



# 2024-2025 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**DBN**

30Q148

**SCHOOL NAME**

P.S. 148 Queens

**PRINCIPAL**

Yolanda Harvey

# Comprehensive Educational Plan Outline

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# Section 1: Overview of Comprehensive Education Planning

## Overview of Comprehensive Education Planning

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

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

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

### The Education Planning Process

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

The CEP development process begins with the identification of system-wide priorities, followed by a comprehensive needs assessment informed by an analysis of the school's most current data to identify priority needs and root causes. Once the SLT clearly understands school needs, priorities and root causes, the team uses this data analysis to set **Specific, Measurable, Attainable, Relevant, and Timely-SMART** goal(s) aligned to each priority. Next, the SLT determines targets to measure progress toward meeting the annual goals.

The SLT, in collaboration with other instructional leaders, identifies key strategies, creates progressive action steps including professional learning and activities to support parent, family and community empowerment, and monitors the implementation of those strategies and activities. The SLT aligns the school-based budget with human and instructional resources to support implementation of the action plan and achievement of annual goals.

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

# Guidance on Conducting a Comprehensive Needs Assessment

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

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

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

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

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

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

rather than the symptoms. Use the [5 Whys Method](#) or other methods for identifying root causes. Consider the questions below:

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

Additional resources and supports are available below.

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

# Section 2: School Information

## School Information

**School Name:**

PS 148Q The Ruby G. Allen School

**District Borough Number (DBN):**

30Q148

**Grades Served:**

PreK to Fifth Grade

**School Address:**

89-02 32nd Avenue East Elmhurst NY 11369

**Phone Number:**

718-898-8181

**Fax:**

718-476-2992

**School Contact Person:**

Anna Delisse

**School Contact Person Email Address:**

ADeliss@schools.nyc.gov

**Principal:**

Yolanda Harvey

**United Federation of Teachers (UFT) Chapter Leader:**

Julie Spreckels

**Parents' Association President:**

Elizabeth Garcia

**SLT Chairperson:**

Yolanda Harvey

**Title I Parent Advisory Council Chairperson (PAC):**

Maria Vega-Zhumi

**Student Representative(s) Middle /High School:**

**Student Representative(s) Middle /High School:**

**Community Based Organization (CBO) Representative:**

Ericka Chavez

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

Zayra Gonzalez

# District Information

**Geographic District:**

30

**Superintendent:**

Ms. Lisa Hidalgo

**Superintendent's Office Address:**

28-11 Queen's Plaza North LIC, NY 11101

**Superintendent's Email Address:**

LHidalgo@schools.nyc.gov

**Phone Number:**

718-391-8323

**Fax:**

718-391-6147

# 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 column. If an SLT member does not wish to sign this plan, the member must check the box under the column “Opt Out of Signing, if applicable” and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in [iPlan](#) with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
- Schools may modify their SLT bylaws as needed to address additional school and/or ESSA requirements for stakeholder engagement.

SLT Member Name	Position and Constituent Group Represented	Signature
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Yolanda Harvey	*Principal or Designee
Julie Spreckels	*United Federation of Teachers (UFT) Chapter Leader or Designee
Elizabeth Garcia	*Parents' Association (PA)/ Parent-Teacher Association (PTA) President or Designated Co-President
	District Council 37 (DC 37) Representative (staff), if applicable
Maria Vega-Zhumi	Title I Parent Advisory Council Chairperson (or alternate)
	Student Representative (Required for high schools)
	Student Representative (Required for high schools)
Ericka Chavez	CBO Representative, if applicable
	Student Representative (Required for CSI, TSI, Receivership Middle Schools)
	Student Representative (Required for CSI, TSI, Receivership Middle Schools)
Bella Miller	Paraprofessional
Tania Antonelli	Teacher
Ashley Lippe	Teacher
Marlin Carranza	Parent
Diana Vega	Parent
Yetmel Vasquez	Parent

# Additional Stakeholder Signature Page

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

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

Name	Position and Constituent Group Represented	Signature
	Principal	

# Section 4: School Summary

## School Summary

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

**Your School's Accountability Status:**

Good Standing

**Provide your school’s mission statement:**

PS 148Q- The Ruby G. Allen School Vision and Mission Statement

P.S. 148Q is a culturally diverse community school dedicated to fostering lifelong learning through collaborative efforts with families and educators. We strive to provide each student with the individual support they need to become college and career-ready. Our mission is to exemplify the best in teaching practices by ensuring equitable access to education, and enabling students to thrive academically, socially, and emotionally in culturally responsive classrooms. This approach empowers all students to become well-rounded, educated members of society.

Our mission is to be a community school that exemplifies the best in teaching practices, by providing equitable access to all students, enabling them to succeed academically, socially, and emotionally in a culturally responsive classroom. This will empower all students to become strong, educated, well-rounded contributing members of society. We are committed to working collaboratively with families and educators to continue building a diverse community of lifelong learners.

**Develop a narrative summary that includes contextual information about your school’s community and its unique/important characteristics and partnerships:**

Include demographic information about your school’s student population.

P.S. 148 Q- The Ruby G. Allen School is a dynamic learning environment situated in East Elmhurst, Queens serving a population of approximately 700 students in grades pre-kindergarten through five. Our students come from extremely diverse cultural, ethnic and linguistic backgrounds making our school a rich and vibrant environment.

Core Curriculum:  
Our core curriculum programs include HMH Into Reading on grades K-5. The curriculum used in PreK is Creative Curriculum. We offer Amplify Science, Passport to Social Studies and EnVision Math 2020 along with Heggerty, Foundations and Rewards. Tier 3 Interventions used include Spire, Great Leaps, for Literacy and enVision Math Diagnostic and Intervention System for mathematics. We have several classes engaged in the Computer Science for

All initiative learning about things like coding, scratch and programming.

#### ELL Support:

- English as a New Language Learners (ENLs) represent approximately half of our student population.
- Our ENLs range from newcomers to students who are deemed commanding in English language acquisition.
- Their needs therefore vary, and we offer supports in the content areas through our focus on questioning, discussion, assessment and success criteria.
- We have a Transitional Bilingual Program (TBE) with both general education and special education classes throughout all grades.

#### Students With Disabilities:

- ^Our students with disabilities (SWDs) comprise approximately one quarter of the school population.
- ^Our school aims to create Individual Education Plans (IEPs) that allow students with disabilities (SWDs) to access and master Next Generation Learning Standards (NGLS).

#### Social-Emotional Learning:

- \*Our educators are engaged in culturally responsive teaching as we continue to adapt our classrooms to meet the needs of all our learners.
- \*Additionally, we continue to address the social-emotional learning environment through Sanford Harmony.

#### Arts and Technology Programs:

- \*\*In addition to our core curriculum, we offer students classes in art, music, dance, and computer science. Our students are engaged in new-age computer science creating models with our 3D printers.
- \*\*Through the Arts and technology, we support the development of our learners in creating and developing new artistic ideas, presenting and sharing artistic work, interpreting other works of art, understanding how the arts convey meaning, relating artistic ideas with personal meaning, and understanding how the arts enrich our lives and the lives of others in our community.
- \*\*We assist in the development of new vocabulary, learning various techniques, exposure to new materials and artistic tools, flexible thinking, and analyzing our thoughts, feelings, and ideas about art. We encourage collaboration, discussion, and decision-making and support one another in trying new things it reach our artistic visions. Much of this creative work is on display during our annual Arts Festival.
- \*Students are learning to play various instruments like the flute, saxophone, and drums with our new band program and our general music program.
- \*They are also engaged in a variety of dance genres while learning about the history of dance.
- \*Studio in a School offers students in various grades the opportunity to interact with an artist through cycles of learning about different art mediums. Work from our students is submitted for competition and shown at Christie's New York annually.

The Blueprints for the Arts are used to guide and support all instruction in these special classes.

#### Clubs and Sports:

- \*We also offer enrichment opportunities with our intramural basketball, soccer, and competitive chess teams.
- \*We have a Green Team composed of students from across the grades who are working towards creating a more sustainable school environment.
- \*Our Student Council meets regularly to develop schoolwide initiatives that are important to students and beneficial to the school community. Student Council participates in Participatory Budgeting through Civics for All.
- \*Our third, fourth, and fifth-grade students are eligible to participate in our multi-award-winning debate team and compete in city-wide competitions open to elementary schools from the five boroughs and Long Island.
- \*We are fortunate to have a CASA Ballet Hispanico dance residency for the seventh year in a row for our upper-grade students.

#### School Specials:

\*Our students stay active in physical education classes and the after-school tennis program. Students are also engaged in physical activity in their classrooms through Move to Improve.

\*Our school boasts a state-of-the-art library open daily to all classes. It is staffed by a full-time teacher every day who assists students and the school community in research and helping select texts. Our school library bridges the gap between a child's interest in learning and the information they learn. It also encourages the development of all learners, assists in the development of vocabulary, increases comprehension skills, and habits of reading in silence, and encourages a problem-solving approach with students. Our school library is a hub of communal activity for our school.

\*Dedicated Science Teacher will support grades 3-5 with hands-on Science experiments from Amplify Science and Investigations

Parent Involvement:

\*Parents are equal partners through membership in the PTA which holds monthly meetings.

\*We host parent workshops on education, health, and wellness regularly to engage parents and keep them informed about our school. \*We are fortunate to have a strong PTA that hosts many family engagement events like Carnival, Movie Night, Family Bingo, and Trunk and Treat just to name a few.

\*These events are well attended by staff who work alongside parents to foster the bridge between home and the classroom.

Community Involvement:

\*We are the recipients of Koeppel Subaru's Adopt a Classroom Grant.

\*We are one of the founding schools for NYC Kids Rise and have almost 500 students with NYC Kids Rise accounts who learn about financial literacy beginning in kindergarten.

We also celebrate our namesake annually on Ruby G. Allen Day by highlighting our students who exemplify the characteristics and traits of Ruby G. Allen.

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

\*\*\*To increase students' reading comprehension, teachers will strengthen students' phonemic awareness with the Heggarty curriculum, phonics with the Foundations curriculum, expressive language, vocabulary, and discussion skills.

To increase students' fluency with numbers and operations using the enVisions Math 2020 curriculum and IReady.

Using Three Reads Strategy, CUBES, CUBS, or RACE to support math problem-solving.

Differentiated Phonics to support the various learners. (Spire, Rewards or Foundations)

Front-load Vocabulary

School-Wide Vocabulary development through HMH Into Reading.

Increase academic vocabulary using Amplify Science and Passport to Social Studies

Increase student discussion with talk prompts and discussion protocols

PBIS, Character Trait Development, and Sanford Harmony for SEL Support

Health Smart Health Curriculum taught one period per week.

K-5 teachers have an additional period weekly to analyze data and student work and engage in cycles of inquiry.  
Using Data to make instructional decisions

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

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

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	K to 5	HMH Into Reading	
Math	K to 5	enVision 2020	

## Section 5: Continuous Improvement Planning

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

## Priority 1 Needs and Root Causes

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

- Review multiple sources of feedback regarding data, practices, and resources to assess the school's current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

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

### **Priority Needs and Root Causes**

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

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

- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Increase in Phonics	i-Ready June 2024 SWDs, 57% of students are one or more grade levels below in Phonics	SWDs struggle with executive functioning skills, working memory, visual processing
Increase in Reading Comprehension	i-Ready June 2024 All Students, 69% are one or more grade levels below in reading comprehension	All students struggle with oral language fluency/expressive language as well as using background knowledge required by grade-level literary and informational text
Increase in Phonics	i-Ready June 2024 ELLs, 68% are one or more grade levels below in Phonics	ELLs struggle with limited vocabulary and oral language fluency.

