showing growth in English Language Proficiency. Despite employing best practices, there are still gaps in learning that need to be addressed.

7. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?

Based on the 2023 NYSESLAT data analysis, it was evident that speaking was a notable strength among ELLs, especially in 7th and 8th grades. Conversely, writing posed a significant challenge, particularly for 7th and 8th-grade students, indicating an area of weakness that may require targeted support and intervention. Notably, there was improvement in both reading and listening skills observed among 6th grade ELLs from the comparison between 2023 and 2024 data sets. This positive trend suggests growth and progress in these modalities for students in these grade levels, reflecting effective instructional strategies and support provided to enhance their language proficiency in reading and listening.

8. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?

> According to the 2023 ELA State test data, a majority of ELLs achieved an ELA level 1 score. This level encompasses students at various NYSESLAT proficiency levels, including entering (4), emerging (28), transitioning (23), expanding (23), and commanding (5). The distribution of these levels among ELA level 1 indicates that a significant proportion of ELLs across different proficiency stages encountered challenges in effectively completing the assessment. Additionally, a subset of students, specifically 4 expanding and 6 commanding ELLs, attained an ELA level 2 score, with 2 commanding students achieving an ELA level 3.

9. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?

> The data shows that the majority of ELLs with IEPs are functioning at an expanding level of English proficiency. Despite receiving support services over the years, many of these students encounter challenges in transitioning out of ELL status. These difficulties may stem from reading, writing, or speaking deficits outlined in their IEPs, highlighting areas that require targeted intervention and support. The difficulties faced by these students seem to be more rooted in cognitive barriers rather than language barriers.
>
> Among the group of 2 SIFE, 1 is classified as entering level and 1 as emerging level ELL. This subgroup may consist of newcomer students who lacked formal education in their home country, leading to their entering or emerging status on the NYSESLAT assessment. Some SIFE students may encounter challenges in advancing, particularly in reading and writing modalities, due to limited literacy skills in their L1.

10. (For grades 9-12 only) Please review your data in the [Insight Tool](#) and STARS to answer the following questions:
a. How many ELLs are on-track towards graduation?

> NA

b. How many ELLs in grades 11-12 have a documented postsecondary plan in STARS or ATS?

> NA

c. What targeted strategies and interventions are in place to support ELLs who are currently off-track to graduate in four years?

> NA

d. What specific strategies, engaging approaches, and interventions are implemented to support and retain students who are not on track to graduate within four years, ensuring they remain enrolled and are guided towards a successful graduation in the future?

NA

Part V: ML/ELL Instruction

Tier 1: Core Instruction

For additional information, refer to [ML/ELL Instruction Professional Learning Module](#).

Tier 1 Core Instruction

1. How does your school provide ELLs with a high-quality academic experience that leads to deeper learning?

At our school, we prioritize providing ELLs with a high-quality academic experience through a combination of culturally responsive teaching, experiential learning, and leveraging students' prior knowledge in their home language. Culturally responsive teaching is embedded in our instructional practices, ensuring that curriculum materials, teaching strategies, and classroom environments reflect and honor the diverse cultural backgrounds of our ELLs. By incorporating students' cultural heritage, traditions, and languages into the learning process, we create a more inclusive and engaging educational setting that resonates with their identities. Experiential learning plays a vital role in our approach to education, allowing ELLs to actively engage with content through hands-on experiences, real-world projects, and collaborative activities. Moreover, we recognize the importance of utilizing ELLs' prior knowledge and proficiency in their home language as a foundation for learning. By building upon students' existing knowledge, we create a bridge to new academic content. This strategy is particularly important in our work with newcomers, who comprise a 65% of our ELL population.

2. How does your school's leadership team ensure ELLs have access to core instruction/curriculum?

The ILT meets weekly to discuss data and trends noticed across all students. In the instructional design focus is placed on our Newcomers, Entering, and SIFE students by ensuring that the teacher providing the instruction firmly understands the NYSESLAT results and is able to provide appropriate scaffolds to assist with meeting the expectations. What was noticed in ILT is that, according to NYSESLAT data and teacher data, ELLs need the most support in the modality of writing. Entering and Emerging ELLs struggled to write simple sentences. Transitioning and Expanding students struggled to understand the prompt and respond to it using expanded sentences. Because of this, writing has become a focus with all ELLs. All teachers will focus on language functions and language demands in order to help students write coherent expanded sentences. In addition, student centered classrooms that provide equitable access to the curriculum through knowing our students well has been the focus. As an ILT we present teachers with survey results and quantitative data to drive instruction and make informed decisions. As an ILT we collectively research pedagogical practices to best meet the different levels of our students. The team has established universal protocols for discussion, annotation and making thinking visible that is then expected to be seen in all classrooms to provide consistency and order in classrooms regardless of the content. Utilizing the Advanced Literacies as our focus, we are able to categorize our shifts and provide individualized pd for all teachers to accelerate learning of ELL students.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.

To meet the demands of the next generation learning standards and foster language development, our educators employ various instructional methods across core content areas. The Communicative Approach focuses on developing communication skills through real-life scenarios, engaging students in conversations and meaningful interactions. Task-Based Learning require students to use language skills in authentic contexts. Students engage in problem-solving, applying practical approaches to bolster language acquisition. Content-Based learning supports students' language skills while simultaneously expanding their knowledge in all content areas through embedded language learning. Multilingual approaches allow educators to leverage students' multilingual backgrounds that includes translanguaging or heritage language instruction. This approach supports language development while preserving linguistic diversity.

In the integrated English as a New Language and the Transitional Bilingual Education models students will receive scaffolded and differentiated instruction in English Language Arts. The HMH Into Literature curriculum will be the focus for current and former MLLs as it will be for the rest of the school. This curriculum centers around texts that are culturally responsive which promotes learning through windows and mirrors. English Language Arts and ENL teachers will support MLLs using word walls, sentence frames, cognate recognition, language pattern recognition, and images in order to meet the demands of the Next Generation Learning Standards. Trans-languaging will be promoted in order to foster new language acquisition as well as support native language skills. Classrooms will be rich in student centered resources.Students in Transitional Bilingual Education classes will receive instruction in their native language in Science and Mathematics. Students in this program will also receive Home Language Arts instruction which will mirror skills, topics and texts being taught in the English Language Arts classroom to allow for transfer of knowledge and language skills. In the two content areas instruction will be delivered using one of the seven co-teaching models to ensure comprehension and integration of the native language and the targeted language. Students will receive differentiated instruction relative to language targets and Next Generation Learning Standards learning objectives based on their NYSESLAT performance.

4. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to grade level academic content areas and accelerate English language development? Include core content area and language materials with consideration to specific ELL subgroups.

a. ELLs with IEPs

All ELLs with IEPs from grades six through eight use the computer based program iREADY to monitor their progress in their classes and to align the Next Generation Standards to the ENL language learning standards with the core curriculum. i-Ready Diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. The Diagnostic offers a complete picture of student performance and growth, eliminating the need for multiple, redundant tests. This program will provide the students with differentiated and individualized instruction based on their individual learning strengths and weaknesses. The certified ENL teacher will supplement the iREADY program with the HMH IntoLIT Common Core aligned curriculum to meet the needs of the individual students. This material supports instruction taking place within the ELA classrooms. The ENL teacher will be able to monitor and adapt the lessons based on the data provided from the ongoing assessments. The multimedia allows for additional reinforcement based on the individual learning styles learned by the teachers through learning surveys taken at the beginning of the year. All subgroups of ELLs will be placed into strategic reading groups to target reading and language needs. Reading groups will target phonics, phonemic awareness, fluency and comprehension. Students are grouped based on their iREADY data and NYSESLAT scores.

b. SIFE

Utilizing the NYS MLS state-wide diagnostic tool and associated surveys teachers are able to determine SIFEs' literacy levels in their home language in order to provide and/or to design appropriate instruction for these students while providing equitable access to the curriculum. Meeting SIFE students' home language needs in order to examine the instructional gap is a necessary first step. Through the writing and ML literacy screener teachers will be provided with data to further individualize instruction so students can access the curriculum with scaffolds that ensure the language and academic objective is met through the differentiated task and/or process. For example, if students are reading a translated copy of a text, a student with limited home language literacy could receive an audio version of the text to support their comprehension. All ELL students are held to the same expectations and are provided with rigorous instruction aligned to the Next Generation Standards. In addition, our Google Extension, KAMI, provides multi-lingual support in both oral and written from allowing equitable access with curriculum resources. KAMI also gives students the option to listen to a text, which is a better option for many low-literacy students. Teachers are able to provide immediate feedback to student annotations, chunking and making thinking visible strategies. SIFE students with limited literacy in their home language are also given explicit language support in their Home Language Arts class. In this class, students are taught fundamental skills like the mechanics of writing, sentence structure and grammar, as well as academic discussion.

c. Newcomers

All Newcomers are initially assessed in their English and Native language to determine proficiency. When students first arrrive they are administered the Lab-R and NYSITELL (if new to NYS) and at the end of the year the NYSESLAT. Teachers use the overall scores and modality scores to guide instruction. Once in the classroom, teachers make observations and further assessments a daily practice. Teachers further assess students with the universal screener from the Math and ELA curriculums to determine the level of differentiation and targeted instruction necessary for equitable access to the curriculum in all subject areas. Teachers meet across department and grade-level to conduct inquiry meetings and adjust instruction. Some of the strategies embedded into each curriculum include universal making thinking visible routines, cross-content annotation protocols, school-wide discussion protocols, and explicit vocabulary instruction. To support these strategies teachers activate prior knowledge, develop academic vocabulary, study word relationships and cognates, repeat and rephrase, hand on learning experiences, visual aids that include word walls with pictures, definitions in English and Spanish along with modeling language patterns by expanding on student utterances. All ELL students are held to the same expectations and are provided with rigorous instruction aligned to the Next Generation Standards. In addition, our Google Extension, KAMI, provides multi-lingual support in both oral and written from allowing equitable access with curriculum resources. Teachers are able to provide immediate feedback to student annotations, chunking and making thinking visible strategies.

d. Long Term ELLs

Long-Term ELL students receive structured supports focused on academic language and native language success in their ELA and World Language classrooms. Teachers assess Long-Term ELL students with the universal screener from the Math and ELA curriculums to determine the level of differentiation and targeted instruction necessary for equitable access to the curriculum in all subject areas. Students receive continued push-in support during their ELA class and individualized instruction during their iREADY periods. Teachers meet across department and grade-level to conduct inquiry meetings and adjust instruction. Some of the strategies embedded into each curriculum include universal making thinking visible routines, cross-content annotation protocols and school-wide discussion protocols. All ELL students are held to the same expectations and are provided with rigorous instruction aligned to the Next Generation Standards. In addition, our Google Extension, KAMI, provides multi-lingual support in both oral and

written from allowing equitable access with curriculum resources. Teachers are able to provide immediate feedback to student annotations, chunking and making thinking visible strategies.

5. What supports does your school provide to ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?

To meet the diverse needs of ENL-SWD within the least restrictive environment we provide all mandated services with a push-in model. A fully licensed ENL teacher pushes into the ELA classroom to provide the needed support for the students. Teachers are using a new curriculum in Math, this year that is centered on CRSE and provides thorough guidance and support for ELL students. Both ELA and Math curriculums have an emphasis on vocabulary development as well as writing across the curriculum through differentiation and scaffolded ENL instruction. In conjunction with the curriculum, ENL-SWD students use iREADY during two periods of the week. In this class, students work on individual assignments based on their latest diagnostic results. This platform provides teachers with immediate data to further drive instruction and offers next steps for students. These two platforms challenge and expose students to rigorous instruction with an instructional focus on higher-order thinking through questioning and discussion.

In addition to these programs, we use a Google extension, Kami, which provides multi-lingual supports in written and oral form. Kami is a leading digital app built to transform any exiting document into an interactive learning experience. Students can annotate and easily complete tasks by saving the files with Kami's Google Classroom integration. Teachers are then able to provide immediate feedback by marking up, discussing and using Kami's text, audio and video annotation tools.

6. How is home language assessed in each program model (DLBE, TBE, and ENL)?

Native language support is assessed in each program model through continuous formative assessments that produces data that is disaggregated by the ENL teacher, with assistance from the Assistant Principal, and then disseminated to subject area teachers and additional instructional support. Native language support is delivered in each program model through the use of ENL specific materials that includes bilingual glossaries, Kami Google extension, translated resources and iReady's online assessment and instructional program. This program provides data that helps to drive instruction in the ENL classroom through living data resources that monitors students' time spend treading and progression of acquiring learning targets. I-ready is delivered in English, therefore assessing a students' progress in English. Other materials are both created by teachers and from the curriculum. In some instances the students native language is used to aid understanding in formative assessments. Teachers create word banks with translations to support student understanding. Images that are relevant to student experiences are used to support understanding. Teacher also recognize that some students speak an indigenous language at home, therefore Spanish translations may not always be appropriate, even if the child speaks Spanish. Students are also grouped or paired with other students who speak the same language but are at a different level of English proficiency, to assist with peer to peer translation and communication as needed when working in collaborative learning stations.

We are using an app called Kami that provides multi-lingual services in written and oral form. Kami provides students the ability to annotate in their native language and receive immediate feedback from their teachers to monitor their progress.

7. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the [New York State Seal of Biliteracy](#)?

> Currently there are no electives.

8. Describe systems and structures for supporting co-teaching and collaboration among teachers for all ELL program models available at your school (e.g. integrated co-teaching, Dual Language Bilingual Education teacher partnerships, etc.).

> At our school, we have established robust systems and structures to support co-teaching and collaboration among ENL and ELA teachers to effectively meet the needs of our ELLs in their literacy development. Our school promotes co-planning and co-teaching arrangements where ENL and ELA teachers work side by side to design lessons, differentiate instruction, and provide targeted support for ELLs. By sharing expertise and resources, teachers can create inclusive learning environments that cater to the linguistic and academic needs of all students. We also encourage ENL and ELA teachers to exchange resources, materials, and best practices to enhance their instructional approaches. Additionally, cross-training opportunities are provided to deepen teachers' understanding of each other's roles, strategies, and methodologies, fostering a more cohesive and collaborative teaching partnership. Our teachers utilize student data, including language proficiency levels, academic performance, and assessment results, to inform instructional planning and intervention strategies. By analyzing data collaboratively, ENL and ELA teachers can tailor their approaches to address the specific needs of ELLs in a targeted and effective manner.

9. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs. Professional learning topics might include co-teaching strategies, or integrating language and content instruction.

> Our school's SEL committee provides professional development to address the social emotional needs of our ELL students in different learning cycles centered on thematic units. As a Respect for All school select staff are identified to turnkey citywide professional development that is focused on knowing our students well and student-centered supports. All staff members will be trained in restorative circles with additional cycles being provided by administrators and other certified teachers. The SEL committee developed an SEL inventory checklist for students to complete that will allow teachers to work with students in a small-group session once they are trained on certain regulation techniques to address student's emotional needs. Trained staff will utilize the Morningside SEL curriculum to support and plan the cycles of SEL PD.

10. Describe your school's professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty [holders of professional certificates in the classroom teaching service, educational leadership service and level III teaching assistant certificate holders] and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).

Contractual staff development hours and days, still TBD, are utilized to provide all staff with the necessary ELL professional development. Our ELA PCT and Math PCT provide professional development to all staff on the designated PD day. Professional Development is focused on rigorous instruction that pushes ELL students to use literacy skills centered on the Advanced Literacies to meet the demands of their CORE curriculum and Next Generation Standards. These professional development sessions include but are not limited to Charlotte Danielson's Framework for Teaching, Norman Webb's Depth of Knowledge in correlation to Bloom's Taxonomy, Making THinking Visible protocols to be utilized across curriculum and discussion/engagement protocols that utilize Socratic seminars, debate and the Parlay platform. Our professional development is divided into cycles with particular focuses based on school survey results and our district wide instructional goal.

In addition to the mandated professional development hours staff and teachers participate in workshops provided by the Office of English Language Learners and our district supported workshops. These staff members will then turnkey their experiences to staff during lunch and learn opportunities, collaborative planning opportunities and grade level meetings.

Assessment

SCREENERS

11. Which screening assessments (e.g.iReady, MAP Growth, Acadience, or STAR Reading) does your school use to guide instructional planning for your ELLs?

As an MSQI school we use the DRP (Degrees of Reading Power) and our new curriculum's universal screener in IntoLit. These two screeners provide real-time data and allows teachers the ability to accurately and efficiently assess readiness, predict growth and intervene as needed. The instructional planning reports allow teacher to provide targeted instruction and intervention based on group recommendations based on a national norm and expectations. Students that perform severely below grade level are serviced in a pull-out model where they receive Rewards as part of AIS to support phonics. Students are reassessed weeks later to measure growth and determine next steps. Students that are below grade level will receive additional support in their iREADY class, twice a week, through the online instruction and small-group instruction that is centered on one literacy skill. Students are screened again in the middle of the year where adjustments will be made.

12. For all grades, list and describe your targeted intervention programs for ELLs in ELA, Math, and other core content areas (specify ELL subgroups targeted). Include the language(s) in which the intervention services are offered.

SIFE students are offered and encouraged to participate in extended day activities which include academic classes, homework help and clubs. AIS services also provide all students with additional support to increase literacy across all content areas. These services are implemented during the school day. Guidance counselors are used as an intervention tool and serve as a connection between home and school. Our bilingual counselor supports the ENL coordinator with initiating family meetings and providing supports. Additionally, we hired a bilingual social worker to provide additional support in Spanish for parent workshops, attendance and communicating progress monitoring for ELL students.

ELL students in the US for less than three years are assessed in English and Native language proficiency. When they first arrive they are tested with the Spanish Lab and at the end of the year they are administered the NYSESLAT. Teachers use these scores to guide instruction. Once in the classroom, teachers make observation and assessment a daily practice in the areas of speaking, listening, reading and writing. They assess literacy competency using various assessment tools including diagnostic assessments like iREADY and the DRP, running records and classroom formative assessments. Based on assessment results , students receive explicit instruction to further develop their speaking, listening, reading and writing proficiency. Some of these strategies include but are not limited to activating prior knowledge , word relationships, cognates, repeat and rephrase, hands on learning, visual aids that include word walls with picture and explanations, vocabulary in context and modeling language patterns by expanding on student utterances . Students will also have the opportunity to demonstrate textual understanding through modeling, drawing, discussion, retell and cooperative groups.

ELL students in the US for four to six years receive instruction using various linguistic and scaffolding strategies. Some of these strategies include group discussions and writing from personal experience. Teachers work together

to assess student instructional needs using formal and informal assessments that include ongoing observations, running records, individualized checklists, conference notes, Diagnostic Assessments and NYSESLAT data . Literacy and language needs by modality are determined. Teachers meet with ENL teachers during common planning to discuss specific instructional needs. Literacy skills are delivered in individual, guided and group instruction. Students are also given native language support such as technology, translation glossaries and bilingual glossaries.

ELL students in the US for more than six years receive instruction to build academic language with respect to their literacy needs . Teachers meet to discuss and plan to help guide instruction of the long term ENL's. These instructional strategies include but are not limited to using literary elements and genres in discussions, using content-related academic vocabulary in discussions, reading, writing and summarizing literature and content-area texts using a variety of comprehension strategies and making thinking visible routines .

13. For all grades, describe how your school uses data to guide instruction for ELLs within a Multi-Tiered System of Supports (MTSS). Refer to the [Instructional Leadership Tool for MLs and ELLs](#) and [MTSS Guide for MLs and ELLs](#) to help in the development and implementation of your school's plan for MLs/ELLs.

At our school, we place a strong emphasis on using data to guide instruction for ELLs within a Multi-Tiered System of Supports (MTSS) framework. We collect a range of data points, including language proficiency assessments, i-ready diagnostics, and formative and summative assessments to gain an understanding of each ELL student's strengths, needs, and progress. This data is regularly analyzed to identify trends, patterns, and areas requiring intervention. Based on the data analysis, we implement tiered instructional interventions to address the diverse needs of ELLs within our MTSS framework. Tier 1 instruction provides high-quality, differentiated instruction for all students, while Tier 2 and Tier 3 interventions offer targeted support for ELLs who require additional assistance in language development and academic skills. We employ ongoing progress monitoring through learning logs to track the effectiveness of interventions and adjust instruction as needed. Progress monitoring data is used to assess student growth, identify areas of improvement, and make data-informed decisions to optimize ELLs' learning outcomes.

FORMATIVE

14. Which [formative assessments](#) (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, DRA, teacher-created assessments, etc.) are used to inform and drive instruction?

All students are administered the iREADY diagnostic exam in ELA and Math at the beginning, middle and end of the year. In addition to this, students will also take a universal screener as part of their curriculum. All of the generated data will be disaggregated by the ILT, data team and within departments to drive instruction across all content areas. In addition to this diagnostic, the HMH IntoLit curriculum offers formative assessments throughout each unit and short read to measure student comprehension among ELA standards.
Strategic Reading will be infused through Stand Alone ENL which will provide another data source to monitor language acquisition through Phonics instruction.

15. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?

To ensure that MLS/ELLs are appropriately evaluated in their home language we have trained pedagogues to provide translation services when needed. As part of the ENL intake process, students who are new admits are informally interviewed in their native language through translators to determine their language dominance in addition to completing the HLIS and taking the NYSITELL. Data generated from iREADY, HMH, Rewards and the universal curriculum screener in correlation to analyzing the specific and targeted ENL instruction will be disaggregated throughout the year to ensure that the students are evaluated properly.

SUMMATIVE

16. Which summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).

Our ENL programs are evaluated on an ongoing basis through summative assessments that include the NYS Math and ELA exams, Regents exams, HLA performance assessments and the NYSESLAT. Students have been grouped into Tier 1 and Tier 2 based on NYS standardized test achievement. Our Tier 1 students are high level 1 students (1.90 m- 1.99) and our Tier 2 students receive targeted instruction designed to improve their low to mid-level two scores. Teachers focus on small group instruction and conduct inquiry meetings, weekly within their department, where teachers analyze results regarding both movement across levels and passing rates for formal assessments. NYSESLAT data is used when making student placement decisions and classroom assignments. The NYSESLAT data is also used to form small-group instruction within the classroom based on all four modalities. ELL/ML students are grouped based on their individual needs. Informally, teachers meet during common preps and after-school on Tuesdays to further their inquiry and drive instruction through planning. The EDAT tool is used referenced monthly to ensure accuracy and proper classification.

17. What is your NYSESLAT administration plan? How does your school ensure that all ELLs are tested with the NYSESLAT annually? Include the titles of the staff that will administer and score the assessment. Please describe your plan to ensure that all ELLs and former ELLs continue to receive mandated instruction during the testing period.

The NYSESLAT administration plan is developed by the ENL coordinator and the Assistant Principal. Teachers that have been selected to administer any part of the NYSESLAT participates in turnkey training provided by the ENL coordinator. All teachers participate in scoring sample student responses to norm the process. Bilingual teachers are selected based on the student population based on the restrictions of ELA teachers, ENL providers and Home Language Arts teachers and the mandated services for students. To assess and score the speaking portion of the exam the ENL coordinator, ENL provider, the foreign language teacher, and one assistant principal will administer and score. Students are grouped based on testing accommodations and assigned class for the three sessions. Proctors of these classrooms include, one ENL teacher, one HLA teacher and the ENL coordinator. On the day of the exam the other ENL provider provides the mandated services to students in their classes after the exam.

18. How does your school ensure that current and former ELLs receive necessary accommodations for state assessments, including the Specialized High School Admissions Test (SHSAT) if applicable?

Students receive a bilingual glossary in their home langauge for NYS ELA tests. For the NYS Math exam, students receive the test in English and their home language. They can take the test in the language that they feel more proficient in. ELLs with IEPs receive the testing accommodations that are listed on their IEP.

Part VI: Family Partnership

Family Partnership

Required Meetings Under CR Part 154

Describe your schools' plan to ensure families of ELLs are provided with the required meetings specified below as per CR Part 154. Include:

- Topics discussed during these meetings
- How your school ensures families receive necessary translation/interpretation supports to meaningfully engage in the meetings
- How your school schedules these meetings to facilitate attendance, and how your school maintains evidence of these meetings as required per the NYC DOE Policy and Reference Guide for MLs/ELLs.

a. ELL Program Orientation to inform parents/guardians of newly identified ELLs of ELL program options, including the program goals and requirements for all three ML/ELL program models: Dual Language Bilingual Education, Transitional Bilingual Education and English as a New Language regardless of whether the school currently has either type of bilingual program and provide a high-quality orientation section on the Next Generation Learning Standards, assessments, and school expectations for English Language Learners.

During the ELL Program Orientation, parents/guardians of newly identified ELLs are provided with an overview of the ML/ELL program models -Transitional Bilingual Education, and English as a New Language. We explain the goals, structure, benefits, and requirements of each program model, even if the school does not currently offer all three models. We clearly outline the goals and requirements of each ML/ELL program model, emphasizing the importance of language development, academic achievement, and cultural proficiency for ELLs. Parents/guardians are informed about the expectations for student participation, engagement, and progress within each program model.
Our orientation section on the Next Generation Learning Standards provides an overview of the academic standards that guide instruction and assessment in New York State. We explain how these standards apply to ELLs, the language domains they address, and the expectations for ELLs to meet grade-level proficiency in English language arts, mathematics, science, and social studies.
We detail the assessments that ELLs will encounter, including language proficiency assessments like the NYSELAT or standardized tests like the NYS ELA exam. We communicate the school's expectations for ELLs in terms of attendance, participation, homework completion, behavior, and academic progress. Parents/guardians are informed about the resources, support services, and extracurricular opportunities available to ELLs to ensure their holistic development and success in school.

b. Annual Individual Meeting to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. Note:

this meeting is separate from and does not include the mandated ELL program orientation meeting and DOE-scheduled parent-teacher conferences.

At our school, we prioritize conducting Annual Individual Meetings to discuss the goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas for each ELL. These meetings are crucial for fostering communication, setting goals, and tracking progress to ensure the academic success and language development of each ELL student.

Family Engagement

2. Beyond the mandated meetings and orientations, describe how your school:

a. Ensures families receive all school communications and documents in the language they best understand. How are families able to respond or initiate communications in languages other than English?

All written notices sent by our school are provided in the students home language. The parent's language preferences or written and oral notices are outlined the Home Language Survey. Our school also uses Jumprope, which sends text messages to parents in their home language. Parent's can also send messages to teachers, and these messages will be translated to English. in addition, if parents or guardians request to speak in person or through a phone call, the translation service is used to better communicate any needs or concerns.

b. Develops activities that foster empowerment for families of MLs/ELLs. Include how your school determines the needs of your community.

With the help of our parent coordinator Noelia Reyes, we facilitate a range activities for the families of MLs/ELLs to help them succeed in support their children such as educational trips or community green markets. We host workshops that range in topics such as Educational Rights, Financial Literacy, and Online Safety. We also host student of the month breakfasts for parents to attend to show support for their child's success and meet with teachers. On Saturdays, English classes are provided for ELL parents to improve upon the language skills needed to succeed.

c. Ensures families of MLs/ELLs are aware of family leadership opportunities (such as Parent Association (PA), School Leadership Team (SLT), Community Education Council (CEC), etc.)

Our parent coordinator Noelia Reyes and community school team frequently contact parents over the phone, through fliers, and over the Jumprope messaging platform to notify parents about leadership opportunities.

3. What culturally and linguistically responsive partnerships do you currently have that support the needs of your school community?

We partner with Replications Inc, a nonprofit organization that provides additional resources and services to NYC Public Schools. Mrs. Kenya Barahona is the Replications leader here at the school. With the help of Replications, I.S. 162 is able to provide monthly parent workshops, cultural events, and extra-curricular services for ELLs and their parents.

Part VII: Additional Information

Additional Information

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

N/A

Part VIII: ELL Identification Attestation and Principal Certification

Identification Plan

For additional information, refer to [ELL Identification Attestation Professional Learning Module](#).

1. What are the titles of the members of your ELL identification team? Note: Members of the ELL identification team must be pedagogues.

> Our identification team is comprised of a certified ENL provider, ENL coordinator, certified bilingual extension math teacher, HLA provider, bilingual STH liaison and our bilingual guidance counselor.