# Priority 1

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

## Systemwide Focus Areas for Literacy

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

# Priority 1 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
Students with Disabilities (SWD)	43	By June, 2025, literacy for Students with Disabilities (SWD) will improve, as measured by a 7% Increase, from 43 to 50, of percentage of students scoring at or above grade level in the domain of phonics on the i-Ready Diagnostic June 2024.
All Students	31	By June, 2025, literacy for All Students will improve, as measured by a 5% Increase, from 31 to 36, of percentage of students scoring at or above grade level in the domains of reading comprehension on the i-Ready Diagnostic Results June 2024.
English Language Learners (ELL)	32	By June, 2025, literacy for English Language Learners (ELL) will improve, as measured by a 7% Increase, from 32 to 39, of percentage of students scoring at or above grade level in the domain of phonics on the i-Ready Diagnostic Results June 2024 .

# 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:

i-Ready Diagnostic Results

## Enter a key performance indicator

number of students performing at level 3 or above

## Baseline:

43

## Enter the date for the baseline data:

June 2024

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

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

30

## 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 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:

i-Ready Diagnostic Results

## Enter a key performance indicator

number of students performing at level 3 or above

## Baseline:

31

## Enter the date for the baseline data:

June 2024

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

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

21

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

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

30

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

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

36



# 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:

i-Ready Diagnostic Results

## Enter a key performance indicator

number of students performing at level 3 or above

## Baseline:

32

## Enter the date for the baseline data:

June 2024

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

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

22

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

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

30

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

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

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# Priority 1 Action Plan

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

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

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

**Key Strategy:**

Key Strategies
Teachers will assign weekly iReady lessons based on instructional groupings.
Students will work collaboratively in teacher-led small groups utilizing research-based interventions to target needs in comprehension.

**Root Cause Addressed:**

Root Cause Addressed
SWDs struggle with executive functioning skills, working memory, visual processing
All students struggle with oral language fluency/expressive language as well as using background knowledge required by grade-level literary and informational text
ELLs struggle with limited vocabulary and oral language fluency.

**Action Steps:**

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



## Action Steps

In order to support all students, including ELLs and SWDs, teachers will implement HMH Into Reading Vocabulary Routines and vocabulary questions aligned to the NYS ELA Assessments. They will then have students adapt and use these strategies to support their overall comprehension.

In order to support all students including ELLs and SWDs teachers will implement small group instruction with needs in phonics with a focus on letter recognition, letter sound correspondence, identifying short and long vowels, blending CVCs and reading words with consonant digraph blends.

In order to support all students including ELLs and SWDs with needs with phonics teachers will implement small group instruction with a focus on decoding longer words, providing fluency practice, teach high utility academic language, and meaningful word parts.

In order to support all students with comprehension, teachers will implement small group instruction with a focus on explicit instruction focused on activating prior knowledge, exemplars, summarizing, drawing inferences and questioning.

## 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.

We monitor progress through HMH module assessments, bi-weekly Acadience progress monitoring, and monitoring of iReady lessons assigned weekly. Student grouping will be modified based on the data collected from these sources to achieve new goals.

Inquiry work will allow teachers to ensure students have access to vocabulary questions aligned to the NYS ELA assessments in the upper grades and focus on foundational skills in the lower grades.

# Priority 1 Family and Community Engagement

## Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/05/2024	01/01/2025	Weekly virtual phonics and comprehension workshops for parents and students (Tuesdays)	School staff will partner with the PTA to promote these workshops
01/02/2025	06/26/2025	Weekly virtual phonics and comprehension workshops for parents and students (Tuesdays)	School staff will partner with the PTA to promote these workshops

# 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

Classroom teachers, paras, community school directors and staff

### Instructional Resources

HMH Reading, i-Ready, Heggerty, SPIRE, Foundations

### Schedule Adjustments

instructional blocks

### Other Resources Needed

Professional learning for staff to support implementation of these action items

## Section 5: Continuous Improvement Planning

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

## Priority 2 Needs and Root Causes

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

- Review multiple sources of feedback regarding data, practices, and resources to assess the school's current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

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

### **Priority Needs and Root Causes**

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

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

- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Reduce OORS Incidents levels 2, 3 and 4 of the disciplinary code	May, 2024 OORS reports 72% of incidents are categorized as level 2, 3 or 4 codes A18, A24, A36	Students are having difficulty with self-regulating impulsive reactions throughout the school day. Also, students are having difficulty with the awareness of body boundaries and personal space.

## Priority 2

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

### Systemwide Focus Areas for Physical and Emotional Safety

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

# Priority 2 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	72	By May, 2025, physical and mental wellness for All Students will improve, as measured by a 10 Decrease, in Reduction in Level 2, 3 and 4 incidents code A 18, A 24 and A 36 from 72 to 62, per the Online Occurrence Reporting System (OORS) reports.

## 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:

OORS report

### Enter a key performance indicator

OORS Incidents occurring at levels 2, 3 and 4

### Baseline:

72

### Enter the date for the baseline data:

May 2024

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

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

75

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

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

70

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

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

62



## 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:

Key Strategies
Teach all students Behavior Expectations
Identify behavior challenges and provide immediate interventions

### Root Cause Addressed:

Root Cause Addressed
Students having difficulties in self-regulating impulsive reactions

### Action Steps:

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

Action Steps
Teachers will receive training in Sanford Harmony SEL. Teachers will support students social emotional development by using ten minutes daily for check-ins using Sanford Harmony, ruler, Mindfulness moment and MindUp.
A character trait will be introduced every month. Teachers will support students with character development and SEL using books, videos and lessons.

A character trait will be introduced every month. Teachers will support students with character development and SEL using books, videos and lessons.

School-wide PBIS implementation, along with the incentive system including our Book Vending Machine.

Asphalt Green lunchtime support program.

Introduce Students to Wheel of Choices to help students identify their options when faced with conflict.

**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.

Monthly reviews of OORS report during Safety Meetings and Crisis to monitor increase or decrease of incidents and modify as needed.

# Priority 2 Family and Community Engagement

## Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/05/2024	06/26/2025	Parent workshops will be held to share the strategies used in various SEL programs used school-wide. The PC will work with local CBO to deliver workshops in multiple languages.	Coalition for Hispanic Family Services
10/01/2024	10/31/2024	Parent and Student Workshops on A831/A832 and discipline codes and Student Handbooks were distributed to families.	

# 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

Teacher Center Coach as well as SEL program staff will conduct PD for teachers using program materials provided.

### Instructional Resources

SEL Programs and materials including online lessons

### Schedule Adjustments

### Other Resources Needed

## Section 5: Continuous Improvement Planning

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

## Priority 3 Needs and Root Causes

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

- Review multiple sources of feedback regarding data, practices, and resources to assess the school's current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

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

### **Priority Needs and Root Causes**

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

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

- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
<p>Math- Increase in Numbers and Operations to At or Above Grade level Focus on Math Practice 1- Make sense of problems and Persevere in solving them Habits of Mind-Striving for Accuracy - Thinking and Communicating</p>	<p>Across Grade levels most students scored below Grade level in the Numbers and Operations Domain (i-Ready June 2024)</p>	<p>All students have not mastered the following in Numbers and Operations Domain: Place Value, Number Relationships, Operations with Regrouping, Computational Fluency, Comprehension of Word Problems</p>
<p>Increasing All Students knowledge and Understanding of 1- Forces and Interactions 2- Structure Function and Information Processing 3- Structures and Properties of Matter Science- Constructing short responses/explanations (written or verbal for amplify unit Assessments.</p>	<p>Trends show that students scored an average of 10 points below the city in these three areas, 1- Forces and Interactions 2- Structure Function and Information Processing 3- Structures and Properties of Matter which all have at least 5 questions</p>	<p>Partial understanding of the science. Lack of full understanding of the vocabulary in the unit. Students struggle to choose relevant evidence to support their claims.</p>

# Priority 3

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

## Systemwide Focus Areas for High Quality Academics

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

# Priority 3 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	45	PS 148Q will address Priority 3: All students have a high-quality academic experience with the following SMART Goal: By June, 2025, the percentage of students scoring at level 3 or above in Numbers and Operations will Increase by 5% from 45 to 50, for All Students, as measured by i-Ready Diagnostic Results .
All Students	18.18	PS 148Q will address Priority 3: All students have a high-quality academic experience with the following SMART Goal: By June, 2025, the Students will increase 10 percent, from 18.18 to 28.18 as measured by 2025 NYS Ed. Science Exam. Students will Increase by 10% from 18.18 to 28.18, for All Students, as measured by NYS 5th Science Exam results.

# Priority 3 Progress Measures and Targets

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

## Enter a measurement tool:

iReady- Number and Operations Domain

## Enter a key performance indicator

Percentage of students performing at level 3 or above

## Baseline:

45

## Enter the date for the baseline data:

June 2024

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

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

40

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

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

45

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

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

50



# 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:

NYS Ed. Science Baseline - District Compiled Science Assessment aligned with the NYSSLS

## Enter a key performance indicator

Percent of students at or above grade level on the baseline

## Baseline:

58

## Enter the date for the baseline data:

September 2024

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

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

58

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

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

65

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

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

68



# Priority 3 Action Plan

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

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

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

### Key Strategy:

Key Strategies
Math: Teachers will engage in the analysis of student work using Relay protocols bi-weekly
Science: Teachers engage students in learning and activities from the Amplify units of study to strengthen their knowledge of science.

### Root Cause Addressed:

Root Cause Addressed
All students have not mastered the following in Numbers and Operations Domain: Place Value, Number Relationships, Operations with Regrouping, Computational Fluency, Comprehension of Word Problem
Partial understanding of the science. Lack of full understanding of the vocabulary in the unit. Students struggle to choose relevant evidence to support their claims.

### Action Steps:

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

Action Steps
Math- Small group instruction will be focused on supporting all students based on i-Ready data, including ELLs and SWDs. Teachers will use multiple strategies for Numbers and Operations in Base Ten, Understanding place value, and Number and Operations with fractions.

Math- Teachers will model various problem solving strategies such as CUBES and the Three Reads protocol to solve problems in the Numbers and Operations with base ten and fractions. Students will complete tasks related to word problems and reasoning using approved research based strategies that were explicitly taught.

Math- Teachers will actively monitor student progress during lessons to determine additional supports, reteach, and enrichment opportunities.

Math- Teachers will implement number talks and create opportunities for students to demonstrate their understanding as a way to strengthen their number sense and academic vocabulary.

Math- Teachers will continue conversations and dialogue with administration and as a grade three times a year to address CUSP and Lower 1/3 progress.

Science: Students will engage in activities that will strengthen their understanding of constructed explanations based on the Amplify unit assessment rubric. Focus on criteria: Grounded in Evidence

Science: Teachers engage students in learning and activities from the Amplify units of study to strengthen their knowledge of science.

Science: Teachers will utilize the HMH Into Reading vocabulary protocol to front-load content-based vocabulary for the unit with pictures, examples, and definitions.

Integrate the 2024 released Grade 5 assessment questions into Amplify instruction

Triangulate with Item skill analysis to target areas of need

**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.

Teachers will implement progress monitoring for math using Envisions Unit Tests, and assigned iReady lessons. Math goals and new groupings are formed based on the data retrieved.

# Priority 3 Family and Community Engagement

## Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/05/2024	06/26/2025	Workshops with families to learn about Amplify, the Investigations and the NGSS.	STEM Extended Learning Time Curriculum. CHFS - CBO
09/05/2024	4 Math test prep workshops for parents and students	Staff will work together with PTA to promote workshops	
01/02/2025	06/26/2025	4 Math test prep workshops for parents and students	Staff will work together with PTA to promote workshops

# 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

Classroom teachers, paras, community school directors and staff, science cluster

### Instructional Resources

enVision 2020, Amplify curriculum, investigations, Next Generation Science Standards

### Schedule Adjustments

Instructional blocks

### Other Resources Needed

i-Ready, science lab

## Section 5: Continuous Improvement Planning

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

## Priority 4 Needs and Root Causes

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

- Review multiple sources of feedback regarding data, practices, and resources to assess the school's current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

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

### Priority Needs and Root Causes

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

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Increase the number of families enrolled in NYC Kids Rise	Approximately 50% of each grade is enrolled in NYC Kids Rise, June 2024	1-Families needing assistance and support with the enrollment process, with 1-1 assistance with multiple language supports (Spanish, Bengali, Chinese) 2-Religious beliefs about finances. 3-Parents do not understand the purpose of this program or how the bank account works.

## Priority 4

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

### Systemwide Focus Areas for College and Career Readiness

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

# Priority 4 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	50	PS 148Q will address Priority 4: All students graduate college and career ready and have a strong plan and pathway to economic security with the following SMART Goal: By June, 2025, the The percentage of active NYC RISE college savings accounts. for All Students will Increase by 10% from 50 to 60 as measured by NYC Rise enrollment report.

# 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:**

NYC Kids Rise Open Accounts

**Enter a key performance indicator**

Percent of students with open accounts

**Baseline:**

June 2024

**Enter the date for the baseline data:**

50

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

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

50

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

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

55

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

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

60



# 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:

Key Strategies
PC will host 3-4 parent workshop
For every Parent event there will be office hours for parents to come in and enroll or assist parents.

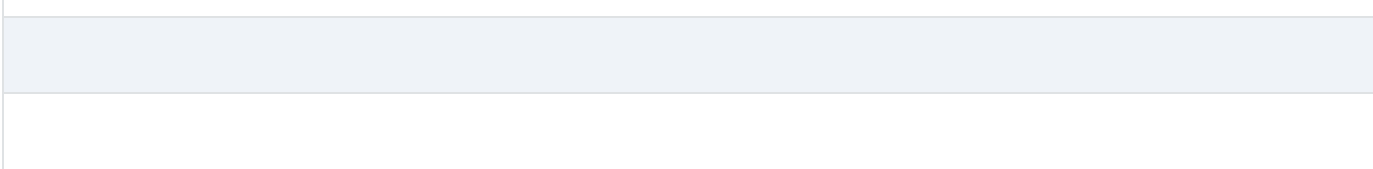
### Root Cause Addressed:

Root Cause Addressed
Parents are hesitant because they feel there's a catch.
Most of my parents aren't computer literate.

### Action Steps:

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

Action Steps
Information workshops for NYC Kids Rise during the day, evenings, and Saturday's
Incorporate college and career day during spirit weeks where we promote colleges that staff attended.
Host career day to promote different careers. As well as have one of our school alumni come in and share about NYC Kids Rise save for college program.



**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.

Our action steps aimed at encouraging parents to enroll in the Save for College program. We will establish a plan that at each school event and activities Parents will be informed of Save for college program and encourage them to enroll. Establish mechanisms to once a month check parent enrollment and get feedback from parents regarding incentives to enrollment, and effectiveness of promotional activities.

# Priority 4 Family and Community Engagement

## Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/05/2024	01/31/2025	Information workshops for NYC Kids Rise during the day, evenings, and Saturday's	NYJTI Coalition for Hispanic Families
02/03/2025	06/26/2025	Incorporate college and career day during spirit weeks where we promote colleges that staff attended. Host career day to promote different careers.	NYJTL Coalition for Hispanic Families

# 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

Teachers and Paraprofessionals, Parent Coordinator, CBO staff, and NYC Kids Rise staff

### Instructional Resources

NYC Kids Rise curriculum by grade, NYC Kids Rise Website

### Schedule Adjustments

Quarterly

### Other Resources Needed

Technology, translations/interpretation services/school wide events.

## Section 5: Continuous Improvement Planning

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# Section 5: Priority 5 – All districts and schools are more inclusive and responsive for parents and families, including having more families choose NYC Public Schools

## Priority 5 Needs and Root Causes

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

- Review multiple sources of feedback regarding data, practices, and resources to assess the school's current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

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

### Priority Needs and Root Causes

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Engage more/new families in activities and meetings all year long	Attendance at Family Events and workshops is low compared to the number of students in the school for June 2024	Time of events and meetings may not always be convenient. Many of our families are not tech savvy. Many have also expressed they have difficulty with reading and writing even in their home language.

# Priority 5

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

## **Focus Areas for System Responsiveness to Parents, Families and Communities**

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

# Priority 5 SMART Goal(s)

Target Population	Baseline Data	SMART Goal
Parents of All Students	40	PS 148 Q will address Priority 5: All districts and schools are more inclusive and responsive for Parents of All Students with the following SMART Goal: By June, 2025, the percentage of parents/families in attendance at PTA meetings and events will Increase by 20% from 40 to 60 as measured by attendance at PTA meetings and school events .
Parents of All Students	80	PS 148Q will address Priority 5: All districts and schools are more inclusive and responsive for Parents of All Students with the following SMART Goal: By June, 2025, the percentage of parents/families with an open NYC Schools account will Increase by 5% from 80 to 85 as measured by Parents/families with an open NYC Schools account .

# 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:

meeting and event attendance data

## Enter a key performance indicator

increase of 20 families

## Baseline:

40

## Enter the date for the baseline data:

June 2024

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

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

40

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

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

50

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

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

60



# 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:

number of families with an open NYC schools account

## Enter a key performance indicator

increase in open accounts

## Baseline:

80

## Enter the date for the baseline data:

June 2024

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

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

80

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

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

82

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

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

85



# 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:

Key Strategies
We need a training session for parents for ClassDojo, NYC Kids Rise Accounts, and NYC Schools Accounts. We need to teach parents how to turn on notifications.
We need to do a needs assessment to find out parents' interests, needs, and availability. Then we can focus our professional learning sessions based on parents needs.

### Root Cause Addressed:

Root Cause Addressed
Teaching Parents how to access the tools they need to be informed.
Teaching parents what they need based on what's was requested in the needs assessments.

### Action Steps:

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

Action Steps
Workshops to help families learn about a variety of test prep strategies, academic needs, home supports, strengthening home-school connections, and parenting skills.
Parent engagement committee including tech people

Get more families involved. Incentives for families like raffles

Needs assessment survey at the beginning of the school year. (find out what languages need to be represented)

Field Trips and Cool Culture Cards

Do more series (strengthening the home-school connection, how can we make the home environment conducive to learning, routines that support learning, how to use Google Classroom, how to use Zoom, how to prepare for a PTC, learning to learn, academics) Try to make these multilingual.

**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.

# Priority 5 Family and Community Engagement

## Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/05/2024	01/31/2025	Workshops Meetings	Coalition For Hispanic Family Services, NYJTL and LEAPS
02/01/2025	06/26/2025	Workshops Meetings	Coalition For Hispanic Family Services, NYJTL and LEAPS

# 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

school staff, CBO staff, community partners

### Instructional Resources

support parents and families with understanding how to open us and use their NYC Schools account on a regular basis to review data for their child

### Schedule Adjustments

based on the parent survey

### Other Resources Needed

laptops and i-pads

## Section 5: Continuous Improvement Planning

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# Section 5: Chronic Absenteeism

## Chronic Absenteeism Needs and Root Causes

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

- Review multiple sources of feedback regarding data, practices, and resources to assess the school's current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

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

### **Priority Needs and Root Causes**

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

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

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Chronic Absenteeism All Students 239 Students	More absences before and after school breaks. Progress Monitoring Attendance Report -Insight Attendance Data June 2024	Medical appointments, sickness, extended travel when school is in session
Chronic Absenteeism Hispanic Students 197 Students	More absences before and after school breaks. Progress Monitoring Attendance Report -Insight Attendance Data June 2024	Medical appointments, sickness, extended travel when school is in session
Chronic Absenteeism Students in Temporary Housing 74 Students	Absences throughout the school year while school is in session. Progress Monitoring Attendance Report -Insight Attendance Data June 2024	Frequent relocation due to housing status, medical appointments, immunization while school is in session.

# Chronic Absenteeism

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

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

# Chronic Absenteeism SMART Goal(s)

Target Population	Baseline Data	SMART Goal
All Students	35%	By June, 2025, the Chronically Absenteesim Rate for All Students will decrease by 10%, from 35% to 25%, as measured by the ATS.
Hispanic Students	35%	By June, 2025, the Chronic Absenteeism rate for Hispanic Students will decrease by 10%, from 35% to 25%, as measured by the ATS.
Students in Temporary Housing (STH)	57%	By June, 2025, the Chronic Absenteeism for Students in Temporary Housing (STH) will decrease by 12%, from 57% to 45%, as measured by the ATS, and Insight Chronic Absenteeism Report12

# 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:

Chronic Absenteeism in ATS and Insight

## Enter a key performance indicator

Decrease in the measurement for all students

## Baseline:

35%

## Enter the date for the baseline data:

June 2024

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

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

35%

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

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

30%

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

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

25%

# 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:

Chronic Absenteeism in ATS and Insight

## Enter a key performance indicator

Decrease in measurements for Hispanic students

## Baseline:

35%

## Enter the date for the baseline data:

June 2024

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

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

35%

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

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

30%

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

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

25%

# 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:

Chronic Absenteeism in ATS and Insight Chronic Absenteeism Reports

## Enter a key performance indicator

Decrease in Measurement for Students in Temporary Housing

## Baseline:

57%

## Enter the date for the baseline data:

June 2024

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

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

57%

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

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

51%

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

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

45%

# Chronic Absenteeism Action Plan

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

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

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

**Key Strategy:**

Key Strategies
Identify Chronic students
Provide immediate intervention

**Root Cause Addressed:**

Root Cause Addressed
Medical, sickness, extended vacations
Frequent relocating throughout the school year

**Action Steps:**

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

Action Steps
Attendance Team Meetings
Parent outreach and Parent Meetings
Parent Workshops

Student Mentoring

Referrals to outside resources

**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.

Progress Monitoring will be conducted on a weekly basis using ATS and Insight Chronic Absenteeism.  
Teachers will document and report attendance.  
Attendance team will review and Identify chronic students weekly.  
Parent Outreach will be conducted regularly.  
Student support and mentoring will be provided regularly.

# Chronic Absenteeism Family and Community Engagement

## Family and Community Engagement

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/09/2024	06/25/2025	Regularly parent workshops, parent outreach, parent meetings with administration and counselors	

# 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

Attendance Team, Classroom teachers, Paras, School Aides and CBO staff

### Instructional Resources

Provide teacher with attendance goals information

### Schedule Adjustments

Weekly attendance meetings, afterschool workshop for families, Time designated during the day for support staff to do outreach to families of students that are chronically absent.

### Other Resources Needed

CBO Partner workshops

## Section 5: Continuous Improvement Planning

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# Section 5: Quality Individualized Education Program (IEP)

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

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

- Review multiple sources of feedback regarding data, practices, and resources to assess the school's current state as related to each of the system-wide priorities to identify inequities, needs and root causes. Refer to the guidance for developing a comprehensive needs assessment for additional information.
- Determine priority needs, root causes, and SMART goals based on the needs identified and the relevant/applicable system-wide programmatic focus areas.
- Identify the progress measures and targets the school will use to monitor interim progress toward achieving the identified goals.
- Develop key strategies that will support the school in achieving each annual goal and schedule actions/activities to occur during the year that align to those strategies and address root causes. Then, identify the structures that will be used to monitor implementation. Strategies should be key levers for success and represent something that is new to the school, being expanded to reach a wider audience, or being refined for greater impact on students.
- Share the CEP goals and action plans with the full school community and engage all stakeholders in implementing the plan.