2. Describe the structures and process in place for identification of ELLs year-round as required by the [NYC DOE Policy & Reference Guide for MLs/ELLs](#), including your school's identification plan for any incoming students with an Individualized Education Plan (IEP). Include:
- **How your school proactively plans for the ELL identification process so that it does not interrupt the provision of mandated ENL and/or bilingual instruction to current, former and potential ELLs,**
- **Who is responsible for each step of the ELL identification process, and**
- **School's plan for ensuring ELLs and former ELLs will continue to receive mandated instruction.**

> Families are initially interviewed, informally, to gather important information and to assess home language needs and determine the enrollment status of the student. Parents/Guardians are then administered the HLIS by a trained and licensed teacher in the parent's preferred language with translated services. After the HLIS is completed a more formal interview is conducted with our ENL provider to review documents, prior assessments, discuss student's abilities that includes strengths and weaknesses, determine if the child has an IEP and to review home language supports. If eligible, the student is administered the NYSITELL and once results are available the parent is notified of their child's ELL status. If the child's home language is Spanish the student will be administered the Spanish Lab-R by our certified bilingual extension teacher. Once these results are available the ENL coordinator and bilingual guidance counselor schedule an initial parent orientation to review all of the results, determine eligibility in an ELL setting or our Transitional Bilingual Education class and to take a tour of the school. The tour provides parents with the classroom experience, allowing them to see the different ELL classes provided and supports in each classroom. The parent will then select the program we offer and if not available we will contact schools in the district to find the correct setting long with support from our central office. All assessments and interview information is collected and stored in the child's ELL portfolio in their cumulative folder in the main office. Parents will then schedule their mid-year meeting with the ENL coordinator, community schools family support and bilingual guidance counselor where placement and progress will be discussed. Our bilingual guidance counselor collaborates with our parent coordinator to conduct outreach throughout the year regarding a needs assessment and parent workshops specific to our community's needs.
>
> As new students arrive throughout the year, the ELL Coordinator administers the necessary steps within the intake

process to ensure that ELLs are properly identified. When students are enrolled, a home language survey and student individual interview is administered immediately to determine NYSITELL eligibility. Depending on that information, the student is given the NYSITELL and, if Spanish speaking, the Spanish LAB. From there, students received a SIFE screener to determine SIFE status. All of these procedures are put in place and paperwork is readily available so as no to delay the identification process and interrupt student learning.

Principal Certification

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

- The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
- Enrollment status of each newly admitted student is determined:
  a. If a student has been in New York State public schools within the past 2 years, our school contacts the previous school to obtain ELL status, relevant assessment scores, and English language proficiency level.
  b. If a student has been outside of New York State public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry.

- The home language of the student is determined by a trained and licensed pedagogue.
  a. The parent completes the Home Language Identification Survey in the parent's preferred language; translation services are provided by a bilingual staff member, the DOE's over-the-phone translation services, or an alternative, high quality translation service.

- An interview with parents and students in English and the home language is conducted. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determines the student's literacy and math level in his/her home language.
- Eligibility for the NYSITELL is determined.
  a. If the newly enrolled student is entering with an IEP, the school's Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.

- Students are administered the NYSITELL, if eligible.
- Notification letters are sent to the parent/guardian in their preferred language.
  a. Parent is notified of their child's ELL status and results of the NYSITELL.

- If the student is identified as an ELL and the student's home language is Spanish, the student is administered the Spanish Language Assessment Battery (LAB).
- Student with Interrupted/Inconsistent Formal Education (SIFE) status is determined using New York State's resources.
- If a student is a newly identified ELL, the parent is invited to the parent orientation meeting.
  a. The parent orientation meeting provides parents/guardians with an explanation of each ELL program model offered in NYC; the parent video describing the three programs is presented (in parent's preferred language); parents/guardians are encouraged to ask questions so that they are

informed about all ELL programs; translation and interpretation services are provided throughout the meeting.

- ELL is placed in the ELL program that the parent selected.
  a. If the bilingual program that the parent selected is not available, the parent is offered a transfer to a school with that bilingual program in accordance with NYC DOE transfer policies.
  b. If the ELL remains in the school, the ELL is placed in English as a New Language and our school keeps track of parent selection so that when minimum thresholds are met, we can open the ELL program of choice.

- Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Re-identification Process).
- If the ELL Re-identification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Re-identification Process within 6 to 12 months.
- Copies of documentation regarding ELL identification, including letters and parent notifications are kept in the students' cumulative files.

Principal Name:

Amanda Lazerson

Part IX: LAP Assurances

LAP Assurances Page

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

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LTI Overview and Part A: Designation of a LAC

Chancellor's Regulation A-663 establishes procedures for ensuring that Limited-English-Proficient (LEP) parents of students enrolled in the New York City public schools are provide with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. To this end, schools must review and complete the annual LTI Plan to address its language assistance needs consistent with the requirements of this regulation.

The LTI Plan requires information on the following:

- Name of person designated as the Language Access Coordinator (LAC).
- Identification and assessment of LEP parent population.
- Identification of Critical Communications and standing, in-person meetings throughout the school year that require language assistance services and how the school plans to respond to these needs.
- Plan to ensure staff awareness of language access requirements and available resources.
- Provision of notice to parents on the available language assistance services.

Methods for the school to solicit and implement feedback on its provision of language assistance services.

Office of Language Access (OLA) Contact:
- **Contact Information:**
  - **Cunneely Elena, ECunneely@schools.nyc.gov**
  - **Rivera Ricardo, RRivera60@schools.nyc.gov**
  - **Williams Robert. RWilliams32@schools.nyc.gov**

Please do not edit

Robert Williams

Designation of a LAC
Name of person designated and trained as the LAC.
At the start of each school year, each principal is required to designate at least one staff member to serve as the Language Access Coordinator (LAC), responsible for overseeing language assistance services within the school.
We have pre-populated the following information based on our records. Please confirm that the designated staff member(s) are your school's Galaxy-designated LAC(s) and provide the date(s) they

attended the OLA Language Access Coordinator Training. Note that this training is in addition to the mandatory asynchronous NYCPS Language Access Training for School-based Staff on the WeLearnNYC learning platform. If any information is missing, please provide the requested details.

As a reminder, LACs are internal staff designations and are not meant to serve as the primary point of contact for families regarding language access-related matters. The Parent Coordinator, or another designated staff member, should remain the main contact for families regarding all issues, including language access.

First Name	Last Name	Title	Date attended OLA Language Access Coordinator Professional Learning Opportunity	Confirmed (Y/N)
Ana	Apicella	Teacher - Regular Grades		
Heriberto	Arvelo	Community Assistant Annual		
Noelia	Reyes	Parent Coordinator - Annual	10/30/2024	
Jennifer	Rivera	Guidance Counselor Bilingual		

Part B: Parents' Preferred Languages

Parents' Preferred Languages

Language identification and assessment of parent population.

1. Check the resources your school staff uses to identify parents' preferred languages:

If Other was selected, describe the resource here:

2. We have pre-populated the following information from the Parent's Preferred Language Report (RCPL) in ATS. For the last two columns, please indicate the number of school staff members who are comfortable using their language skills to communicate with parents and regularly assist other staff members and families with translation and/or interpretation. If none, enter "0".

Language (Description within RCPL)	Written Preferred Count	Written Preferred Percentage	Oral Preferred Count	Oral Preferred Percentage	No. of Staff to Help with Written Translation	No. of Staff to Help with Oral Interpretation
ARABIC	4	0.83%	4	0.83%		
CHINESE ANY	2	0.42%	2	0.42%		
FULANI	1	0.21%	1	0.21%		
INDONESIAN (AKA BAHASA)	1	0.21%	1	0.21%		
ENGLISH	148	30.77%	146	30.35%		
SPANISH	325	67.57%	327	67.98%		

Part C: Parent Communications and Engagement

Parent Communication and Engagement

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

1. List the documents your school typically distributes each year that require translation, along with your plan for translating these documents.

Document Type (e.g. parent flyers, IEPs, etc.)	How do you plan to implement the translation process? Please include procedures and resources to ensure the timely delivery of translated documents to parents.

2. List the meetings, both in-person and virtual, that your school typically holds with parents throughout the school year, along with your plans for providing interpretation services at those meetings.

Meeting Type (e.g. parent workshops, PTCs)	How do you plan to offer interpretation services? Please outline the procedures and resources in place to ensure timely access to interpretation for parents.

3. Describe the resources and processes your school will use to communicate with parents who speak a language other than English during an emergency (e.g., lockdown, fire, student attendance, nurse/hospital visit, etc.), or when a parent needs to contact the school in an emergency, ensuring communication is in their preferred language.

Part D: Staff Awareness

Staff Awareness

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

1. Describe how your school will ensure that all staff members complete the required asynchronous NYCPS Language Access Training for School-based Staff on the WeLearnNYC learning platform, and are familiar with the [Best Practices for When to Provide Translation of Critical Written Communications to Parents](#) and [Best Practices for When to Provide Interpretation for Critical Oral Communications with Parents](#). Additionally, explain how your Galaxy-designated LAC will disseminate future language access resources and updates to all staff members.

Part E: Parental Notification

Parental Notification

Provision of notice to parents on the available language assistance services.

1. Describe how your school will inform parents about available language assistance services in their preferred language. Include any of the following:
- **Translated signage**
- **Brochures, flyers, or letters shared with parents**
- **Parent engagement events where language assistance services are highlighted (e.g., PTA meetings, international parents' night, etc.)**
- **Messaging applications**

- **[Language Access for NYC Public Schools Families brochure](#)**

Part F: Monitoring

Monitoring

Methods for soliciting and implementing feedback on language assistance services.

1. In addition to the feedback received from parents via OLA's Translation & Interpretation Feedback Survey, describe the methods your school will use to gather feedback from parents regarding the language assistance services they receive in their preferred language.

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2. How has your school worked to improve its language assistance services? Share any feedback results and outline your plans for further improvements in the upcoming school year.

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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
Replications INC			

Implementation of Community School Core Features & Components

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.

The Community-Based Organization (CBO) will play a central role in advancing the Community School's 2025–2026 annual goals through a shared leadership model and consistent collaborative planning with school stakeholders. This partnership will align CBO resources and programming with the school's instructional and whole-child priorities, ensuring targeted impact in the following areas:

To support the goal of increasing ELA proficiency from 18% to 38% by June 2026 and to support the increase in 8th grade math proficiency from 39% to 50%:
The CBO will designate resources to support homework assistance programs.
The CBO staff will co-facilitate family literacy and mathematical literacy workshops and distribute literacy materials to engage families in students' academic growth.

To support the goal of improving student physical and mental wellness through increases in student-student trust, social-emotional support, and bullying prevention:
The CBO will partner with the school to co-lead SEL (Social-Emotional Learning) initiatives, peer mentoring, wellness activities, and school-wide activities promoting kindness and inclusion.
CBO staff will be embedded during the school day and afterschool to provide continuity of support and safe spaces for student voice.
This CBO will integrate comprehensive SEL programs, mental health resources, restorative circle practices for parents, and by fostering community engagement through a 1% increase in parent/family event attendance (to 5%), including parent-led lunches.

To increase parent/family attendance at in-person events from 4% to 5%:
The CBO will co-host culturally relevant, family-centered events, such as game nights, wellness fairs, and student showcases, designed to make families feel welcomed and engaged.
Bilingual staff from the CBO will provide interpretation and translation support to reduce barriers to participation.
Joint outreach efforts (calls, flyers, digital communication) will be coordinated with school staff to personally invite and remind families about upcoming opportunities.

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.

Our Community School is committed to fostering authentic, trust-based partnerships with families and community members that go beyond traditional engagement. We believe families are essential co-educators and advocates who must be meaningfully involved in decision-making and school improvement. To achieve this, we will implement the following strategies:

We'll commit to actively recruiting, and supporting parents to serve in key leadership roles on the School Leadership Team (SLT) and Parent - Teacher Associations. We're committed to ensuring family representatives reflect our

diverse student population, and that their input directly informs school priorities, programming, and resource allocation.

Through family workshops and two-way communication platforms, caregivers will receive tools and strategies to support learning and development at home, reinforcing school goals beyond the classroom.

The school will offer leadership development workshops for families on topics such as advocacy, shared governance, and effective communication, empowering them to participate confidently in school-wide planning and policy-setting.

Families will participate in structured dialogue circles and CBO Family Empowerment Surveys (translated as needed) that collect data, school culture, student supports and glean insights into the forces impacting instruction.

Family Resource Center: A dedicated space within the school will serve as a hub for families to access resources, meet with staff, and connect with each other. Staffed by the CBO, Parent Coordinator, it will offer workshops, drop-in support, and opportunities for parent-to-parent mentorship.

All family communication will be accessible, bilingual, and culturally respectful. Events and meetings will be scheduled at varied times to accommodate working families and caregivers.

Implementation of Community School Core Features & Components

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.

Our Community School is committed to the whole-child approach, recognizing that students' ability to learn and thrive in school is deeply impacted by out-of-school barriers such as health challenges, housing insecurity, trauma, and unmet emotional needs. To address these issues and create equitable access to learning, we will leverage strong partnerships with social and health service agencies to provide wraparound supports that promote regular attendance, engagement, and student well-being.

Through collaboration with community-based health providers, we will offer students and families access to dental and vision screenings,
mental health counseling referrals.

To support a healthy lifestyle, we'll actively work to provide access to vouchers for purchasing fruits and vegetables, when available through NYC Health Bucks partnerships. These vouchers will empower families to make nutritious food choices, directly contributing to improved overall health and well-being within our community.

Our school will connect families to vital resources such as housing assistance, food pantries, immigration support, public benefits enrollment, and crisis intervention through trusted CBO partnerships through our community mapping tool.

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.

For support, you may access strategies here.

The CBO will ensure they work with the school to achieve our Community School's commitment: that every student is present, supported, and engaged in learning daily. Through this integrated model, we will cultivate a culture of belonging, accountability, and support—ensuring that every student shows up, every day, ready to learn.

The CBO will partner with the school's attendance team, meet to analyze DOE attendance data and New Visions for Public Schools' tracking tools. This collaborative team will identify students at risk or currently chronically absent, review the progress of ongoing interventions, and adjust plans as needed.

The CBO will support attendance initiatives by facilitating programs such as the Attendance Student of the Month breakfast, quarterly perfect attendance recognition, and monthly attendance incentives.

The CBO partners will coordinate access to and ensure effective connection and support for families facing barriers like unstable housing, mental and physical health needs, food insecurity, and transportation challenges.

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.

Our Community School, in partnership with our CBO, is dedicated to building an inclusive learning environment where every student, regardless of background, ability, or circumstance, feels supported, valued, and ready for success. We'll achieve this by designing systems and structures that holistically and culturally responsively address the unique needs of students in temporary housing, Multilingual Learners, and Students with Disabilities.

The CBO will facilitate language-accessible family engagement events and outreach, supported by bilingual staff from both the CBO and school team.

Family-Centered Planning: Families will be engaged as partners through check-ins and culturally responsive engagement events tailored to the needs of specific student populations: students in temporary housing, Multilingual Learner/English Language Learner (ML/ELL), and Students with Disabilities.

Additionally, the CBO will allocate resources to support an after school program accessible to all students.

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.

Title 1 Program Information

Part 1: Title 1 Program Type

Title 1 Requirements and Strengthening Title I Parent Involvement: Under USDOE's Every Student Succeeds Act (ESSA), Title 1 schools are required to address professional learning and parent and family engagement in the Comprehensive Education Plan (CEP). To strengthen parent leadership in Title 1 schools, and increase the involvement of all parents of Title 1 eligible children in improving students' academic outcomes, all Title 1 schools are required to establish a Title 1 Parent Advisory Council (PAC) that will serve as the consultative and representative body for all Title 1 parents in the school to provide voice into the spending of Title 1 funds.

The SLT is responsible for facilitating consultation with the Title 1 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 1 schools. The Title 1 Parent Advisory Council (PAC) Chairperson (or alternate) is expected to attend all regular meetings of the School Leadership Team (SLT). Title 1 parents, as represented by the Title 1 PAC Chairperson, must be consulted regarding the use of the Title 1 1% set-aside for parent and family engagement. The Title 1 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 1 Parent Advisory Council (PAC), go to the [Protocols and Timeline for Title 1 Parent and Family Engagement Activities](#) document.

Directions:

- All schools must indicate their Title 1 status in Part 1.
- All elements of the All Title 1 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 1 Program Description](#) (US Department of Education).

Your school's Title 1 Program

Title I SWP

Part 2: All Title 1 Schools

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.

Collaborative Learning Communities: Establish grade-level or subject-specific professional learning communities (PLCs) where teachers can collaborate, share ideas, and discuss effective instructional strategies. Topics will include:

1. Curriculum Development: PLC's focused on curriculum development aligned with state standards. PLC's to share best practices and resources related to curriculum planning and design.

2. Data-Driven Instruction: PLC's for the use of data to drive instructional decisions. Training on data analysis techniques and tools, such as formative assessments and progress monitoring. Opportunities for teachers to analyze student data collectively and plan targeted interventions.

3. Differentiated Instruction: PLC's on differentiated instructional strategies to meet the diverse needs of students. Demonstrate how to modify instructional materials, assessment methods, and learning activities to address individual learning styles and abilities.

4. Peer Observation and Feedback: PLC's of peer observation and feedback. Establish protocols and guidelines for teachers to observe each other's classrooms, provide constructive feedback, and engage in reflective conversations about instructional practices.

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	378,285	x	Staff-reduce class size Educational software
Title I, School Improvement 1003(a)	Federal	0	x	
Title II, Part A	Federal	0	x	
Title III, Part A	Federal	0	x	
Title III, LEP	Federal	15,093	x	Afterschool ELL program
Title IV, Part A	Federal	0	x	

Tax Levy (Fair Student Funding)	Local	3,456,675		x	staff

Explanation/Background

1. Explanation/Background:

Title 1 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 1). 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 1, 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 1 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 1 STH funds in their consolidated application.

Important Note: The following funds may not be consolidated:

- **Title 1 Parent Involvement Set-aside:** Title 1, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title 1 parent representatives regarding the Title 1 program and the use of these funds. Parent involvement activities funded through Title 1 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.

Title III Outline

Title III Supplemental Program for ELLs for SY 2025-26

REQUIREMENTS

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 in 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 ELL program planning ratio is as follows: 60% to direct instruction, 10% to professional development (if funded using Title III ELL funds), 10% to parent engagement (if funded using Title III ELL funds), and 20% to OTPS (if funded using Title III ELL funds).

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

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 (select all that apply):

,After School

Total number of ELLs to be served in this program:

94

Grades to be served in this program. Select all that apply.

,6,7,8

Total number of teachers in this program:

5

Number of certified bilingual education or ESOL teachers (include teachers that are dually certified with TESOL certification/bilingual extension & common branch/content area certification):

3

Number of content area teachers (i.e., teachers that have common branch/content area licenses only):

2

Title III ELL Summary

Provide a summary of each program funded under Title III ELL for SY 25-26: For each program, describe:
- **When the program takes place (i.e., after school, before school, Saturday academy)**
- **Activities ELLs will engage in and how these activities will enhance instructional opportunities for ELLs**

- **How ELLs will be grouped for instruction and specify the number of student groups. Include total number of student groups and total number of ELLs in each group, for each program**
- **How instruction will be delivered (e.g., team teaching, parallel teaching, etc.)**
- **How the program will be supervised and whether this will be funded by Title III ELL. Please note: If supervision will be funded using Title III ELL funds, you must include the supervisor's regular work day hours and the hours the supervisor will get paid per session.**

The goals of the programs are to develop and support English literacy and math skills in order to prepare ELLs to meet and exceed the rigorous instructional expectations set before them on the ELA and NYSESLAT exams. Our supplemental program will focus on all ELLS but all entering and emerging students will receive supplemental supports to reinforce their language and writing skills based on NYSESLAT data. This program takes place take place Tuesday-Thursday after-school from 2:20 - 3:20. There will be three groups of mixed grade levels. Group 1- Herrera (approximately 41 students) is all entering and emerging students. Group 2- Zenteno (approximately 24 students) is all expanding students. Group 3- Castillo (approximately 29 students) is all transitioning students. All ELL students enrolled in this program will be heterogeneously grouped from 2:20 to 3:20 pm to engage in speaking and social-emotional awareness supports. Each group is assigned to one ESL teacher with two content area teachers push-in. ELA and Math teacher, for approximately 30 minutes on a rotating basis according to the schedule created by the supervisor. The supplemental program will run from 10/21/2025 through 5/21/2025. Instructional cycles were designed with the AP and teachers collaborating based on the four components of the NYSESLAT exam and needs required for the ELA and Math exam. In addition, the ELL teachers in this program disaggregated the modalities from the 2025 NYSESLAT exam with support from the Continuous Learning Initiative. This is a separate ELL support that is not funded. The program will be supervised at no cost to Title III ELL funds.

Teachers record attendance for each day using a Google Sheet provided to them by the AP. All materials used will be available in both Google Classroom and as a hard copy. Materials are available for teachers in the ELL Info hub of IS 162. Materials include subject specific scaffolds that include glossaries and links to additional ELL supports. ELLs are held to the same high expectations outlined in NYS Learning Standards as students who are proficient in the English language. I.S. 162K's Title III supplemental programs are tailored to meet the needs of ELLs of all proficiency levels with the intentions of fostering improvement in content area classes.

All entering and emerging ELLs from grades six through eight will receive explicit phonics instruction to align to district 32's Science of Reading initiative. Teacher who are trained in Anita Archer's Phonics for Reading will administer phonics instruction based on students I-ready scores and home-language literacy. Our rationale for providing phonics support is that we believe that lack of phonetic understand hinders ELLs in their reading comprehension, thus impacting their success in acquiring academic English.

Rationale for Title III ELL Funded Programs

Describe the rationale for each Title III ELL funded program. For each program, include:
- **Qualitative and quantitative data analysis that support the need for program, and**
- **Data sources used to justify the need for the program**

The goal of our supplemental ELL program is to help students master curriculum content while developing effective learning, critical thinking, and study strategies. Through a supplemental program all ELL students that are enrolled

have the opportunity to engage in conversations and receive social-emotional learning supports. The 2:20 - 3:20 time period of entering and emerging ELL supports is based on the low performance of students on I-ready diagnostics and NYSESLAT reading and writing modalities.

Students and Grade Levels to be Served

For each Title III ELL funded program, describe the students that will be served. Include:
- **Total number of ELLs for each program,**
- **Grade levels for ELLs in program, and**
- **ELL Subgroups (e.g., Newcomer) and/or proficiency levels (e.g., Entering, Emerging, etc.).**

Below is a detailed breakdown of the students who will be served:

1. Newcomers (56 students)
Support Strategies: Tailored instruction focused on foundational language skills, visual aids, and sheltered instruction techniques will be implemented. Social-emotional support will also be a priority to help them adjust to their new surroundings.

2. Developing Students (26 students)
Support Strategies: Instruction will focus on enhancing vocabulary development, reading strategies, and writing skills. Differentiated instruction and peer collaboration will be emphasized to foster engagement and confidence.

3. Long-Term ELLs (12 students)
Support Strategies: Targeted interventions will include personalized learning plans, mentoring, and focused literacy instruction. We will also work to identify any additional support services, such as counseling or tutoring, that may be beneficial.

4. Students with Interrupted Formal Education (SIFE) (3 students)
Support Strategies: Specialized programming will be implemented to provide personalized instruction tailored to their specific needs, including intensive literacy support and social-emotional learning strategies. Collaborative partnerships with community organizations may also be explored to enhance support.

Schedule and Duration

For each Title III ELL funded program, include:
- **Start and end dates/months,**
- **Total number of sessions,**
- **Days of the week the program will be offered, and**
- **Time and duration of sessions.**

Our after school program is 30 weeks long, supporting students every Tuesday through Thursday, that school is in session, from 2:20 - 3:20 pm. The program will begin October 21, 2025 and will take place until May 21, 2026.

Language of Instruction

For each Title III ELL funded program, include language of instruction and how home language support is provided.

The 2:20 pm - 3:20 pm session of after school is a combination of both English and Spanish as focus is on conversation and social emotional learning. 2:20 pm - 3:20 pm students will be homogeneously grouped. Entering and emerging students of all grade levels are mixed and will be taught in the native language of Spanish. The remaining Ells are integrated into their grade level classes where instruction is provided in both English and Spanish.

Number and Types of Certified Teachers

For each Title III ELL funded program, include number and type(s) of certified teachers (e.g., ESOL, bilingual, content area):

See above

Teachers work in a collaborative one teach : one assist setting from 2:20 to 3:20 pm. Students are then pulled into another part of the room for small group instruction by one of the teachers depending on the focus of the day's lesson. Although teachers and students have assigned programs they may change if student assessments and data reveal the student needs either more restrictive or less restrictive language setting.

All entering and emerging students are taught by our ENL and bilingual extension teachers until 4:00 pm. Teachers utilize the parallel teaching model.

Types of Materials

For each Title III ELL funded program, include:
- **Types of materials,**
- **Titles and publishers of main supplemental materials,**
- **Location where purchased materials will be stored, and**
- **Whether materials will be purchased using Title III ELL funds. Please note: If materials are purchased using Title III ELL funds, they cannot exceed 20% of the total allocation.**

Materials used in the after school program are supplemental and distinct from those used during the school and and are at no cost to the Title III Immigrant funds.
Phonics for Reading. Workbooks will be stored in the classrooms.

Implementation Plan and Maintaining Records

- Describe your school's plan for implementation (e.g. when and how parents/guardians will be notified about the program(s)).
- Describe how your school will [maintain records](#) of your school's Title III ELL funded program, including evidence of parent notification in their preferred languages, student attendance records, evidence of teacher certifications for teachers supporting the program, record of parent engagement activities, records of professional development activities, purchase orders and invoices to date. For additional information, please refer to the [Title III ELL FAQ](#).

Record-Keeping for ELLs
Attendance Tracking:
Teachers will record daily attendance for each student in a shared Google Sheet. This sheet will be accessible to the Assistant Principal (AP) and will be monitored regularly to ensure accuracy and accountability.

Progress Monitoring:
We will implement a system for tracking student progress in both English literacy and math skills. Each teacher will maintain a digital portfolio for each student, documenting assessments, participation in activities, and notable progress throughout the program.
These portfolios will include:

Assessment Data: Scores from I-Ready and NYSESLAT practice exams.
Work Samples: Examples of student writing and math assignments, showcasing growth over time.
Teacher Observations: Notes on student engagement, participation, and social-emotional development.

Communication Log:
Teachers will maintain a log of communications with parents and guardians regarding student progress and any interventions or supports provided. This will help us foster strong relationships with families and keep them informed.

Data Review Meetings:
Monthly data review meetings will be scheduled with the ELL team to assess overall program effectiveness and individual student progress. Adjustments to instruction will be made based on this data.

Plan for Implementation

Program Schedule and Staffing:
The program will run from October 21, 2025, through May 21, 2026, on Tuesday through Thursday from 2:20 to 4:00 PM.
Each group will be led by one ESOL teacher, supported by two content area teachers who will push in for 33 minutes each, rotating based on a pre-established schedule.

Instructional Design:
Our instructional cycles are carefully crafted around the NYSESLAT exam components, focusing on speaking, listening, reading, and writing skills, with tailored supports for each proficiency level.
All entering and emerging ELLs will receive explicit phonics instruction aligned with the Science of Reading initiative, using resources from Anita Archer's Phonics for Reading program.

Resource Accessibility:
All instructional materials, including subject-specific scaffolds and glossaries, will be accessible via Google Classroom and hard copies available in the ELL Info hub. This ensures that all teachers have the necessary tools to support their students effectively.

Professional Development:
Ongoing professional development will be provided for teachers, focusing on effective strategies for teaching ELLs and utilizing the provided resources. We will collaborate with the Continuous Learning Initiative for additional training and support.

Parent and Community Engagement:
Regular workshops will be held for parents to help them understand the program and support their children's learning at home. We will encourage feedback from families to continuously improve our offerings.

Maintenance of Records:
All records, including attendance and agendas will be maintained by the program teachers.