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

### **Priority Needs and Root Causes**

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

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

- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Completion of Progress Reports at the same time as report cards are issued.	The data trends indicate only 76% of progress reports are regularly completed and sent out to parents with report cards.	Teachers and service providers need to update the Progress Reports in SESIS and send them out to parents with report cards.
Creating measurable criteria for goals in SESIS	The data trends indicate 80% of goals have criteria that are measurable.	Teachers and service providers need to ensure all criteria on annual goals is measurable.

# Quality IEP

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

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

Target Population	Baseline Data	SMART Goal
Students with Disabilities (SWD)	76%	By June, 2025, to strengthen the quality and implementation of IEPs for Students with Disabilities (SWD), we will improve Progress Reports in SESIS and ensure they are completed and distributed to parents with report cards, by a 10% Increase, from 76% to 86%, as measured by SESIS Progress of Measurable Annual Goals Report. .
Students with Disabilities (SWD)	80	By June, 2025, to strengthen the quality and implementation of IEPs for Students with Disabilities (SWD), we will improve Create measurable criteria that align to the goals in SESIS. by a 10% Increase, from 80 to 90, as measured by By June 2025, to strengthen the quality and implementation of IEPs for Students with Disabilities (SWDs), we will ensure all criteria on annual goals is measurable by an assessment tool .

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

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

**Enter a measurement tool:**

SE SIS Measurable Annual Goal Report

**Enter a key performance indicator**

76

**Baseline:**

76

**Enter the date for the baseline data:**

June 2024

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

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

76

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

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

81

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

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

86

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

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

## Enter a measurement tool:

SEGIS Report of Measurable Annual Goals will be reviewed BOY, MOY, and EOY.

## Enter a key performance indicator

80

## Baseline:

80

## Enter the date for the baseline data:

June 2024

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

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

80

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

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

85

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

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

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

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

## Enter a measurement tool:

SEGIS report of Annual Measurable Goals

## Enter a key performance indicator

Report of Progress of Annual Measurable Goals

## Baseline:

80%

## Enter the date for the baseline data:

June 2024

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

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

BOY 80%

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

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

MOY 85%

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

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

EOY 90%

# Quality Individualized Education Program (IEP) Action Plan

## Action Planning

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

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/05/2024	06/26/2025	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	.
09/05/2024	06/26/2025	Develop appropriately rigorous standards-aligned annual goals	.
09/05/2025	06/26/2025	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	.
09/05/2024	06/26/2025	Ensure that programs and services mandated on each student's IEP are delivered	.
09/05/2024	06/26/2025	Ensure that transition planning is reflective of student needs for all students age 14	.

		and older [Required for all schools with students in 8th-12th grade]	
09/05/2024	06/26/2025	Conduct IEP meetings within specified compliance dates	.
09/05/2024	06/26/2025	Monitor referrals to Special Education to ensure appropriate referrals only	.
09/05/2024	06/26/2025	Ensure that students in foster care, their birth parents, and foster care agency points are reached out to for all initial, annual reviews, and re-evaluation Individualized Education Program (IEP) services.	.
09/05/2024	06/26/2025	Completion of Progress Reports at the same time as report cards are issued.	The IEP Teacher and assistant principal in charge of Special Education will email staff 2 to 4 weeks before report card distribution to complete progress monitoring reports. A tool will be created based on the Measurable Annual Goal Report. IEP Teacher and assistant principal in charge of Special Education will review the report to ensure that progress monitoring reports are completed in time. IEP Teacher will contact staff if progress reports are not completed for report card distribution.
09/05/2024	06/26/2025	Creating measurable criteria for goals in SESIS	IEP Teacher and the IEP Review Committee will create examples for teachers to reference with criteria that align with goals. IEP Teacher with the IEP Review Committee will use the Annual Goals Report to cross-reference criteria with the annual goal to ensure there is an alignment in the measurement of those goals before the IEP is finalized.

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

**Family and Community Engagement**

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

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/05/2026	06/26/2025	Review of progress towards goals is conducted with parents regularly and a progress monitoring report is distributed with report cards.	

# Quality Individualized Education Program (IEP) 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

IEP Review Committee, IEP Teacher, School Psychologist, School Social Worker, Guidance Counselor, AP of SPED supports with teachers, Special Education Teachers

### Instructional Resources

Annual goal template, Quality IEP checklist, PD series and one-on-one coaching.

### Schedule Adjustments

Common planning time allotted for the work to be done, created a schedule to review annual goals criteria and progress reports. Professional learning sessions to support teachers and related service providers. There will be dedicated time for the IEP Review Committee to meet.

### Other Resources Needed

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

## Academic Support

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

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

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

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

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 3	Acadience Universal screener	SPIRE	Small Group	During	no
Tier 2	First Grade Acadience & Foundations Data Review	Foundations Double Dose	Small Group	During	no
Tier 2	Acadience Universal Screener	Heggarty and/or research	Small Group	During	no

		based interventions			

# 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	Identify Emotions	Feelings Chart	Individual or Small Group	During	No
Tier 2	Social Problem Solving	Social Story	Individual, small group or whole class	During	No
Tier 3	Hitting, biting, pushing, etc	Pyramid Intervention	Individual	During	No

# Students in Temporary Housing (STH) Support

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

**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:
- Living in a car, bus, or train:
- Living in a park or public place:
- Living in an abandoned building

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

Students in Temporary Housing: 130  
Students in a Shelter: 56  
Students Doubled up: 74

**After a careful analysis of historical demographic, attendance and achievement data for your STH population, what trends do you notice, and how can these trends inform the services and support provided for this population? How will you (or did you) utilize the [STH Title I Survey](#) to select services aligned to need?**

Trends: Frequent relocation due to temporary housing assignments, medical and immunization, transportation to and from temporary housing locations.

The STH Title I survey will be utilized to identify immediate areas of needs in order to support students and families.

**Describe the services you are planning to provide to the STH population. How were those services selected to best meet students' needs?**

To support or STH students the STH funds will be utilized for school supplies, uniforms, trips, transportation, school educational programs, such as expenses for extracurricular activities. The school counselors will do a check-in with the students through the school year and monitor attendance. The school counselor and parent coordinator will maintain open communication with parents/guardians in case any other services or resources are needed through the year.

# 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.**

Through our Community Schools CBO Partner Coalition for Hispanic Family Services afterschool program we will offer two days of academics. One day for reading and one day for Mathematics. Our MLL S and SWDs will receive the first available spots in this afterschool academic support program.

We will also host Clubs days weekly which will include, Chess, Debate, Art, Dance and Intramural Basketball and soccer.

Our DYCD Program also offers enrichment with the Arts and Movement programs.

**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.**

We have hired our own certified pedagogues to teach the academic portion of the morning and afterschool programs for Reading and Mathematics.

**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 ELT academic program will cover the grade level standards and focus areas most needed for the students based on data from the iReady and Acadience assessments in Reading and Math, taken during the school day. This core academic instruction in morning and afterschool will also be aligned with the school's instructional focus.

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

## Parent and Family Engagement Policy

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

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

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

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. PS 148Q, 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 PS 148Q- Ruby G Allen School's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

### Support for Parents and Family Members of Title I Students

PS 148 Q -The Ruby G. Allen School will support parents and family members of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
  - providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
  - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
  - providing assistance to parents in understanding City, State and Federal standards and assessments;
  - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
  - providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;
- . Support families with getting connected with multiple forms of school communication platforms through parent workshops including Clasdojo and NYC Schools Accounts.

## 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.

Test prep evening workshop for parents and students via zoom. In person workshops on Time Management, Goal setting and Motivation, Home Study Environment, Stress Management, Beating procrastination and Independent Learning Skills.

Host parent workshops on high leverage areas including: Phonics, Quality of Student Discussion, Number Sense and student behavior.

### **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 events;
- establishing a mobile Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to volunteer for events and activities;
- providing progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a web publication designed to keep parents informed about school activities and student progress;
- providing 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)

PS 148 Q- The Ruby G. Allen School , 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.

Parent Coordinator will hold parent workshops on strategies to help students with homework. Staff will also conduct a test prep series monthly via zoom in the evening for both parents and students. School will hold have parent workshops which address the mental health needs of students and parents.

## 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 the Parent and Family Engagement Policy and School-Parent Compact are distributed and discussed with parents each year; and providing parents with the family handbook at the beginning of the school 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.

# 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
NYJTL	K thru 5	DYCD funded after-school program	After School Services
Coalition for Hispanic Family Services	K thru 5	Community School Services	After School Services
LEAPS	K-5	DYCD funded after-school program	After School Servoes

# 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.**

CBO will work with Community schools to offer additional after-school programming. Programming that will offer STEAM, ELA, physical activities, and SEL to provide extended support to the families. Providing ELT ensures families communicate more with the school community and are more likely to feel supported. Families who feel supported within the school are less likely to be chronically absent and are more likely to be active within the school, which empowers families to take a more active role in their children's education. In partnership with the school community, the CBO will embed resources to target the diverse school population, including mental and health awareness. Additionally, it serves the need for bilingual facilitation to ensure that information is accessible to all participants. The CBO will plan on the ELT curriculum to develop captivating elements to attract more attendees and foster more vital community involvement.

**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.**

Working alongside the Parent Teacher Association (PTA) and the school parent coordinator, we will offer various workshops and learning opportunities and host regularly held celebrations for our school. The CBO will actively promote family engagement through events, trips, and activities in collaboration with the PTA. Offering these things in different languages and at other times allows families of various backgrounds to feel included within the school community. The intention is for families to feel comfortable becoming more active, ultimately leading to a more leadership role. When this occurs, we also get to hear the real needs of families and seek out appropriate solutions for parental involvement in school leadership, emphasizing caregivers staying informed and engaged in school affairs.

## **Expanded Learning Time (ELT)**

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

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

# Implementation of Community School Core Features & Components

**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.

Community schools work with the DOHMH Vision Program to offer students free vision screening and access to free prescription eyeglasses. We provide coats working with Operation Warm for students in need. Bookbags and supplies are distributed to our families in need throughout the year. We provide these services to ensure students have everything they need to be prepared daily for school. We work with students in small groups to offer SEL support during the school day. During after-school, we provide extended academic support for targeted students struggling academically. Other after-school services are offered to families needing after-school interests and activities, child care, support with homework, and additional SEL support. Furthermore, our student council will serve as a vital platform for promoting health and wellness initiatives within the school community. Students will be empowered to voice their perspectives on improving the school environment and contributing ideas to enhance their overall experience within the building. This active engagement underscores the school's commitment to prioritizing student well-being and fostering a collaborative approach to school improvement.

**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](#).

Our school currently holds weekly meetings for our Success Mentor team to meet. We are an external group that work on building relationships with families who may be facing different obstacles that causes the student to become a chronically absent student. As a team we discuss how to connect these families with resources and support in order to remove the obstacles. We monitor student's attendance in an attempt to intervene before students are considered chronically absent. Systems have been created to monitor who is contacting a student, how often they're being contacted and what steps to take to escalate concerns. We also connect to share information with the student's classroom teacher and the success mentor.

**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 all students, including students in temporary housing, Multilingual Learner/English Language Learner (ML/ELL), and Students with Disabilities.

Community Schools and CBO will work to provide resources and support prioritized for our STH, ELL, and students with disabilities. All students are welcome to services. However, we work together as a school community to connect services for our most at-risk populations. This way, the families have more opportunities to build

relationships with someone or several people from the school community. We try to include people of different backgrounds, ethnicities, and people who speak other languages to offer more inclusive options. We will implement a restorative justice team to help students facing disproportionate disadvantages outside of school time. This team will take a deeper dive into the struggles a student or family might be facing that is not always known; the objectives will be for the student to see and hear from each person who has an interest in the success of the child and family. Students will be able to see and hear each person responsible for supporting them overcome the obstacle. By doing this, we are building equity between the adults in the community and the students. As a school, following collective equity can strengthen these bonds and lead to the overall success of our students.

# Title I Program Information

## Part 1: Title I Program Type

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

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

Directions:

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

### Your school's Title I Program

Title I SWP

## Part 2: All Title I 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.**

Phonemic Awareness - Heggarty Training and fidelity checks  
Phonics- Foundations training and fidelity checks  
Checks for Understanding- How to use check to assess understanding of learning  
Academic Monitoring  
Exemplars  
Explicit Instruction  
Fluency and Automaticity with Numbers and Operations  
Problem Solving

# Part 4: Schoolwide Program (SWP)

**Transition Plans to Assist Preschool Children (Elementary Schools Only):** Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).

Parent Workshops for preparing for elementary program

# 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	327,346	X	ELA/Math/Science
Title I, School Improvement 1003(a)	Federal	0	X	
Title II, Part A	Federal	113,940	X	ELA/Math/Class Size reduction
Title III, Part A	Federal	26,043	X	Phonics, Phonemic Awareness, Vocabulary
Title III, Immigrant	Federal	0	X	
Title IV, Part A	Federal	11,007	X	ELA/Math

Tax Levy (Fair Student Funding)	Local	5,199,995	X	ELA/Math/Science
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# Explanation/Background

## 1. Explanation/Background:

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

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

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

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

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

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

Support implementation of school improvement plans that aims to improve instruction and address the identified needs

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

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

Important Note: The following funds may not be consolidated:

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

# Appendix 1: Language Allocation Policy (LAP)

## Language Allocation Policy Outline

### Language Allocation Policy Outline

#### 2024-25 Language Allocation Policy (LAP)

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

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

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

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

# Part I: School ML/ELL Profile

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

## A. Language Allocation Policy Team Composition

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

Member Title	Name
Principal	Yolanda Harvey
Assistant Principal	Anna DeLisse
Coach	
Coach	
English as a New Language (ENL) Coordinator	Amy Faber
School Counselor	Zayra Gonzalez
English as a New Language (ENL) Teacher	Tania Antonelli
Bilingual/Special Education Teacher Teacher	Alma Flener
Parent/Guardian	Elizabeth Garcia
Parent Coordinator	Lysette Ramos
Related-Service Provider	Nelcy Fernandez/Speech

# 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:

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]:

Number of certified ESOL teachers not currently teaching ENL:

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

Number of ESOL certified teachers with a bilingual extension:

## 2. Certified Teachers with a Bilingual Extension

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

6

Number of certified teachers with a bilingual extension not currently teaching in a bilingual program:

1

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

2

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

Total number of teachers with LOTE certification:

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

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

## 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):**

641

**Total number and percentage (%) of current ELLs:**

352 ELLs (55%)

**Total number and percentage (%) of former ELLs:**

44 (6.9%)

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

318 (90%)

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

34 (10%)

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

0

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

3 (.008%)

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

76 (21%)

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

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

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	GE	Spanish	1985	1	1	1	1	1	1								6
TBE	SE	Spanish	2014	1	.5	.5											2.0
TBE																	0
DLBE																	0
DLBE																	0
DLBE																	0
				total:	total:	total:	total:	total:	total:	total:	total:	total:	total:	total:	total:	total:	
				2	1.5	1.5	1	1	1	0	0	0	0	0	0	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.

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

### **a. English as a New Language (ENL)**

#### **Stand-alone ENL:**

Stand-alone English as a New Language (ENL) is provided to all students who scored Entering or Emerging on the NYSITELL or NYSESLAT.

Specifically, students who score Entering receive 180 minutes of stand-alone instruction per week. Students who scored Emerging receive 90 minutes of stand-alone instruction, with an additional 90 minutes of either stand-alone or Integrated ENL.

Stand-alone ENL is taught by a NYS certified English to Speakers of Other Languages (ESOL) teachers. The instructional goal of the stand-alone component is language development that is aligned with the grade level content and standards. Instruction is linked to content based on the instruction that is taking place in the content areas that most benefit the students, such as ELA or social studies.

Students receive stand-alone instruction separately from the content class. If the student is in a class with a dually certified teacher, the teacher provides stand-alone ENL instruction separate from the rest of the class. If the student is not in a class with a dually certified teacher, the student receives stand-alone instruction from an ESOL certified teacher who works with MLLs/ELLs in a separate location.

Students are grouped by grade and all of the students receiving stand-alone instruction have Entering or Emerging proficiency levels. This enables instruction to be focused according to their performance level and target of measurement for a particular grade span. Home language supports are used as scaffolds in stand-alone instruction.

#### **Integrated ENL:**

Integrated ENL services are provided to all MLLs/ELLs. Specifically, students who scored Entering on the NYSITELL or NYSESLAT receive 180 minutes a week of integrated ENL instruction. Students who scored Emerging receive 180 minutes a week, with an additional 90 minutes of either stand-alone or integrated instruction. Students who scored Transitioning receive 90 minutes a week of integrated ENL, with an additional 90 minutes of either stand-alone or integrated ENL. Students who scored Expanding receive 180 minutes of integrated ENL. Students who scored Commanding receive 90 minutes of integrated ENL services in ELA or core content areas, or other approved Former ELL services, such as small group instruction, for two additional years.

Integrated ENL instruction is provided either by an ESOL certified teacher who is dually certified in Common Branches or Early Childhood., or through a co-teaching model with a NYS certified ESOL teacher who teaches with the content area teacher.

The instructional goal of Integrated ENL are specific to both the content area and language development. This instruction is taking place during time dedicated to content area learning. Instructional goals are specific to the content area and language development. Content and language objectives are designed to make this explicit for MLLs/ELLs. Students are grouped in heterogenous groups for integrated ENL instruction.

**b. Bilingual Education (If applicable)**

**Transitional Bilingual Education (TBE):**

Transitional Bilingual Education (TBE) Program: Bilingual services (Spanish/English) are provided to all MLLs/ELLs whose parents or guardians choose Transitional Bilingual Education (TBE) option on the 'ELL Parent Survey and Program Agreement' form. In addition, it is the provisional placement program for families who have not made a program choice at the time of registration. The classes are grouped heterogeneously, mixed proficiency levels, by grade level.

Instruction for the MLs/ELLs participating in the TBE Program includes reading, writing, and other content area classes such as math, social studies or science in the Spanish language. As students' English proficiency level improves, time spent learning English increases and time spent learning in Spanish decreases. The student's home language is used to help them progress academically in all content areas while they acquire English. Initially, sixty percent of the instruction may be in the students' home language, Spanish, while forty percent is in English.

Specifically, for students whose English proficiency levels are Entering/Emerging, instruction includes one stand-alone ENL unit of study per week. Student's whose proficiency level are Transitioning/Expanding, receive Integrated ENL/ELA for one unit of study. Both groups receive one period of Home Language Arts, Bilingual instruction in 1-2 content areas with a total of 360 minutes of ENL services per week.

Staff and personnel providing instruction for the TBE program hold a Common Branch teaching license with a bilingual extension.

**Dual Language Bilingual Education (DLBE):**

n/a

## **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?**

Our school utilizes the RLAT and RFSF reports from ATS, as well as the EDAT, to identify all current ELLs and their proficiency levels. These reports are run before the school year begins as well as periodically throughout the school year (in order to capture any new admits). Once the ELLs are identified, they are scheduled according to their score on the most current NYSESLAT (or NYSITELL).

Students who have scored Entering receive one unit of ENL stand-alone instruction per week and one unit of integrated ENL instruction per week.

Students who scored Emerging receive .5 units of stand-alone instruction, 1 unit of integrated ENL/ELA, and .5 units of either stand-alone or integrated ENL.

ELLs who scored Transitioning receive .5 units of study in integrated ENL/ELA and .5 units of study in either stand-alone or integrated ENL.

ELLs who scored Expanding receive 1 unit of integrated ENL in either ELA or other core content area.

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

Stand-alone English as a New Language (ENL) is provided to all students who scored Entering or Emerging on the NYSITELL or NYSESLAT. Specifically, students who score Entering receive 180 minutes of stand-alone instruction per week. Students who scored Emerging receive 90 minutes of stand-alone instruction, with an additional 90 minutes of either stand-alone or Integrated ENL. Groupings vary according to grade.

Integrated ENL services are provided to all MLLs/ELLs. Specifically, students who scored Entering on the NYSITELL or NYSESLAT receive 180 minutes a week of integrated ENL instruction. Students who scored Emerging receive 180 minutes a week, with an additional 90 minutes of either stand-alone or integrated instruction. Students who scored Transitioning receive 90 minutes a week of integrated ENL, with an additional 90 minutes of either stand-alone or integrated ENL. Students who scored Expanding receive 180 minutes of integrated ENL. Students who scored Commanding receive 90 minutes of integrated ENL services in ELA or core content areas, or other approved Former ELL services, such as small group instruction, for two additional years. Groupings vary according to proficiency levels in the class.

Integrated ENL services are provided to all MLLs/ELLs. Specifically, students who scored Entering on the NYSITELL or NYSESLAT receive 180 minutes a week of integrated ENL instruction. Students who scored Emerging receive 180 minutes a week, with an additional 90 minutes of either stand-alone or integrated instruction. Students who scored Transitioning receive 90 minutes a week of integrated ENL, with an additional 90 minutes of either stand-alone or integrated ENL. Students who scored Expanding receive 180 minutes of integrated ENL. Students who scored Commanding receive 90 minutes of integrated ENL services in ELA or core content areas, or other approved Former ELL services, such as small group instruction, for two additional years. Groupings vary according to proficiency levels in the class.

All students in our Transitional Bilingual classes receive one unit of Home Language Arts instruction (HLA). This is provided for kindergarten and first grade through Estrellita which provides a phonics based course of instruction. Grades 3-5 receive HLA during their literacy block through Arriba La Lectura (Hmh).

**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?**

PS 148 has seven Transitional Bilingual Education (TBE) classes. We follow the CR Part 154 TBE mandates according to English language proficiency levels. A minimum of two content areas are taught in Spanish for students who scored Entering or Emerging on the NYSESLAT and a minimum of one content area for students who scored Transitioning or Expanding.

Our Transitional Bilingual Education programs teach the content areas of math and science/social studies in Spanish. In addition, the students learn phonics in Spanish through the phonics program, Estrellita (grades K &1). The classroom teacher also provides one unit of Home Language Arts instruction as per CR Part 154.