Part C: Professional Development

Professional Development Summary

Provide a summary of your school's plan for professional development under your Title III ELL program. Please make sure to describe:
- **Professional development to be provided,**
- **Activities that teachers will engage with by topic, and**
- **Whether the professional development provided will be funded by Title III ELL funds. Please note: If PD will be funded by Title III ELL funds, vendor cost is calculated as part of OTPS and must not exceed 20% of the total allocation; teacher per-session is calculated as part of PD and must not exceed 10% of the total allocation.**

2024-2025 professional development will be separated into five (5) learning cycles aligned to our CEP goals and the ILF. PD will not be of cost to the title III program as it will be provided by in-house members of staff. Staff members responsible for the delivery of instruction to ELLs will attend ELL specific pd provided from NYCDOE and the district in addition to the in-house learning cycles. Monthly mandated pd will take place every Monday, beginning immediately at 3:00 PM and concluding at 4:00 PM. These pd's will encompass four different learning cycles that were designed based on learning surveys completed by both students and teachers, the current learning environment we are all experiencing and how to meet the needs of our ELL students through increased engagement and discussion protocols (aligned to our CEP). Our ELA Master Teacher and Math Peer Collaborative teacher meet weekly with the administration to design the professional development. In addition, we have multiple committees that meet biweekly to plan supplemental professional development for staff on an individualized need for the remaining PD session times in the month. TESOL and bilingual certified teachers will receive 50% of their professional learning specific to the needs of ELLs and it will be provided from in-house highly effective teachers, District coaches and our Literacy coach. The focus for this year is social-emotional learning, digital literacy, actively engaging through discussion and aligning the NYS Next Generation Standards to the ELL Language standards in order to prepare for the new curriculum being used this year. The professional learning opportunities will positively impact the progress of our ELL students by providing our teachers with the necessary tools to be able to differentiate and scaffold their instruction, implement best practices based on the current learning environment and monitoring progress through the i-READY platform. Ongoing sustained pd, supports teachers in the Title III LEP Program because they will be better prepared to identify and address the needs of ELLs. Teachers will be able to share and discuss with their colleagues different ways they are supporting their English Language Learners. In addition to our scheduled PD calendar below, ESL/TESOL licensed teachers will be provided with the professional learning calendar opportunities offered by the District that are focused on ELL learning strategies and Special Education instructional supports. Teachers that request to attend these District opportunities will provide the confirmation of their registration.

Tentative Professional Development 2024-2025 Calendar:
Cycle 1: September 13, 2024 - December 19, 2024
Cycle 2: Data Driven Instruction: An Inquiry Approach January 2, 2025 – February 2025
Cycle 3: Thinking Maps to Support Student Reading and Writing March 2025-May 2025
Cycle 4: TBA

In addition to theProfessional Development cycles, two teachers that work directly with our ELL population were selected by the administration to receive additional support from our District ELL Coach. The teachers meet with the coach alternating Wednesdays, discussion revolves around lesson planning and vocabulary instruction to meet the individualized learners in your classes. The coaches are also working with the teachers to increase student engagement through verbal and non-verbal means of discussion to improve academic gains on the NYSESLAT exam. These instructional strategies will include but are not limited to, scaffolding and differentiating writing tasks, developing and maintaining academic discourse with content specific vocabulary and conversation stems, lesson planning to provide targeted and specific specially designed instruction. The teachers and the coaches meet for planning and debriefing based on the non-evaluative observations.

Rationale for Professional Development

Describe the rationale for the professional development to be provided. For each activity, include:
- **Qualitative and quantitative data analysis (e.g., patterns and trends identified) that support the need for the professional development, and**
- **Data sources (e.g., school survey teacher responses, in-house teacher surveys, teacher observation data) used to justify the professional development.**

The professional development plan for our Title III program at I.S. 162K is grounded in a thorough analysis of qualitative and quantitative data. This analysis highlights the need for focused training to support our ELL students effectively. The following sections outline the rationale for each cycle of PD, incorporating specific data sources and patterns identified in the data.

Cycle 1: September 13, 2024 - December 19, 2024
Focus: Social-Emotional Learning and Engagement Strategies

Rationale:

Qualitative Data: Teacher surveys indicated a significant need for training in social-emotional learning (SEL) strategies. Many educators expressed concerns about students' emotional well-being, particularly ELLs who may face additional challenges in social integration.
Quantitative Data: Student engagement scores from recent classroom observations showed that ELLs were less engaged than their peers, with an average engagement score of 65% compared to 80% for non-ELL students.
Data Sources: School Survey Teacher responses and in-house teacher surveys indicated that 70% of teachers felt unprepared to address SEL in their classrooms, highlighting a clear gap in professional knowledge.
Cycle 2: Data Driven Instruction: An Inquiry Approach (January 2, 2025 – February 2025)
Focus: Utilizing Data to Inform Instruction

Rationale:

Qualitative Data: Feedback from teachers revealed that many were unsure how to effectively analyze and apply data from student assessments to drive instruction, particularly for ELLs who may have unique learning needs.
Quantitative Data: Analysis of I-Ready assessment data indicated that ELL students scored, on average, 15% lower than their peers in reading comprehension, suggesting a need for data-driven instructional strategies tailored to ELLs.
Data Sources: Observations of lesson planning sessions revealed that less than 50% of teachers utilized assessment data to inform instructional planning, highlighting a need for focused professional learning.

Cycle 3: Thinking Maps to Support Student Reading and Writing (March 2025 – May 2025)
Focus: Visual Learning and Scaffolding Techniques

Rationale:

Qualitative Data: Teacher interviews showed a high interest in using visual aids to support ELLs, with many educators believing that graphic organizers could enhance comprehension and retention of material.
Quantitative Data: Student writing samples demonstrated a lack of organization and clarity, with 60% of ELLs scoring below grade level on rubric assessments. Many students struggled to convey their ideas effectively, indicating a need for structured writing strategies.
Data Sources: Teacher observation data highlighted that only 40% of ELLs utilized graphic organizers or similar tools in their writing, which correlates with lower performance on writing assessments.
Cycle 4: TBA
Focus: To be determined based on ongoing needs assessments and emerging trends in ELL education.

Rationale:

Ongoing Analysis: Continuous feedback from teachers and data collected throughout the year will inform the focus of this cycle. Patterns in student performance on the NYSESLAT exam and other assessments will guide the selection of topics to ensure relevance and effectiveness.
Data Sources: Ongoing analysis of NYSESLAT results and district benchmarks will be utilized to identify areas of growth and challenges faced by ELLs, ensuring that PD remains responsive to student needs.

Teachers to Receive Professional Development

Include information on the teachers to receive professional development. Please specify how all teachers working in the Title III ELL program will receive ongoing professional development related to the Title III ELL program.

All teachers will receive PD, including teachers teaching in the Title III ELL program.

Schedule and Duration

For each Title III ELL professional development activity, include:
- **Start and end dates/months,**
- **Total number of sessions,**
- **Days of sessions, and**
- **Time and duration of sessions.**

Cycle 1: Social-Emotional Learning and Engagement Strategies
Start and End Dates: September 13, 2024 – December 19, 2024
Total Number of Sessions: 8 sessions
Days of Sessions: Every Monday
Time and Duration of Sessions: 3:00 PM – 4:00 PM (1 hour each)

Cycle 2: Data Driven Instruction: An Inquiry Approach
Start and End Dates: January 2, 2025 – February 2025
Total Number of Sessions: 5 sessions
Days of Sessions: Every Monday
Time and Duration of Sessions: 3:00 PM – 4:00 PM (1 hour each)

Cycle 3: Thinking Maps to Support Student Reading and Writing
Start and End Dates: March 3, 2025 – May 19, 2025
Total Number of Sessions: 8 sessions
Days of Sessions: Every Monday
Time and Duration of Sessions: 3:00 PM – 4:00 PM (1 hour each)

Cycle 4: TBA (To Be Announced)
Start and End Dates: Tentative for late May 2025 – June 2025 (exact dates to be determined based on ongoing needs assessments)
Total Number of Sessions: 4 sessions (tentative)
Days of Sessions: Every Monday
Time and Duration of Sessions: 3:00 PM – 4:00 PM (1 hour each)

Topics to be covered

For each Title III ELL professional development activity, include topics to be covered.

Cycle 1: Social-Emotional Learning and Engagement Strategies
Session 1: Introduction to Social-Emotional Learning (SEL) and its Importance for ELLs
Session 2: Understanding the Emotional Needs of ELL Students
Session 3: Strategies for Building a Supportive Classroom Environment
Session 4: Techniques for Enhancing Student Engagement through SEL
Session 5: Implementing SEL Activities in the Classroom
Session 6: Using Culturally Responsive Practices in SEL
Session 7: Collaborating with Families to Support ELLs' Emotional Well-Being
Session 8: Reflection and Sharing Best Practices in SEL for ELLs

Cycle 2: Data Driven Instruction: An Inquiry Approach
Session 1: Introduction to Data-Driven Instruction (DDI) for ELLs
Session 2: Identifying Relevant Data Sources: Assessments and Observations
Session 3: Analyzing Student Data to Inform Instruction
Session 4: Developing Targeted Instructional Strategies Based on Data
Session 5: Creating an Action Plan for Implementing DDI in the Classroom

Cycle 3: Thinking Maps to Support Student Reading and Writing
Session 1: Overview of Thinking Maps and Their Benefits for ELLs
Session 2: Using Thinking Maps for Vocabulary Development
Session 3: Incorporating Thinking Maps into Reading Comprehension Strategies
Session 4: Scaffolding Writing Tasks with Thinking Maps
Session 5: Creating a Lesson Plan Using Thinking Maps
Session 6: Engaging Students in Academic Discourse with Visual Supports
Session 7: Assessment Strategies for Writing with Thinking Maps

Session 8: Reflection and Sharing Best Practices Using Thinking Maps

Cycle 4: TBA (To Be Announced)
Topics: To be determined based on ongoing needs assessments, but may include:
Advanced Differentiation Strategies for ELLs
Integrating Technology to Support ELL Learning
Enhancing Collaboration Between ESL and Content Area Teachers
Best Practices for Implementing NYS Next Generation Standards for ELLs

Name(s) and Title(s) of Provider(s)

For each Title III ELL professional development activity, include name(s) and title(s) of provider(s).

NYCDOE Continuous Learning Coach - Christina Dessources
District ELL Coach - Teresa Vera
ELL Liaison - Lauren Herrera

Maintaining Records

Describe your school's plan for maintaining documentation **(e.g., agendas, attendance sheets) of all professional development provided as part of your Title III ELL plan; please specify which activities were funded by Title III ELL funds.**

Attendance Records
Format: Attendance will be recorded using a digital attendance sheet created in Google Sheets for each session. Each teacher attending will sign in with their name and the date.
Monitoring: The Assistant Principal (AP) will review attendance records monthly to ensure full participation and identify any patterns of absences.

Session Agendas and Materials
Format: Each PD session will have a standardized agenda outlining the topics covered, objectives, and activities. Session materials, such as presentations, handouts, and resources, will be stored in a shared Google Drive folder accessible to all staff.
Storage: All session agendas and materials will be archived in a designated folder within the ELL Info Hub for easy reference.

Participant Feedback
Format: Following each PD session, participants will complete a feedback survey using Google Forms. This survey will collect qualitative data on the effectiveness of the session, areas for improvement, and suggestions for future topics.
Review: The AP and ELL team will review feedback to assess the relevance and impact of the PD, making adjustments as needed.

Part D: Family Engagement Activities

Family Engagement Summary

Provide a summary of your school's family engagement activities under your Title III ELL program. Describe the activities that families of ELLs will engage with by topic. Please make sure to include whether the activities will be funded by Title III ELL funds.
Please note: If family engagement activities will be funded by Title III ELL funds, vendor cost is calculated as part of OTPS and must not exceed 20% of the total allocation; teacher per-session is calculated as part of family engagement and must not exceed 10% of the total allocation.

In school year 2024-2025, we will continue to encourage and appreciate our ELL parents, in addition to all of our parents, with small appreciation gifts that will not exceed 10% of the Title III LEP funding. All per session activities will be of no cost to the Title III LEP funding. Our parent engagement activities will be held with a mixture of in person and virtual, through the Zoom platform with immediate translation services turned on provided by our parent coordinator. Our only activities that will be of cost to the program are our Game Nights because we purchase small prizes for the parents in addition to some materials for the games. All other activities are of no cost to the TItle III program. We are able to collect parent attendance for virtual meetings using the Zoom participant tracker at the end of the meeting. Our engagement activities take place at different times of the day and month. The Title III program provides opportunities for parents to engage and be active in their child's learning. Our certified TESOL teachers meet monthly with our ELL parents, individually, to monitor student attendance and participation in addition to educating parents about opportunities within the district. Parents and teachers arrange the meetings via email or phone conversations. The teacher then calls or sets up the Zoom meeting with the parent. The teachers use the NYCDOE approved translation service to meet through Zoom with the parents. In addition to these meetings, the teachers host NYSESLAT "What you need to Know" meetings at multiple times throughout the year in an effort to meet the different needs of all our parents. The teachers provide the parents with mini-works hops and the dates for this are based on future announcements from NYS and the exam. By providing the parents with the resources they too are engaging in the English language with their children. These meetings are at no cost to the parents.

Our monthly PTA meetings and parent workshops are posted on the school website (available in different languages and translated by the click of one button), through push notifications sent out through the school app and using Kinvolved. PTA meetings are held the third Wednesday of each month at 5:30 pm. During the meetings we use the translation service available through Zoom with our parent coordinator. All notices on our website are translated based on the HILS report and translation, if needed, is arranged prior to the meeting through the translation services. In addition, our SLT meets the third Wednesday of every month, in person, starting at 3:00 pm. We always have a translator available for these open meetings. Parents have immediate access to resources through our translated school app, which include but are not limited to, monthly updates on the ELL page that includes virtual workshops, upcoming school events, PTA meetings, CEC meetings and Parent Teacher conferences. We encourage all of our parents to be actively engaged throughout their child's time in our school by hosting family events where parents and students can participate and learn from one another. The family activities are no longer than one-hour long and take place virtually. Our parents and students recently participated in a digital gaming experience where the parents and students competed against one another in games used in the classroom. These applications and meetings only require a small amount of the Title III funds to purchase items needed which may include game materials when applicable.

In conjunction with our community school organization, Replications, additional engagement activities are being

planned for every other month that will include Restorative Circles, parent trips to historic NYC landmarks, immigration attorney workshops and additional engagement activities based on results from parent survey,

Rationale for Family Engagement Activities

Describe the rationale for the family engagement activities to be provided: For each activity, include:
- **Qualitative and quantitative data analysis (e.g., reasons for topics, time activities will be offered), and**
- **Data sources (e.g., parent survey responses, in-house parent surveys, PTA/PA request, etc.) used to justify the need for activities.**

Creating a culturally relevant environment helps to foster parental engagement of English Language Learners (ELLs) is important because it recognizes the diverse experiences, creates connections, and encourages more parental involvement, which leads to greater academic success.