# Part IV: Data Analysis

## Data Analysis

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

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

### 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?**

PS 148Q currently has 352 MLLs/ELLs. Of these, 87% are Newcomers and 13% are Developing. We currently have three students with Inconsistent/Interrupted Formal Education (SIFE). All of our newcomers are invited to a morning ENL program. Our morning ENL program is specifically designed to support students who are new to the country, and the program runs 3 days a week for one hour each day. Newcomers who have scored Entering or Emerging on the NYSITELL or NYSESLAT will receive 180 minutes of stand-alone instruction. The stand-alone instruction is provided in a small group format separate from the regular core content academic subjects. In this way, these students are able to receive more individualized attention. Our developing ELLs who scored Transitioning or higher receive integrated ENL services provided by a certified ENL and common branch teacher. Integrated ENL services are provided within the classroom setting. Developing ELLs who scored EN or EM on the NYSESLAT also receive 180 minutes of stand-alone instruction. The stand-alone instruction is provided in a small group format separate from the regular core content academic subjects. Developing ELLs who score Transitioning (TR) on the NYSESLAT receive 180 minutes of ENL instruction per week which consists of 90 minutes of study in ENL/ELA and 90 minutes of study in either stand-alone ENL or integrated ENL in a core content area. Developing ELLs who score expanding (EX) on the NYSESLAT receive 180 minutes of integrated ENL in ELA/Core Content.

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

PS 148 currently has three students (.008% of our ELLs) with inconsistent/interrupted education. These students are invited to a morning ENL program which is designed to support students who are new to the country. Additionally,

they are also invited to the ENL afterschool program which utilizes Rosetta Stone. In the classroom, our SIFE students receive small group instruction with the teacher which targets the learning standards that the students have missed in their educational journey. Classroom teachers collect data and monitor the progress of these students. Additionally programs such as iReady are utilized to maximize the individualized learning paths for these students.

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

PS 148 does not have any Long-Term MLLs/ELLs. In order to identify potential long term ELLs, we filter for Potential Long Term ELLs in the EDAT Excel report in order to implement preventive interventions. Our potential long term ELLs are invited to join our ENL Afterschool program or ENL morning program. In addition, these students are monitored and assessed by their classroom and ENL teachers who provide targeted instruction based on their specific needs. This support is provided during small group times in the classroom. Our school also uses iReady and the Acadience Reading assessment screening process to progress monitor the acquisition of early literacy skills to target the necessary skills our potential long term ELLs may be lacking. Concrete interventions are put in place as a result of the in-depth diagnostic assessment to avoid potential long terms ELLs.

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

7.1% of our students are former ELLs. Students who exited services based on their NYSESLAT scores, as well as those students who scored Expanding on the NYSESLAT and scored a 3 on the NY State ELA, are considered former ELLs. Former MLLs/ELLs receive services and testing accommodations for at least two school years following the school year in which a student exits ELL status. These services include either 90 minutes of Integrated ENL in ELA/Core Content or alternate pathway services for former ELLs such as small group instruction that includes individualized learning supports and assessments that measure language and academic progress. Our former ELLs are monitored for progress, and if they are not showing adequate academic progress an ENL provider will provide integrated ENL support for the 90 minutes as required by Option A.

### **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?**

44% of our MLLs/ELLs have one at-risk indicator, and 42% have 2 at-risk indicators. We are focusing on attendance for all of our students, and particularly for our MLLs/ELLs. We have found that the students with high numbers of absences tend to struggle with rigorous grade level material. Our attendance team keeps track of the students who are at risk of chronic absenteeism. According to data from Insight Beta, PS 148 has 141 (21%) students overall who have been identified with chronic absenteeism. The number of ELL/MLLs identified with chronic absenteeism is 75 (24%). Teachers, school aides and our Attendance Teacher all reach out to families to monitor and encourage appropriate

levels of attendance. Ps 148 uses the EDAT to identify our ELLs with high at risk levels, and this data specifies which of these students are experiencing high levels of absenteeism.

### **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?**

We are focusing on attendance for all of our students, and particularly for our current and former MLLs/ELLs. According to data from Insight Beta, PS 148 has 141 (21%) students overall who have been identified with chronic absenteeism. The number of ELL/MLLs identified with chronic absenteeism is 75 (24%). We have found that the students with high numbers of absences tend to struggle with rigorous grade level material. Our attendance team keeps track of the students who are at risk of chronic absenteeism. Teachers, school aides and our Attendance Teacher all reach out to families to monitor and encourage appropriate levels of attendance. Ps 148 uses the EDAT to identify our ELLs with high at risk levels, and this data specifies which of these students are experiencing high levels of absenteeism.

### **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?**

315 (90%) of our ELL students speak Spanish. The next largest percentage is Bengali, which 17 (0.5%) of our ELLs speak. The home language that has the largest representation at PS 148 is Spanish. Specifically, Spanish is spoken by 90% of our MLLs/ELLs. In order to support communication and learning that values this, we have school aides, paraprofessionals, teachers, a Parent Coordinator and an Assistant Principal who are all Spanish speakers. In addition, PS 148 has school aides and paraprofessionals who speak Bengali and Arabic. Our bilingual staff is available at arrivals, dismissals, as well as during the day and during all school events to assist with interpretation and translation. Any communication that is sent home to parents has been translated. When parents enter the building there is a poster that asks which language they speak, so that we are able to quickly provide interpretation. In addition, PS 148 utilizes the Translation and Interpretation Unit to support with communicating with families that speak low incidence languages.

### **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 \(CR-SE\)](#)?**

83.3% of our MLLs/ELLs are classified as Hispanic, of American Indian ethnicity. The Culturally Responsive-Sustaining (CRS) framework creates a student centered learning environment that affirms cultural identities, foster positive academic outcomes and develop students' abilities to connect across lines of difference. We have been including our MLLs/ELLs in the planning and delivery of CR-SE by creating a welcoming and affirming environment with posters and student work posted throughout the school celebrating a variety of cultures and communities. In addition, we are changing our reading and writing curriculums to HmH Into Reading, which is a culturally responsive curriculum that includes texts written by

diverse authors with characters from a variety of racially, culturally, and linguistically backgrounds. HMH Into Reading is differentiated by design to offer a balanced approach to literacy instruction and to support teachers in developing a culture of learning and growth and help all learners believe in the power of "I can."

**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?**

52% of our MLL/ELLs met ELP sufficient progress, while 48% of our ELLs did not meet ELP sufficient progress. Our data indicates that the majority of our MLL/ELLs are on the cusp of advancing to the next proficiency level. For example, 84 of our students scored Expanding, and 74 of those are within 10 points of scoring Commanding. Similarly, 65 students scored Transitioning, and 63 of those students are within 10 points of scoring Expanding. Additionally, 45 students scored Emerging, and 42 of those scored within 10 points of Transitioning. The data from the EDAT shows that the students in second grade had the highest rates of no growth on the NYSESLAT. In order to address this issue, we are focusing on literacy instruction in all second grade classes.

**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?**

In looking at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), a noticeable trend is that within each proficiency level, the majority of the students were only 1-10 points away from advancing to the next proficiency level. Also, the majority of the ELLs are in the Expanding level on the NYSESLAT. Precisely 74 of our ELLs were within 10 points of scoring Commanding. In terms of the modalities, we have found that our students perform highest on the speaking section of the NYSESLAT. The modality that shows the least strength is the reading modality. Additionally, we have noticed that 90% of our MLLs/ELLs are on the cusp of advancing to the next proficiency level.

**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?**

All of the students who scored Entering, Emerging and Transitioning on the NYSESLAT in the spring of 2023 also scored a 1 on the ELA if they took it. ELLs who have been in the United States for less than one year are exempt from the ELA Test, so they do not have scores to compare. Students who scored Expanding and Commanding on the NYSESLAT scored higher on the ELA (2s and 3s). The relationship between student performance on the NYSESLAT and the Math assessment differed in that students who scored Entering on the NYSESLAT scored 1s and 2s on the Math assessment; students who scored Emerging and Transitioning on the NYSESLAT scored 1s, 2s, and 3s on the Math assessment; and students who scored Expanding on the NYSESLAT scored 1s, 2s, 3s and 4s.

**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 NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE students show that these students have difficulty exiting ELL status based on their NYSESLAT scores. For our IEP students, this is most likely impacted by the fact that the majority of them have been diagnosed with speech and language delays, which provide additional challenges to success on the four language components on the NYSESLAT (speaking, listening, reading and writing). PS 148 currently does not have SIFE students.

**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?**

n/a

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

n/a

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

n/a

**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?**

n/a

# 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?

PS 148 utilizes the same core curriculum for all students. The school uses multiple points of data to drive instruction for our ELL/MLLs. We use data from Acadience, iReady, NYS exams, and the EDAT to target instruction for our English Language Learners

In order to support our MLL/ELLs' success, teachers will implement HMH Into Reading Vocabulary Routines and vocabulary questions aligned to the NYS ELA Assessments. In addition, teachers will implement small group instruction based on student need with a focus on phonemic awareness, phonics, and comprehension. In addition, teachers work with MLLs/ELLs with a focus on explicit instruction focused on activating prior knowledge, summarizing, drawing inferences and questioning.

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

Our school leadership team (ILT) at P.S. 148 has a clear vision and high expectations for ELL student achievement. The leadership team includes ENL teachers who assist in centering the needs of our MLs/ELLs and promote the view of home languages and cultures as an asset to our school community. Our instructional leaders work to instill the culture, systems and structures necessary for teachers to make data-based decisions that center their ML/ELLs. Students' progress is systematically monitored, our teachers know their students and their individual needs (ie.newcomers, developing, and long term ELLs, as well as SIFE and SWD) and instruction is planned accordingly. Our teachers and administration share the philosophy that complex text aids in developing higher order thinking, therefore, our language instruction is aligned with the grade level standards in which college readiness is the goal. Language instruction is delivered within the framework of the following models: Transitional Bilingual Program (TBE) and Freestanding ENL. The Freestanding ENL program for grades kindergarten through 5th is organized to include self-contained classes, as well as the stand alone model.

#### 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.

PS 148Q utilizes the NYC core curriculum such as HMH's Into Reading program and EnVision Math, which are designed to target Next Generation Learning Standards. Within these curriculums, there are embedded scaffolds designed to develop language development for ML/ELLs. These programs are used by our teachers in all ENL and Bilingual class settings.

Our Spanish TBE classes in kindergarten through third grade are self-contained models with certified bilingual teachers delivering instruction. Home language instruction is delivered in a 60% - 40% instruction model in the beginning of the year. The percentage of English instruction will increase to 50% and then to 75% based on student needs. Our Spanish Transitional Bilingual Program provides for a strong Home Language component. Literacy instruction is provided within the HMH program. Concepts are developed in math and social studies in the students' home language to ensure academic progress as they acquire the second language. Our TBE provides full exposure to a standards-based core curriculum which is in direct alignment with that of mainstream English speaking students as well as the Next Generation Learning Standards. Math and social studies concepts are developed in the students' home language to ensure progress as they acquire academic vocabulary. Both our EnVision Math and Science Amplify programs focus on the use of manipulatives which appeal to students' individual learning styles. Social studies concepts dovetail with literacy, allowing for the development of both academic and domain specific vocabulary. Passport to Social Studies Core Curriculum materials include a variety of documents, trade books, and primary sources, in addition to the unit of study. To support rigorous social studies instruction and student inquiry, teachers utilize the unit of study in conjunction with these resources.

**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**

ELLs with IEPs have access to all grade-level materials for all content areas.

Scaffolds within the Reading/Writing HMH Literacy program provide additional support. Studies show that children learn from listening to each other. Tabletop Minilessons/language graphic organizers are used to scaffold, review, reinforce comprehension skills and strategies, support language acquisition and use in listening, speaking reading, writing, and collaborative problem solving to support language development for all ELLs with IEPs. Other external digital supports are accessed via their personal devices, mainly I-Pads, such as MyOn and RazKids for on-line book resources of all genres.

EnVision Mathematics is problem-based and visual learning that enables students to gain a deeper understanding of math concepts, additionally encourages student-led digital learning both in the classroom and at home. Google Translate compatible, easily accessible resources provide family-friendly Topic and lesson-level support, interactive videos, vocabulary review, and helpful search terms to engage ELLs with IEPs. Problem-based and Visual Learning make a powerful 1-2 lesson setup. Part 3 of each lesson combines lesson quick checks, observational assessments, and auto-generated reports to keep teachers informed of the needs of the students. Focus on students' needs with intervention activities and resources for all learning levels. For Tier 3 ELLs with IEPs, targeted instruction and practice is available with a digital program called SuccessMaker Math.

**b. SIFE**

SIFE students are identified during the registration process. During the parent interview, information is collected to ascertain the student's level of education. The HLIS and the parent survey/program selection form provide information as to the extent of the student's formal education. In addition, the MLS screener available on NYSED.gov offers identification information.

The NYSITELL and Spanish LAB (if applicable) results determine placement in the appropriate language program. Parents remain involved through the support and collaboration of the ENL coordinator and parent coordinator. SIFE students may receive tiered instruction from SETSS personnel through the stand alone model. Instructional needs are also addressed during the Title III afterschool programs. Continuous assessment (i.e. ENL interim assessment, ELA/Math assessments, performance based assessments (PBA), individual conferences etc.) drive instruction to support social and academic language development in all content areas.

When planning instruction for SIFE students, ENL and Bilingual teachers focus on building background knowledge, targeting vocabulary development, increasing access to grade level texts, using home language supports, and using peers as resources.

### **c. Newcomers**

Newcomers identified as MLLs/ELLs are placed in a language program based on their scores and parents' choice. These students receive intensive English language instruction aligned with the NYS Learning Standards in both the TBE and ENL program model to enhance language acquisition.

Scaffolds within the HMH program provide additional support. Studies show that children learn from listening to each other. Tabletop Minilessons/language graphic organizers are used to scaffold, review, reinforce comprehension skills and strategies, support language acquisition and use in listening, speaking reading, writing, and collaborative problem solving to support language development for all above mentioned subgroups of ELLs.

Best practices allow for this interaction through collaborative group work. One of our instructional plans is the pairing of newcomers with English proficient (EP) speakers. These EP students model the target language and can also serve as interpreters.

### **d. Long Term ELLs**

PS 148 does not currently have any long term ELLs who have completed more than six years of service. Our potential long term ELLs receive academic intervention with ENL, SETTS, speech, physical and/or occupational therapy, guidance, and inquiry team support as needed based on assessments and analysis of data..

Our potential long term ELLs are invited to join our ENL Afterschool program or ENL morning program. In addition, these students are monitored and assessed by their classroom and ENL teachers who plan and deliver instruction using the following scaffolds: building background knowledge, targeting vocabulary instruction, increasing access to grade level texts, using home language supports and using peers as resources. Additional support is also provided during small group times in the classroom. Our school also uses iReady to target necessary skills for our potential long term ELLs.

## 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?

Our mission is to meet the diverse needs of ELL-SWDs within the least restrictive environment which requires flexibility in rigorous curricular, instructional, and schedule planning. All ICT and 12:1 classes have prep periods with the same teachers and materials as the general education students. All trips and extra-curricular activities include the special education classes. Our school has created a daily, common prep schedule which accommodates collaborative planning time within and across the grades. For example, our content area teams (comprised of K through 5 general education and special education teachers), work together to identify IEP language goals and share instructional strategies that target students' specific needs. Curriculum teams attend grade appropriate professional development and then turnkey information to their colleagues. Our flexibility in scheduling allows for collaboration between the classroom teacher, special education teachers and the ENL teachers who are providing integrated ENL services. These meetings are scheduled during monthly grade leader preps, weekly common preps and lunch periods. ML/ELLS-SWDs are afforded access to all school programs and ML/ELL-SWDs are placed in the appropriate and least restrictive environment as mandated by their IEP.

Each curriculum program used for the different content areas have the flexibility needed to accommodate and support our ELLs and students with IEPs. With this flexible modification, a unit may be used across all levels of learners by adding supports and scaffolds to accommodate each level.

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

For the 2024-2025 schoolyear, PS 148 will be using the Spanish version of iReady to assess Spanish speaking students upon entry to the school, as well as at key times throughout the schoolyear. This will assist in the initial assessment as well as progress monitoring for our Spanish speaking students.

Additionally, the Foundations Phonics based program is added for the newcomer beginning group while the HMH program is implemented with scaffolds for all MLL/ELL students. The freestanding MLL/ELLS are grouped with mixed proficiency levels. Students who have scored Entering or Emerging on the 2024 NYSESLAT and receive ENL services through the freestanding model are grouped together based on proficiency level to receive stand alone ENL services. These students receive 360 minutes of ENL Service per week which includes 180 minutes of standalone and 180 minutes of integrated services. Students who have scored Transitioning or Expanding on the 2024 NYSESLAT are grouped to receive ENL services for a total of 180 minutes per week. Transitioning students may receive 90 minutes integrated and 90 minutes as flexible programming. Expanding students receive 180 minutes of integrated instruction only. Students who have either scored at the Commanding level within the last two years (Former ELLs) or scored Expanding on the NYSESLAT as well as a 3 on the NYS ELA exam have been designated at Former MLLs/ELLS (FELLS). These students receive 90 minutes per week of either integrated ENL services or small group learning through alternative pathways as mandated for FELLS in CR Part 154. In addition, FELLS also receive appropriate testing modifications. In the event of remote learning, this instruction will be delivered through live/and or archived virtual instruction.

### TBE

PS148 has a clear vision and high expectations for MLL/ELL student achievement. Students' progress is systematically monitored, our teachers know their students and their individual needs (ie. long term MLLs/ELLS, newcomers, SIFE) and instruction is planned accordingly. Our teachers and administration share the philosophy that complex text aids in developing higher order thinking, therefore, our language instruction is aligned with the grade level standards in which college readiness is the goal. Language instruction is delivered within the framework of the following models: Transitional Bilingual Program (TBE) and Freestanding ENL.

The TBE Units of Study requirements includes instruction in the Home Language Arts and Bilingual Subject area for a minimum of 1 to 2 classes per day for all four levels of proficiency. In addition, for Entering and Emerging students, students receive standalone and integrated ENL instruction in at least one unit of study. Transitioning and

Expanding students receive integrated and flexible ENL service.

Specifically, we have the TBE model for our kindergarten, first, second and third grades based on parent choice and number of students with same language background. The TBE classes are grouped with mixed proficiency levels. Spanish Reading assessments will be conducted through the use of iReady for the 2024-2025 school year. These results will be used as a baseline for our newly arrived immigrant students as part of the intake process.

DL  
N/A

**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](#)?**

N/A

**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.).**

Co-teachers have time to collaborate and plan for co-teaching during common preps and Monday PDs. In addition, teachers have an extra prep for inquiry work which is a time to analyze data and plan next steps together. Also, teachers have the opportunity to attend various PDs together throughout the year.

**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.**

Sanford Harmony, Brainpower and Cloud9World programs are used to address social emotional needs of the MLs/ELLs. In addition, the annual professional learning plan encompasses the use of these programs on a weekly or daily basis to continue to check-in on the temperature of the staff and students. In addition, the Instructional Leadership Tool for ML and ELLs is shared with the Professional Learning Committee so that we are better able to meet the needs of ML/ELLs by aligning our Professional Learning opportunities with the needs of our students.

**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).**

ENL and Bilingual teachers meet the required MLL/ELL-specific professional development by attending both on-site and off-site Professional Development workshops which are aligned to the New York State Learning standards and geared directly to MLL/ELL and Bilingual students needs based on NYSESLAT data. We participated in an ENL cohort which received professional development from the Queens North District Office titled "Pathways to Success - Advanced Literacy for ELLs". In addition the teachers will receive professional development on QTEL strategies (Quality Teaching for English Learners). For each PLO, teacher's attendance is tracked and agendas are submitted to the office secretary. Accordingly, all teachers who hold a professional license meet the required 15% ELL-specific professional development by attending on-site staff development workshops during the designated Professional Development time on Monday afternoons from 2:30-3:50 pm. These workshops are geared towards the needs of students based on the data results from the EDAT, the NYSESLAT test and the ELA and Math state exams.

# 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?

The Acadience Screener and iReady are used to identify targeted needs of all MLLs/ELLs. For the 2024-2025 school year, PS 148 will use the Spanish version of iReady to assess reading skills in Spanish. This data is used to place students for RTI in proper homogeneous groups to address specific phonics and reading skills. Trained pedagogues use this data to formulate groups and prepare small group instruction with targeted practices.

The precise information provided by these assessments helps the teachers make informed decisions and answer questions to better target instruction for struggling readers to determine what types of support a student needs. It also targets a specific skill the teacher should focus on for instruction and intervention. Finally, the screeners assist in providing instructional strategies they should implement in their instruction.

### 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.

Intervention services include small group targeted instruction using phonics based programs such as Foundations and SPIRE for grades K-5. All ELLs and sub groups of ELLs (ELLs with IEPs, newcomers, developing, long term, SIFE) receive this instruction. The HMH and enVision math program offer targeted support in Spanish for specific ELA skills and math skills.

The HMH Reading/Writing Program offers differentiated instruction in small-group intervention activities to reinforce instruction such as 'Know it, Show it' and 'Response to Reading Journal' and Literacy Centers aligned with learning objectives that are focused on achieving grade-level standards such as 'Reading Corner, 'Word Work', 'Creativity Corner', 'Digital Station' and 'Teamwork Time.

This differentiated instruction offers flexible resources to meet the needs of the students to practice decoding skills by using decodable texts to practice and reinforce phonetic elements, high-frequency words, and fluency. In addition, the Tabletop Minilessons/language graphic organizers are used to scaffold, review, reinforce comprehension skills and strategies, support language acquisition and use in listening, speaking reading, writing, and collaborative problem solving to support language development for all above mentioned subgroups of ELLs.

EnVision math combines problem-based learning with visual learning. Students learn more about math by solving rich, reality-based problems. They gain a deeper, clearer understanding of math concepts with visual models and scaffolds in every lesson. Digital Math Practice Animation Videos and math practice posters provide a visual learning bridge for differentiated instruction for ELLs. Students use hands-on tools to strategically support problem solving and language development for all subgroups of ELLs. Workbooks and assessments are available in the

Spanish language as a transitional support tool for newcomer ELLs. Additional intensive intervention for English Language Learners includes visual learning infused throughout each lesson and unit. Differentiated small group instruction includes language support on-line with Academic Vocabulary Activities targeted for each lesson.

**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.**

PS 148 uses data to guide instruction for ELLs within a Multi-Tiered System of Supports (MTSS). Initially, all students in grades K-5 are screened using a universal screener. Grades K-2 use the Acadience screener, and grades 3-5 use iReady. After the initial beginning of the year (BOY) assessment, the MTSS team and classroom teachers meet to analyze the data and identify students in need of targeted supports. The team will look at the student's 'whole picture' to consider the influences that can interact to affect the student's academic skills, behaviors and social emotional well being. A member of the ENL department is part of the team and brings information regarding ELLs first and second language proficiency, educational history, and socioeconomic status. Protocols are followed to ensure that these multiple data points ensure an accurate and asset-based view of ELL/MLLs.

Once the initial data review is completed, a personalized plan is developed that reflects the student's strengths and needs. The plan is then implemented, and the team will begin to monitor and adjust instruction for these students based on data from ongoing progress monitoring. This data informs adjustments to the instructional core based on overall trends, classroom and grade-levels, subgroups, and individuals.