Schedule and Duration

For each Title III ELL family engagement activity, include:
- **Start and end dates/months,**
- **Total number of sessions,**
- **Days of sessions, and**
- **Time and duration of sessions.**

Schedule is tentative

October 2024: Harvest Festival 12:00 pm - 2:00 pm
December 2024: Game Night: BINGO 4:00 pm - 6:00 pm
February 2024: Movie Night 4:30 pm - 7:00 pm
April/May 2024: Spring Carnival 12:00 pm - 4:00 pm

Parent Restorative Circles take place bimonthly, during the school day, with the day and time determined by the parents. Circles will begin September 2024.

Topics to be Covered

For each Title III ELL family engagement activity, include topics to be covered.

Building Community
SEL RULER
Brainpower

Immigration
Understanding your rights as a parent
Financial Literacy
Conversations with your teen

Name(s) and Title(s) of Provider(s)

For each Title III ELL family engagement activity, include name and title of provider(s) (e.g., vendor, community-based organization, school staff name in charge of facilitating the parent engagement activities described in this section).

Elevate Education
Brainpower
School Personnel
Riseboro Circles Curricuulum
Alveole
Main Stage Productions

Parent engagement is facilitated by the parent coordinator, Noelia Reyes and the Community School Director, Kenya Barahona.

Family Notification of Activities and Translation and Interpretation Supports:

Describe:
- **How families will be notified of Title ELL family engagement activities (e.g., phone calls, emails),**
- **How notification of activities will be translated into parent/guardians' preferred language, and**
- **How interpretation supports will be provided at events.**

All notifications to our parents are in the parents' preferred language of communication:

Kinvolved messaging system
backpacked flyers
Push notifications using school app
Phone calls from Parent Coordinator and Family Coach from Replications

Maintaining Records

Describe how your school will maintain documentation (e.g. agendas, attendance sheets) of family engagement activities and notifications to families.

Attendance Records
Format: Attendance will be recorded using a digital attendance sheet created in Google Sheets for each session. Each parent attending will sign in with their name and the date.
Monitoring: The PC and CSD will review attendance records monthly to ensure full participation and identify any patterns of attendance.

Session Agendas and Materials
Format: Each engagement session will have a standardized agenda outlining the topics covered, objectives, and activities. Session materials, such as presentations, handouts, and resources, will be stored in a shared Google Drive folder accessible to all staff.
Storage: All session agendas and materials will be archived in a designated folder with the PC for easy reference.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III ELL budget matches your Title III ELL Plan as described in Parts B, C, and D.

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.

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 Office of Multilingual Learners (OML) and can only be used to provide **supplementary services** to immigrant students, who may or may not be English Language Learners (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 three 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 welcoming 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 allocation amounts per school, see the School Allocation Memo or contact your ML/ELL Director or ELL Compliance and Performance Specialist.

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, and
- 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

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 (select all that apply):

,After School

Total number of immigrant students (including ELLs) to be served in this program:

64

Grades to be served in this program. Select all that apply.

,6,7,8

Total number of teachers in this program:

4

Provide a summary of each program funded under Title III immigrant for SY 25-26:

For each program, describe:
- When the program takes place (i.e., 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. Include total number of student groups and total number of ELLs in each group, for each program.
- How instruction will be delivered (e.g., team teaching, parallel teaching, etc.).
- How the program will be supervised and whether this is at cost to Title III Immigrant. **Please note:** If supervision will be funded using Title III Immigrant funds, you must include the supervisor's regular workday hours and the hours the supervisor will get paid per session.

The goals of the programs are to develop and support English literacy and math skills in order to prepare immigrant ELLs to meet and exceed the rigorous instructional expectations. Our supplemental program will focus on differentiated for language needs, academic needs and social-emotional needs. All immigrant students will receive supplemental supports to reinforce their language and writing skills based on NYSESLAT and NYSITELL data. There are 64 immigrant students with Spanish as their home language enrolled in the after school program. This program takes place take place Tuesday-Thursday after-school from 2:20 - 4:00. All immigrant students enrolled in this program will be heterogeneously grouped from 2:20 to 3:20 pm to engage in speaking and social-emotional

awareness supports. From 3:20 to 4:00 students will be homogeneously grouped with the ENL teachers, Herrera and Zenteno, in two groups to receive academic supports in language acquisition. The two bilingual teachers will support each group and co-teach with the ENL teachers to provide academic support. On Tuesdays, the 26 immigrant sixth graders work with the Bilingual teacher from 3:20 - 4:00. On Wednesdays, the 28 immigrant seventh graders work with the bilingual teacher from 3:20 - 4:00. On Thursdays, the ten eighth grade students work with the bilingual teacher. The supplemental program will run from November through June of 2025. Instructional cycles were designed with the AP and the bilingual teacher based on the four components of the NYSESLAT exam and social emotional needs. The AP supervises students and staff. Teachers record attendance for each day using a Google Sheet provided to them by the AP. Materials include subject specific scaffolds that include glossaries and links to additional ELL supports. ELLs are held to the same high expectations outlined in NYS Next Generation Learning Standards as students who are proficient in the English language.

I.S. 162K's Title III immigration supplemental programs are tailored to meet the needs of immigrants of all proficiency levels with the intentions of fostering improvement in content area classes. The new targets of measure will also be included in instruction. All students from grades six through eight use the computer based program iREADY to monitor their progress in their classes and to align the Next Generation Standards to the ENL language learning standards with the core curriculum during after school. This program will provide the students with differentiated and individualized instruction based on their individual learning strengths and weaknesses. The certified Bilingual teacher will supplement the iREADY program with the Phonics for Reading curriculum to meet the needs of the individual students. This material supports instruction taking place within the ELA classrooms. The Bilingual teacher will be able to monitor and adapt the lessons based on the data provided from the ongoing assessments.

Rationale for Title III Immigrant Funded Programs

Describe the rationale for each Title III Immigrant funded program:

For each program, include:
- Qualitative and quantitative data analysis that support the need for program, and
- Data sources used to justify the need for the program

1. Development of English Literacy and Math Skills
Rationale: Immigrant ELLs often face challenges in accessing grade-level content due to language barriers. This program prioritizes the development of English literacy and math skills to ensure these students can engage fully in core content areas. By aligning with the NYSESLAT and NYSITELL data, the program provides targeted support that addresses individual linguistic and academic needs, ensuring that students make measurable progress toward proficiency.

2. Differentiated Instruction and Grouping Structure
Heterogeneous Grouping (2:20–3:20 pm):
Rationale: Grouping students heterogeneously fosters peer learning and encourages social interaction in English, which is critical for language acquisition. The integration of speaking and social-emotional awareness activities helps build confidence and communication skills, both essential for academic and social success.

Homogeneous Grouping (3:20–4:00 pm):
Rationale: Grouping students homogeneously based on grade level and language proficiency allows the bilingual teacher to provide more focused instruction tailored to specific needs. This structure ensures targeted academic support, particularly in language acquisition, while maintaining alignment with grade-level expectations.

3. Focused Instructional Cycles

Rationale: The instructional cycles designed with the AP and bilingual teacher are grounded in the components of the NYSESLAT exam and social-emotional needs, ensuring a comprehensive approach to addressing both academic and personal development. This alignment guarantees that students are prepared for the NYSESLAT while also building resilience and adaptability in a new cultural and educational context.

4. iREADY Program Integration
Rationale: iREADY offers differentiated, computer-based instruction aligned with the Next Generation Learning Standards and ENL standards. This individualized approach enables students to monitor their progress and work on targeted areas of need. It also provides valuable data for educators to tailor instruction further, ensuring that students receive the right supports to succeed.

5. Phonics for Reading Curriculum
Rationale: The Phonics for Reading curriculum complements iREADY by providing foundational literacy skills critical for language development. This targeted instruction ensures that students strengthen their reading and writing abilities, which are essential for success across all content areas. Integrating this program supports consistency between the supplemental program and ELA classroom instruction.

6. Social-Emotional Awareness Activities
Rationale: Addressing social-emotional needs is essential for immigrant students who may face cultural adjustment challenges. By incorporating activities that build social-emotional awareness, the program helps students feel supported and empowered, creating a safe space for learning and personal growth.

7. High Expectations for All Students
Rationale: Holding ELLs to the same rigorous standards as their proficient peers reinforces a growth mindset and ensures equitable access to high-quality education. The program's scaffolding materials, glossaries, and ELL-specific supports ensure students can meet these expectations without compromising on quality or rigor.

8. Ongoing Assessment and Data-Driven Instruction
Rationale: Continuous assessment through iREADY and teacher observations ensures instruction remains responsive to student needs. By analyzing data, educators can adapt lessons and provide timely interventions, ensuring consistent progress and readiness for the next level of learning.

Students and Grade Levels to be Served

For each Title III Immigrant funded program, describe the students that will be served:

Include:
- Total number of students for each program,
- Grade levels for students in program, and
- If ELLs are also included in these programs, (e.g., Newcomer).

1. Total Number of Students
Total Students Served: 64 immigrant students
All students are enrolled in the supplemental after-school program, which runs from November to June.

2. Grade Levels
6th Grade: 26 students

7th Grade: 28 students
8th Grade: 10 students

3. ELL Subgroups
The students served in this program include English Language Learners (ELLs) at various stages of language proficiency, categorized as follows:
Newcomers:
These are students who are recently arrived in the United States and are at the initial stages of English language acquisition. They require intensive foundational support in speaking, listening, reading, and writing to build their language skills.
Developing ELLs:
These students have acquired some basic English proficiency but still need substantial support to advance their academic language skills. They benefit from focused instruction that bridges their current proficiency to grade-level expectations.
Emerging ELLs:
These students have made measurable progress in English but require continued support to refine their language skills, especially in academic contexts, to fully access the core curriculum.

4. Differentiated Instruction for ELL Subgroups
Newcomers: Receive intensive language support through the Phonics for Reading curriculum and targeted small-group instruction with the bilingual teacher. Social-emotional activities are tailored to help them adjust to the school environment and develop confidence.
Developing and Emerging ELLs: Participate in activities that enhance their academic vocabulary, language structures, and social-emotional awareness while engaging with rigorous grade-level content through iREADY and scaffolded instruction.

Schedule and Duration

For each Title III Immigrant funded program, include:
- Start and end dates/months,
- Total number of sessions,
- Days of the week the program will be offered, and
- Time and duration of sessions.

1. Program Overview
Start Date: November 2024
End Date: June 2025
Total Number of Sessions: Approximately 92 sessions (based on the program running three days per week for the duration).
Days of the Week: Tuesday, Wednesday, and Thursday
Time: 2:20 PM – 4:00 PM (1 hour and 40 minutes per session)
2. Breakdown by Day and Grade Level
Tuesdays (6th Grade):

Start Date: November 2024
End Date: June 2025
Total Sessions: Approximately 31 sessions
Duration: 1 hour and 40 minutes

Details: 26 sixth-grade students work with the bilingual teacher from 3:20 PM – 4:00 PM, following group social-emotional and speaking activities from 2:20 PM – 3:20 PM.
Wednesdays (7th Grade):

Start Date: November 2024
End Date: June 2025
Total Sessions: Approximately 31 sessions
Duration: 1 hour and 40 minutes
Details: 28 seventh-grade students work with the bilingual teacher from 3:20 PM – 4:00 PM, following group social-emotional and speaking activities from 2:20 PM – 3:20 PM.
Thursdays (8th Grade):

Start Date: November 2024
End Date: June 2025
Total Sessions: Approximately 30 sessions
Duration: 1 hour and 40 minutes
Details: 10 eighth-grade students work with the bilingual teacher from 3:20 PM – 4:00 PM, following group social-emotional and speaking activities from 2:20 PM – 3:20 PM.
3. Session Structure
2:20 PM – 3:20 PM:
All 64 students are heterogeneously grouped for speaking practice and social-emotional awareness activities.
3:20 PM – 4:00 PM:
Students are homogeneously grouped by grade level to work with the bilingual teacher on targeted academic supports for language acquisition.

Language of Instruction

For each Title III Immigrant funded program, include language of instruction and how home language support is provided:

1. Language of Instruction
The primary language of instruction for the Title III Immigrant funded programs at IS 162 is English, as the goal is to develop proficiency in English literacy and academic skills while adhering to New York State standards.

2. Home Language Support
Spanish:
The 62 students with Spanish as their home language receive significant support through bilingual instruction. The bilingual teacher uses Spanish to clarify concepts, provide glossaries, and scaffold complex lessons when necessary. Spanish is also incorporated into the Phonics for Reading curriculum and iREADY program when appropriate, ensuring comprehension and reinforcing foundational skills.
Spanish-speaking students engage in speaking and listening activities where their home language may be used as a bridge to understanding and practicing new English language concepts.

Arabic (2 Students):
For the two students with Arabic as their home language, scaffolding and supplementary materials such as glossaries, translated resources, and culturally relevant examples are provided in Arabic.
While the bilingual teacher may not be fluent in Arabic, the program ensures these students receive personalized

support, including access to digital tools that translate and adapt instructional content. Peers or additional staff with Arabic language proficiency may also assist as needed.

Number and Types of Certified Teachers

For each Title III Immigrant funded program, include number and type(s) of certified teachers.

Total Number of Certified Teachers: 4
2 ENL (English as a New Language) Certified Teachers:
Specialize in teaching English language acquisition to non-native speakers.
Provide targeted language instruction aligned with ENL standards and support for literacy and content area development.
Collaborate with the bilingual teacher to ensure cohesive instruction and meet the needs of students with varying proficiency levels.

2 Bilingual Certified Teachers:
Fluent in English and Spanish, with certification to teach bilingual education.
Deliver instruction that incorporates both English and students' home language (Spanish) to scaffold learning effectively.
Responsible for facilitating homogeneously grouped sessions focusing on academic support in language acquisition, using tools like the Phonics for Reading curriculum and iREADY.
Teacher Responsibilities

Types of Materials

For each Title III Immigrant funded program, include:

- **Types of materials,**
- **Titles and publishers of main supplemental materials,**
- **Location where purchased materials will be stored, and**
- **Whether materials will be purchased using Title III Immigrant funds. Please note: If materials are purchased using Title III Immigrant funds, they cannot exceed 20% of the total allocation.**

1. Instructional Materials separate from curriculum based:
iREADY Program (Computer-Based):

Purpose: Provides individualized, differentiated instruction aligned with ENL and Next Generation Learning Standards.
Cost to Title III Immigrant: Yes. Subscription costs for immigrant students are covered by Title III Immigrant funds.

Phonics for Reading Curriculum:

Purpose: Supports foundational literacy skills and complements classroom ELA instruction.
Cost to Title III Immigrant: Yes. Purchased as part of Title III Immigrant funding to address the specific needs of ELLs but it will not exceed 20% of the total allocation

All student materials are stores in the classroom and additional books are available in the Teacher Resource Center.

2. Supplemental Materials
Subject-Specific Scaffolds (Glossaries and Translations):

Purpose: Provide academic vocabulary and translated supports in Spanish and Arabic to help students access rigorous content.
Cost to Title III Immigrant: Yes. These materials are developed and funded under the Title III Immigrant budget but it will not exceed 20% of the total allocation.
All materials are available in the classroom and additional books are available in the Teacher Resource Center.

Bilingual Resources and Manipulatives:

Purpose: Include Spanish-English dictionaries, sentence frames, and bilingual reading materials to bridge language gaps.
Cost to Title III Immigrant: Yes. Procured specifically to enhance bilingual instruction and comprehension.
Digital Tools for Arabic Support:

Purpose: Provide translation and scaffolding for the two Arabic-speaking students.
Cost to Title III Immigrant: Yes. Included in the program's budget to ensure equitable access for all students but it will not exceed 20% of the total allocation

3. Assessment and Monitoring Tools
NYSESLAT and NYSITELL Data Analysis Resources:

Purpose: Provide tools for tracking and monitoring student progress in language acquisition.
Cost to Title III Immigrant: No. These assessments are state-provided and not funded by Title III Immigrant resources.

Purpose: Used by teachers and staff to track student participation and progress.
Cost to Title III Immigrant: No. Utilized through existing school resources.

Implementation Plan and Maintaining Records

- **Describe your school's plan for implementation (e.g. when and how parents/guardians will be notified about the program(s)).**
- **Describe how your school will maintain records of your school's Title III Immigrant funded program, including evidence of parent notification in their preferred languages, student attendance records, teachers that support the program, record of parent engagement activities, records of professional development activities, purchase orders and invoices to date. For additional information, please refer to the Title III Immigrant FAQ.**

1. Maintaining Records of Students Served
IS 162 will utilize a systematic approach to maintain accurate records of students participating in the Title III Immigrant funded program:

Attendance Records:

Teachers will document daily attendance using a Google Sheet provided by the Assistant Principal (AP).
Attendance sheets will be reviewed weekly to ensure consistency and identify patterns of participation.
Progress Monitoring:

Individual progress data will be collected and stored using the iREADY platform, which tracks student performance and growth in English literacy and math.
Additional assessment data, including NYSESLAT and NYSITELL results, will be updated regularly to monitor student progress.
Student Files:

A digital folder will be created for each student, containing attendance records, assessment data, and anecdotal notes from teachers regarding social-emotional and academic growth.
Monthly Reports:

The AP will compile and review monthly reports to evaluate program effectiveness and adjust instruction as needed.

2. Plan for Implementation
November–June Timeline:

The program will run from November 2024 through June 2025 with structured cycles designed around the NYSESLAT components and students' social-emotional needs.
Weekly Schedule:

Sessions will occur on Tuesdays, Wednesdays, and Thursdays from 2:20 PM to 4:00 PM, ensuring consistent delivery of services.
Grouping Structure:

Students will begin each session in heterogeneous groups to focus on speaking and social-emotional awareness, followed by homogeneous groups based on grade level for targeted academic support.
Materials and Resources:

Teachers will use the iREADY platform, Phonics for Reading curriculum, and bilingual glossaries to support instruction.
The bilingual teacher will adapt lessons weekly based on ongoing assessments and student needs.

3. Titles of Staff Administering and Monitoring the Program
Assistant Principal (AP):
Supervises the implementation and execution of the program.
Monitors attendance, student progress, and program effectiveness.
Provides professional development and resources for staff involved in the program.

Bilingual Certified Teacher:
Delivers language acquisition instruction during homogeneous grouping sessions.
Incorporates bilingual scaffolding to ensure comprehension and progress.
Adapts lessons based on iREADY and assessment data.

ENL Certified Teachers:
Facilitate speaking and social-emotional activities in heterogeneous groups.
Provide differentiated instruction aligned with ENL standards.
Support ongoing assessments and track student progress in collaboration with the bilingual teacher.

Parent Coordinator:

Communicates program details and progress updates to families in their home language.
Assists with engaging families in supporting their children's learning at home.

Part C: Professional Development

Professional Development Summary

Provide a summary of your school's plan for professional development under your Title III Immigrant program. Please make sure to describe:

- **Professional development to be provided,**
- **Activities that teachers will engage with by topic, and**
- **Whether the professional development provided will be funded by Title III Immigrant funds. Please note: If PD will be funded by Title III Immigrant funds, vendor cost is calculated as part of OTPS and must not exceed 20% of the total allocation; teacher per-session is calculated as part of PD and must not exceed 10% of the total allocation.**

Please make sure to describe:

- 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

Professional development is provided for all Immigrant Funds teachers to sustain coherent instruction, centered around academic and
social awareness, with equitable access to curriculum and assessments. This decision was made based on the significant increase in our
immigrant population over the last two years. Professional development takes place during the mandated contractual time in the day for
all staff who work with the immigrant students and ELLs. All staff receiving the professional development as it is our commitment to our
immigrant population that all staff, administration included, increase the student's English language proficiency through subject matter
knowledge, teaching knowledge, and effective pedagogy. Professional Development will be provided from in-house coaches, along with
administration, in addition to support from the Continuous Learning Continuum which focuses on providing support for the whole
immigrant child through 1:1 coaching. The ENL Coordinator will attend specific ENL professional development offerings from our district
office in addition to literacy opportunities provided from the NYCDOE and then turnkey this information back to our school. Professional
Development to be covered includes but is not limited to: Restorative Practices to Support Adolescent Development Third Wednesday
each month Morningside- Coaching Support Lily Utilizing trans-languaging in the classroom to strengthen instruction and bolster comprehension. Continuous Learning- Coach Christina Dessources provides coaching centered around phonics Instruction every month and works with our ENL teachers after school one Tuesday a month, virtually. All professional development will be provided at no cost to the Title III Immigrant funds. All records, including attendance and agendas will be maintained by the principal.

Rationale for Professional Development

Describe the rationale for the professional development to be provided. For each activity, include:

- **Qualitative and quantitative data analysis (e.g., patterns and trends identified) that support the need for the professional development, and**
- **Data sources (e.g., school survey teacher responses, in-house teacher surveys, teacher observation data) used to justify the professional development.**

For each activity include:

- Qualitative and quantitative data analysis that support the need for the professional development
- Data sources used to justify the professional development

Rationale:

Qualitative Data:
Teacher feedback from classroom observations and staff surveys highlights challenges in addressing the social-emotional needs of immigrant students, many of whom are adjusting to new cultural and academic environments. Anecdotal reports from teachers indicate that many students struggle with building peer relationships and managing conflict, particularly in heterogeneously grouped settings.

Quantitative Data:
Attendance records show sporadic participation in after-school programs, suggesting a need for improved social-emotional engagement.
Behavioral data from incident reports indicates a rise in minor conflicts, highlighting the need for restorative practices.

Data Sources:
Teacher surveys and classroom observations.
Student attendance and behavioral incident reports.

2. Trans-Languaging in the Classroom
Rationale:
Qualitative Data:
Classroom walk-throughs reveal a need for strategies to better integrate students' home languages (Spanish and Arabic) into instruction, particularly for Newcomers and Developing ELLs.
Teachers report difficulties in bridging gaps between students' home languages and English, resulting in slower comprehension of academic content.

Quantitative Data:
NYSESLAT results show that a significant portion of students score below proficiency in listening and speaking components.
Diagnostic data from iREADY highlights gaps in vocabulary acquisition and comprehension for Spanish- and Arabic-speaking students.

Data Sources:
Classroom walk-throughs and teacher feedback.
NYSESLAT and iREADY diagnostic scores.

3. Phonics Instruction

Rationale:
Qualitative Data:
Teacher focus groups indicate that many ELLs lack foundational phonics skills, which impacts their ability to decode text and develop reading fluency.
The bilingual teacher reports that immigrant students often struggle with transitioning from phonics-based activities to more advanced literacy tasks.

Quantitative Data:
Classroom-based assessments reveal that many Newcomers perform below grade level in reading fluency and comprehension.
Data from the Phonics for Reading program shows inconsistent growth among students, indicating a need for targeted instructional support.

Data Sources:
Focus group feedback and teacher anecdotal notes.
Phonics for Reading program data and classroom-based literacy assessments.

4. Turnkey Training from ENL Coordinator
Rationale:
Qualitative Data:
Teachers express the need for clearer guidance on aligning ENL instruction with Next Generation Learning Standards and adapting strategies for immigrant students with diverse needs.
Observations indicate that while some teachers are confident in scaffolding, others require additional support in integrating language and content instruction.

Quantitative Data:
Comparison of immigrant ELL progress versus general ELL progress reveals a gap in performance, particularly in writing and content-specific vocabulary.
NYSITELL results indicate slower initial language acquisition rates among recently arrived immigrant students.

Data Sources:
Teacher feedback from surveys and observations.
NYSITELL and content area assessment data.

Teachers to Receive Professional Development

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.

Lauren Herrera, Mariana Zenteno, Gelimar Harrison, Deysi Munoz

Schedule and Duration

For each Title III Immigrant professional development activity, include:
- Start and end dates/months,
- Total number of sessions,
- Days of sessions, and
- Time and duration of sessions.

1. Restorative Practices to Support Adolescent Development
Start and End Dates: October 2024 – June 2025
Total Number of Sessions: 9 sessions
Days of Sessions: Third Wednesday of each month
Time and Duration: 2:20 PM – 3:20 PM (1 hour per session)

2. Trans-Languaging in the Classroom
Start and End Dates: October 2024 – June 2025
Total Number of Sessions: 9 sessions
Days of Sessions: Second Wednesday of each month
Time and Duration: 2:20 PM – 3:20 PM (1 hour per session)

3. Phonics Instruction Coaching
Start and End Dates: October 2024 – June 2025
Total Number of Sessions: 9 sessions (1 virtual session per month)
Days of Sessions: One Tuesday per month (specific dates to be scheduled)
Time and Duration: 3:00 PM – 4:00 PM (1 hour per session)

4. Turnkey Training by ENL Coordinator
Start and End Dates: October 2024 – June 2025
Total Number of Sessions: As needed, typically 4–6 sessions over the course of the school year
Days of Sessions: Scheduled during staff meetings or PD days (specific dates to be announced)
Time and Duration: 2:20 PM – 3:20 PM (1 hour per session)

Topics to be Covered

For each Title III Immigrant professional development activity, include topics to be covered.

1. Restorative Practices to Support Adolescent Development
Session 1 (October 2024): Introduction to Restorative Practices
Overview of restorative justice and its impact on adolescent development.
Building a community of care in the classroom.
Session 2 (November 2024): Restorative Practices for Immigrant Students
Understanding cultural nuances and trauma-informed strategies.
Engaging immigrant students in restorative dialogues.
Session 3 (December 2024): Restorative Circles and Conflict Resolution
Techniques for using circles in conflict resolution.
Practical applications for promoting empathy and communication in immigrant students.
Session 4 (January 2025): Social-Emotional Learning and Restorative Practices
Integrating SEL with restorative practices to enhance emotional awareness.
Supporting immigrant students' social and emotional development.
Session 5 (February 2025): Peer Mediation and Collaborative Problem-Solving
Training students to use restorative techniques with peers.
Empowering students to take ownership of their actions.
Session 6 (March 2025): Restorative Practices for Parent and Community Engagement
Strategies for involving families in restorative circles.
Building partnerships with immigrant families to support student growth.
Session 7 (April 2025): Building Resilience through Restorative Approaches
Supporting immigrant students in overcoming academic and personal challenges.
Creating a resilient learning community.
Session 8 (May 2025): Restorative Practices and Academic Engagement

Connecting restorative practices with academic achievement.
Fostering a positive classroom climate for immigrant students.
Session 9 (June 2025): Reflecting on Growth and Future Implementation
Evaluating the impact of restorative practices throughout the year.
Planning for continued application in the next school year.

2. Trans-Languaging in the Classroom
Session 1 (October 2024): Introduction to Trans-Languaging
Theoretical background and benefits of trans-languaging in bilingual classrooms.
Ways to integrate students' home languages into English learning.
Session 2 (November 2024): Implementing Trans-Languaging Strategies
Practical strategies for using both Spanish and English in instruction.
Translanguaging techniques in writing, reading, and speaking activities.
Session 3 (December 2024): Scaffolding Content Through Trans-Languaging
Using students' native languages as scaffolds for content comprehension.
Aligning trans-languaging with content area learning standards.
Session 4 (January 2025): Vocabulary Development through Trans-Languaging
Strengthening academic vocabulary in both languages.
Tools and strategies for bilingual vocabulary development.
Session 5 (February 2025): Enhancing Comprehension Using Trans-Languaging
Improving reading comprehension and listening skills through bilingual strategies.
Cross-linguistic connections to reinforce content understanding.
Session 6 (March 2025): Culturally Responsive Teaching and Trans-Languaging
Integrating cultural relevance with trans-languaging.
Creating an inclusive classroom environment for immigrant students.
Session 7 (April 2025): Supporting Newcomer ELLs through Trans-Languaging
Tailoring trans-languaging to the needs of Newcomer students.
Practical tools for building early literacy skills in both languages.
Session 8 (May 2025): Assessing Student Progress with Trans-Languaging
Developing strategies for assessing bilingual students' language proficiency.
Using trans-languaging in formative assessments.
Session 9 (June 2025): Reflecting on Trans-Languaging Practices and Planning Ahead
Evaluating the effectiveness of trans-languaging strategies throughout the year.
Planning for continued integration of trans-languaging in the next school year.

3. Phonics Instruction Coaching
Session 1 (October 2024): Foundations of Phonics for Immigrant Students
Importance of phonics for ELLs and its role in language acquisition.
Understanding phonemic awareness and decoding strategies.
Session 2 (November 2024): Differentiating Phonics Instruction for ELLs
Tailoring phonics instruction for students at varying stages of language development.
Strategies for addressing the specific needs of Spanish-speaking and Arabic-speaking students.
Session 3 (December 2024): Phonics Strategies for Newcomers
Implementing foundational phonics strategies for Newcomer ELLs.
Supporting letter-sound correspondence and syllable patterns.
Session 4 (January 2025): Phonics and Vocabulary Building
Connecting phonics to vocabulary development in both languages.
Supporting word recognition and fluency.
Session 5 (February 2025): Assessing Phonics Skills
Tools and techniques for assessing phonics and early literacy.
Using assessment data to inform instruction.
Session 6 (March 2025): Phonics Instruction for Advanced ELLs

Strategies for supporting Developing and Expanding ELLs in phonics.

Adapting phonics instruction to meet the needs of more advanced learners.

Session 7 (April 2025): Integrating Phonics with Reading and Writing

Using phonics instruction to support reading and writing skills.

Strategies for transferring phonics knowledge to reading comprehension.

Session 8 (May 2025): Phonics Intervention for Struggling Students

Implementing targeted interventions for students who need additional phonics support.

Differentiating instruction to address individual learning needs.

Session 9 (June 2025): Reflecting on Phonics Instruction and Planning for Next Year

Reviewing student progress in phonics instruction.

Planning for continued development and intervention for the following year.

4. Turnkey Training by ENL Coordinator

Session 1 (October 2024): Overview of ENL Standards and Instructional Strategies

Introduction to ENL standards and how they align with Next Generation Learning Standards.

Best practices for integrating ENL instruction in content areas.

Session 2 (November 2024): Advanced Strategies for Supporting Immigrant ELLs

Research-based strategies for supporting more advanced ELLs, focusing on vocabulary and writing skills.

Building language skills through content instruction.

Session 3 (December 2024): Culturally Responsive Pedagogy in the ENL Classroom

Incorporating students' cultural backgrounds into instructional strategies.

Building a culturally inclusive classroom environment.

Session 4 (January 2025): Data-Driven Instruction for ELLs

Using data from NYSESLAT, iREADY, and formative assessments to inform ENL instruction.

Implementing data-driven strategies to meet diverse language needs.

Session 5 (February 2025): Collaboration Between Content and ENL Teachers

Effective collaboration techniques to integrate ENL support within content area instruction.

Best practices for co-planning and team teaching.

Session 6 (March 2025): Differentiated Instruction for ELLs

Strategies for differentiating instruction in both language and content.

Adapting resources and activities to meet various levels of language proficiency.

Session 7 (April 2025): Using Technology to Support Language Acquisition

Integrating digital tools and apps to support language development.

Maximizing the effectiveness of iREADY and other platforms for language learners.

Session 8 (May 2025): Reflecting on ENL Instruction and Setting Future Goals

Reviewing successes and challenges in ENL instruction throughout the year.

Setting goals for the upcoming school year based on student progress.

Session 9 (June 2025): Planning for Continued Professional Growth in ENL

Identifying areas for professional growth in ENL instruction.

Developing a personal PD plan for continued success in teaching immigrant ELLs.

Name(s) and Title(s) of Provider(s)

For **each** Title III Immigrant professional development activity, include name(s) and title(s)of provider(s).

Christina Dessources, Continuous Learning Coach
Teresa Vera, D32 ELL Instructional Coach

Maintaining Records

Describe your school's plan for maintaining of all professional development (e.g., agendas, attendance sheets) provided as part of your Title III Immigrant plan; please specify which activities were funded by Title III Immigrant funds.

Including your school's plan for maintaining documentation of professional development provided using Title III Immigrant funds.

1. PD Record System
Tool:
A Google Sheet will be used to track PD attendance, topics, dates, and participant information. The document will be shared with all relevant staff members and updated regularly by the PD coordinator.

Content of Record:
The records will include:
Staff names
Session dates
PD topics covered
Number of hours attended
Presenter/facilitator information
Evaluation of session effectiveness (e.g., feedback surveys)

2. Attendance Logs
Procedure:
Teachers and staff will sign in at each PD session, either digitally or via physical sign-in sheets, to record attendance. Attendance logs will be maintained and stored by the PD coordinator.
Follow-Up:
If staff members are absent, the PD coordinator will ensure that they receive a make-up session or access to recorded materials or summaries to maintain their participation in the PD process.

3. PD Session Materials and Resources
Documentation of Materials:
All materials, including session slides, handouts, and resources shared during PD, will be archived on a shared Google Drive folder, ensuring easy access for staff and ongoing reference. These materials will include lesson plans, reading materials, videos, and research articles related to the PD topics.
Links to Online Resources:
For virtual PD sessions, a link to the recorded session, along with any associated materials, will be provided to staff members who attended or need to review the content. These recordings will also be archived for future reference.

4. Professional Development Logs for Individual Teachers
Teacher-Specific Documentation:
Each teacher will maintain a personal PD log, which includes:
A list of all PD sessions attended.
Summary notes from each session, including how the learning will be applied in the classroom.
Evidence of reflection and goal-setting for future PD.
Verification:
The PD coordinator and school administration will review the logs periodically during one-on-one meetings with teachers to ensure that staff members are incorporating the learning into their practice and meeting professional growth goals.

5. Evaluation and Feedback
Post-Session Feedback Forms:
After each PD session, teachers will complete feedback forms that assess the relevance, usefulness, and

applicability of the session content. This feedback will be analyzed to refine future PD offerings and ensure that professional development aligns with the needs of immigrant and ELL students.

Data Collection:

PD effectiveness will be evaluated through quantitative (attendance, session hours) and qualitative (teacher feedback, self-reports of improved instructional practices) data. This data will be shared with school leadership for planning future PD.

6. Compliance and Reporting

Documentation for Title III Compliance:

A report summarizing the PD activities, attendance, and associated costs will be compiled at the end of each semester. This will include:

Number of teachers participating

Total PD hours completed

Topics covered and their alignment to Title III goals

Evaluation of PD outcomes

Quarterly Review:

The school leadership team will review the PD documentation quarterly to ensure that Title III Immigrant funds are being used effectively to meet program goals, particularly in language and academic development for immigrant students.

7. Ongoing Monitoring and Feedback

PD Review Committee:

A team consisting of the AP, ENL Coordinator, and the bilingual teacher will meet quarterly to review the effectiveness of the PD plan. This committee will analyze feedback from teachers and ensure that the PD activities are supporting the needs of the immigrant student population.

Adjustment of PD Plan:

Based on feedback and evaluation data, the PD plan may be adjusted to reflect emerging needs or new best practices, ensuring continuous improvement in teaching quality and student outcomes.

Part D: Family Engagement Activities

Family Engagement Summary

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 funded by Title III Immigrant funds. Please note: If family engagement activities will be at funded by Title III Immigrant funds, vendor cost is calculated as part of OTPS and must not exceed 20% of the total allocation; teacher per-session is calculated as part of family engagement and must not exceed 10% of the total allocation.

In school year 2024-2025 , we will continue to encourage and appreciate our immigration parents, in addition to all of our parents, with small appreciation gifts that will not exceed 10% of the Title III Immigrant funding. Our monthly PTA meetings and parent workshops are posted on the school website (available in different languages and translated by the click of one button), through push notifications sent out through the school app and using Kinvolved. PTA meetings are held the third Wednesday of each month at 5:30 pm. During the meetings we use the translation service available through Zoom with our parent coordinator. All notices on our website are translated based on the HILS report and translation, if needed, is arranged prior to the meeting through the translation services. In addition, our SLT meets the third Wednesday of every month, in person, starting at 3:00 pm. We always have a translator available for these open meetings. Parents have immediate access to resources through our translated school app, which include but are not limited to, monthly updates on the ELL page that includes virtual workshops, upcoming school events, PTA meetings, CEC meetings and Parent Teacher conferences. We encourage all of our parents to be actively engaged throughout their child's time in our school by hosting family events where parents and students can participate and learn from one another. The family activities are no longer than one-hour long and take place virtually.

In conjunction with our community school organization, Replications, additional engagement activities are being planned for every other month that will include Restorative Circles, parent trips to historic NYC landmarks, immigration attorney workshops and additional engagement activities based on results from parent survey. Equipping parents with the language skills and or academic proficiencies needed to aid their children in their academic careers. Immersing themselves in the academic environment their children are a part of and help in the scaffolding of literacy skills, critical thinking skills, and daily school assignments. Promoting family engagement and becoming pillars in their household and community. Name of provider: D79 NYCDOE Adult Education program Topics to be covered: Adult ESL Program Schedule and duration: Every Saturday, 9:00 - 2:00 (October 2024-June 2025).

Rationale for Family Engagement Activities

Describe the rationale for the family engagement activities to be provided:

For each activity, include:
- Qualitative and quantitative data analysis (e.g., reasons for topics, time activities will be offered), and
- Data sources (e.g., parent survey responses, in-house parent surveys, PTA/PA request) used to justify the need for activities.

Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children is the rationale for all family engagement activities provided at IS 162. For immigrants adjusting to a new country, these activities serve as a bridge to access information, resources, and support networks. They aid in their integration into the new society by providing guidance on navigating systems such as education, healthcare, and social services. Engaging immigrant families in activities empowers them to actively participate in their children's education, fostering a sense of ownership and involvement. This involvement positively impacts the academic performance and social development of their children.

Through our community schools' partner, Replications, we conduct surveys of our immigrant families to find out what our families need and the supports we can provide. Families have expressed a need for housing support. We have reached out to our local councilwoman for local support from agencies, local civil organizations and other elected officials to come in and host an immigrant family workshop. Famlies shared that their preferred time is weekdays in the morning or Saturdays.

Schedule and Duration

For each Title III Immigrant family engagement activity, include:
- Start and end dates/months,
- Total number of sessions,
- Days of sessions, and
- Time and duration of sessions.

Our Title III Immigrant school-wide family engagement activities will occur three times a year. Our first event held was our Harvest Festival, held annually on the last Saturday in October from 12:00 - 2:00 pm. Our next school-wide family engagement activity is BINGO in December, from 4:00 pm - 6:00 pm. Our third event is a Paint Party to be held in March, time TBD.

In addition to these school-wide engagement activities, our CBO Replications hosts monthly Parent Restorative Circles the third Tuesday of each month from 9:00 am - 11:00 am. These will take place every month from October through June.

Riseboro provides immigrant family workshops, two times per year, at no cost for our families. These workshops take place in December 2024 and again April 2025, both at 4:00 pm on the third Wednesday of the month prior to the PTA meeting.

Topics to be Covered

For each Title III Immigrant family engagement activity, include topics to be covered.

Topic to be discussed/addressed include:

English language acquisition
Employment
Building Community
Social Emotional Learning
Brainpower

Immigration
Understanding your rights as a parent
Financial Literacy
Conversations with your teen

Name(s) and Title(s) of Provider(s)

For each Title III Immigrant family engagement activity, include name and title of provider(s) (e.g., vendor, community-based organization, school staff name in charge of facilitating the parent engagement activities described in this section).

Elevate Education
Brainpower
School Personnel
Riseboro Circles Curricuulum
Alveole
Main Stage Productions

Family Notification of Activities and Translation and Interpretation Supports

Describe:
- How families will be notified of Title III Immigrant family engagement activities (e.g., phone calls, emails),
- How notification of activities will be translated into parent/guardians' preferred language, and
- How interpretation supports will be provided at events.

All per session activities will be of no cost to the Title III Immigrant funding. Our parent engagement activities will be held with a mixture of in person and virtual, through the Zoom platform with immediate translation services turned on provided by our parent coordinator. All invitations will be posted on our school website, sent as push notifications on Kinvolved and through flyers to be sent home with the children. All information is translated into the families' home language. Our PTA will also call home to remind families of the events, speaking to the families in their home language.

Maintaining Records

Describe how your school will maintain documentation (e.g. agendas, attendance sheets) of family engagement activities and notifications to families.

1. Family Engagement Record System
Tool:
A Google Sheet will be used to track all family engagement activities and communications. This document will be shared with relevant school staff, including the AP, ENL Coordinator, bilingual teachers, and other staff members involved in family outreach.

Content of Record:

Each record will include:
Event date and name
Type of event (e.g., meeting, workshop, parent-teacher conference, cultural celebration, etc.)
Topic of the event
Number of participants
Names of families (if applicable)
Mode of communication used (e.g., phone call, email, paper notice, text message)
Materials shared with families (e.g., flyers, newsletters, brochures)
Feedback from participants (if applicable)

2. Attendance and Participation Logs
Procedure:
Attendance will be taken for each family engagement event. The method of tracking will vary depending on the event format (e.g., sign-in sheets for in-person events, electronic responses for virtual meetings). The information will include the names of attending family members, the number of students represented, and any additional notes (e.g., language preferences).

3. Notifications to Families
Communication Plan:
Notifications about family engagement activities will be sent through multiple channels to ensure broad accessibility, including:
Phone Calls: To personally invite families or inform them about important events.
Emails and Text Messages: For more general communications and reminders.
Paper Notices and Flyers: In Spanish and other relevant languages for families with limited digital access.
Social Media and Website Updates: School events will be posted on the school's website and social media platforms (if applicable) to reach a wider audience.

Documentation of Notifications:
A record of each communication sent will be maintained, including:
Date and time of communication
Mode of communication (phone, email, paper, etc.)
Recipients (families or community members invited)
Copies of the messages or materials sent (e.g., email text, flyer images)

4. Family Engagement Activity Materials
Documentation of Materials Shared:
All materials provided to families during engagement activities (e.g., handouts, presentations, newsletters) will be archived in a shared digital folder. This ensures easy access for staff and helps maintain a record of the resources shared with families.
Language Access:
All materials will be provided in families' home languages (primarily Spanish and Arabic), with translation services available for other languages as needed. This will be tracked to ensure equitable access for all families.

5. Parent and Family Feedback
Feedback Collection:
At the end of each family engagement activity, families will be invited to provide feedback through surveys, comment cards, or follow-up calls. This feedback will be analyzed to assess the effectiveness of the engagement efforts and to inform future events.

Feedback Record:
Feedback data, including responses to surveys or other input from families, will be documented and stored in the family engagement records system. This data will help shape future family engagement strategies.

Maintenance of Records:
All records, including attendance and agendas will be maintained by the parent coordinator.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III Immigrant budget matches your Title III Immigrant plan as described in Parts B, C, and D above.

This school is (select one):

Allocation Amount ($):

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