PS 148 has a schedule for the administration of universal screening and progress monitoring throughout the school year. This schedule is published on the school calendar and shared with all members of the school community.

## 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?**

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments help students identify their strengths and weaknesses and target areas that need work. Once these students have been appropriately placed, the classroom teachers, ENL teachers, and SETSS and related services teachers use formal and informal formative assessments to drive instruction. Within the Tier I core instruction, teachers set short-term goals and use informal assessments every 3 - 6 weeks to monitor progress with targeted students. Teachers in our TBE program use components of the Estrellita assessment as a diagnostic tool paired with school-wide assessments to assess students and to plan for differentiated instruction. Additional

teacher created informal assessments (stemming from the On-Line HMH program and On-Line EnVision Math), quizzes and check-ins are utilized to track students' home language understanding and progress. We have created a culturally responsive classroom environment around the specific cultures and languages of our students. Our on-line Science Amplify program and our NYCDOE K-8 Passport to Social Studies curricular program provide teachers with NYS Standards aligned Spanish translations of formative assessments and activities.

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

In order to ensure that ELLs are appropriately evaluated in their home language, newly admitted students who are identified as MLLs/ELLs with Spanish dominance on the HLIS are administered the Spanish LAB to determine fluency and literacy in their home language. Once these students have been appropriately placed, the classroom teachers, ENL teachers and SETSS and related services teachers use formal and informal formative assessments to drive instruction. Within the Tier I core instruction, teachers set short-term goals and use informal assessments every 3 - 6 weeks to monitor progress with targeted students. Teachers in our TBE program use components of the Estrellita assessment as a diagnostic tool paired with school-wide assessments to assess students and to plan for differentiated instruction. Additional teacher created informal assessments (stemming from the On-Line HMH into Reading/Writing program and On-Line EnVision Math), quizzes and check-ins are utilized to track students' home language understanding and progress.

We have created a culturally responsive classroom environment around the specific cultures and languages of our students.

Translated versions of content area state exams are available to those students who meet the criteria. If the translated version is not available a qualified translator is used.

Our on-line Science Amplify program and our NYCDOE K-8 Passport to Social Studies curricular program provide teachers with NYS Standards aligned Spanish translations of formative assessments and activities.

For the 2023-2024 schoolyear, iReady reading assessments will be available in Spanish. These assessments will be used to evaluate and monitor progress for our Spanish speaking ML/ELLs.

## 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).**

The summative assessments used to evaluate the effectiveness of our ML/ELL programs are NYSESLAT, NYS ELA, NYS MATH and NYS Science assessments. The goal of summative assessments is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value.

PS148 uses data from the ELL Data Analysis Tool (EDAT) as well as the NYSESLAT scores as reported on the RLAT in ATS. This data is used to create small group instruction based on the relevant data indicating modalities of need. In addition, instruction is targeted toward teaching and learning the modalities of need; i.e. reading and listening.

NYSESLAT and EDAT data is shared with teachers/grades during common preps and grade meetings. The EDAT provides risk levels for individual students based on a variety of risk factors: attendance, lack on progress on the NYSESLAT, scoring a 1 or 2 on the NYS ELA or the NYS Math exam, holdover in the past 3 years, potential long term

MLL/ELL, or long term MLL/ELL. The Assistant principal for ENL, Anna DeLisse, monitors data as well as the implementation of the morning and afternoon programs. Students with higher risk levels are invited to the ENL morning and afternoon programs. The ENL committee meets weekly to review data and provide specific supports needed by either the students or teachers. In the event of remote learning, the data will be shared digitally and through virtual meetings on Microsoft Team Meets.

**17. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe your plan to ensure that all ELLs, and former ELLs continue to receive mandated instruction during the testing period.**

The ENL Department which consists of the ENL Coordinator and the ENL Provider along with the Assistant Principal create a schedule for the NYSESLAT assessment. The same staff members along with trained pedagogues score the assessment during the appropriate testing/scoring period. Trained licensed TESOL substitute teachers are supervising ELL groups and continue to provide language support upon need.

**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?**

All current and former ELLs receive extended time on NYS ELA and math exams. In addition, students are provided with word for word ELA and math glossaries for use in class and during the state exams.

# Part VI: Family Partnership

## Family Partnership

### Required Meetings Under CR Part 154

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

**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.**

The ENL Department meets with families during parent orientation meetings when students are being registered for school. To facilitate attendance, parents attend the orientation either in groups or individually at the time of student registration. Additionally, parent orientation meetings are offered during parent engagement as well as during the September parent teacher conferences.

The NYS Parent Orientation video explains the program goals and requirements for all three ML/ELL program models. This whiteboard animation video, which runs approximately twelve minutes, describes the English Language Learner identification and assessment process and outlines in detail various available program options. It also describes the differences between English as a New Language and the various Bilingual Education program models. The video is shown in the parent's home language as it is available in Arabic, Bengali, English, French, Haitian, Traditional Chinese, Simplified Chinese, Russian, Spanish, and Urdu.

After watching the video, parents meet with a member of the ENL department and another member of the school staff, who acts as interpreter/translator for the parents home language when necessary. At this time parents are able to ask questions regarding the program goals and requirements for all three models (regardless of whether or not the model is currently available at our school.) In addition, the Next Generation Learning Standards, assessments and school expectations are discussed at this time.

The school maintains evidence of this required parent orientation in two ways:

1. Maintaining a Registration/Parent Orientation Log
2. The ELL Parent Survey and Program Agreement Form is signed by the parent after watching the Parent Orientation Video : ELL Programs in NYS and at the completion of the discussion of the Next Generation Learning Standards, assessments and school expectation for English Language Learners.

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**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.**

All teachers of ELLs have annual individual meetings with parents. To facilitate attendance, these meetings are scheduled during the parent engagement time either before or after school, and parents receive invitations through Class Dojo as well as written letters (in the parent's home language) that are sent home with the students. In addition, if the parents are not available 'in person', the teacher may conduct the meeting remotely at a mutually convenient time.

During the meetings, teachers discuss results from the previous NYSESLAT assessment, as well as the individual student's language progress and language development in all content areas including Reading, Writing, Listening , Speaking, Science and Social Studies. When there is a need for interpretation or translation, the teachers are able to utilize available bilingual support staff. We currently have teachers, administrators, and paraprofessionals who speak a variety of languages, including Spanish, Arabic, Bengali, Urdu, and Chinese. If there is a need for a different language the teachers call the Translation Unit at the Department of Education.

Teachers maintain a written log of these family meetings, send a follow-up message to parents after the meeting on Class Dojo and also document the parent meetings on the students NYCDOE Cumulative Records.

# Additional Opportunities for 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?

Parents inform the school of their language of preference (spoken and written) as part of the Home Language Identification Survey at the time of registration. This is documented on the HLIS form and inputted into ATS. Based on this, teachers and school staff are informed of the parent's choice of language. All correspondence from the school is sent home in the parent's choice of written language. In addition, school staff is available for translation and interpretation. If there is a low incidence language needed and we do not have the necessary staff, the school utilized the Translation and Interpretation phone number.

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

Parents are surveyed at registration as well as additional points during the school year to determine what the needs of our ML/ELL community. Based on the results of the surveys, the staff plans activities that support and empower our families. We have morning, afterschool and Saturday programs that have been designed around these needs.

The Morning Academy Program is focused on giving more support to students who are Entering or Emerging ELLs in our community. The students are invited to the Morning Academy based on their NYSITELL Scores. The program focuses on language transition for newcomers and incorporates culture empowerment in the curriculum. This program meets three days per week for the duration of the academic year.

The Afterschool ELL Academy Program focused on ELLs in grades 3, 4 & 5. Based on the IReady assessment students were invited who needed improvement in phonics and vocabulary. In addition, there is a class for Emerging ELLs who need additional language support using the Rosetta Stone Language Learning Program. This Afterschool Academy program meets two days per week for the duration of the academic year.

During our Saturday Family engagement program, families are invited to spend a few hours together at our school to engage in various activities and workshops. Each week flyers (English and Spanish) for the family workshops are posted on Class Dojo, school Website and a hard copy is sent home in the students backpack. Members of the school staff coordinate and facilitate the weekly workshops with community based organizations and ensure there is a interpreter/translator available.

Some examples of the family workshops and information sessions include:

Culture: African Dance Rhythms Ensemble, Muslim Community Network

Education: Teach Children/Families to Save - First National Bank, Federal Immigration Policy, Free Legal Services,

NYS Exams Information Session, Study Tips to Help Your Child at Home

### 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.)

All information regarding family leadership opportunities such as Parent Association, School Leadership Team, and the Community Education Council is sent home in the parent's choice of language. In addition, the school posts messages on Class Dojo, Instagram, and the school website in multiple languages.

All Meeting Schedules are open to all families in our community such as PTA, SLT and Community Education Council and are posted on the school Website, reminders are sent out on Class Dojo and email. In addition, these opportunities are expressed and encouraged during the monthly PTA Meetings by the PTA President, Parent Coordinator and Principal Leadership in our school.

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

We currently have partnerships with the Community Schools- Coalition for Hispanic Families, the New York Junior Tennis and Learning (NYJTL) and Ballet Hispanico. In addition, we will be adding an NYJTL Extension program for the 2024-2025 school year.

# 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.**

We use students' home language to help build comprehension, deepen understanding, and build confidence. Students are given a multitude of opportunities to express themselves and practice discussions in both small and large groups.

As supports for our MLs and ELLs, we continually reinforce vocabulary paired with visuals, and build on background knowledge to support students' language learning.

We cultivate relationships with parents and have developed a Saturday program which targets our MLs and ELLs which is a part of the (FLDL) Family Leadership and Digital Literacy Series.

# Part VIII: ELL Identification Attestation and Principal Certification

## Identification Plan

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

**1. Describe systems and procedures in your school to serve newly enrolled, current ELLs, and former ELLs. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator). The plan should address how ELLs and former ELLs will continue to receive mandated instruction.**

Newly enrolled MLL/ELL students and their parents are invited to attend an orientation at our school prior to the start of the academic year led by a team of staff members such as the school principal (Yolanda Harvey), assistant principals (Anna DeLisse and Judy Sommer), parent coordinator (Lysette Ramos), guidance counselor (Zayra Gonzalez), the ENL team (Amy Faber and Tania Antonelli) as well as ENL and bilingual teachers. Activities include a school tour, teacher "meet and greet" and a review of supplies needed and textbooks used in order to prepare the students and their families for the school year. All newly admitted students are provided with this orientation as they are admitted throughout the year.

Newly enrolled MLLs/ELLs are also invited to our ENL Morning Academy and Title 1 ENL Afterschool Program.

These programs are run by our Assistant Principals, Anna DeLisse and Judy Sommer.

In addition they are invited to clubs through our Community Schools Program; Coalition for Hispanic Families, such as Tennis and Chess.

**2. What are the titles of the members of your ELL identification team?**

Amy Faber - ENL Coordinator

Tania Antonelli - ENL teacher

Anna DeLisse - Assistant Principal

The above members of our team are all licensed pedagogues who meet with families registering to attend PS 148. All members of the team have been trained in the intake and identification process of ELLs. All members follow the ten steps outlined in the most current version of the ELL Policy and Reference Guide within ten days of enrollment (20 school days for students entering with IEPs).

The enrollment status of each new student is determined depending on whether the student has been in NYS public schools within the past two years. If the student has been in NYS public school with the past two years, our school contacts the previous school to obtain ELL status documentation and proficiency level. If the student has not been in a NYS public school in the past two years, our school administers the ELL Identification Process.

The home language of the student is determined by a trained and licensed pedagogue. The parent completes the Home Language Identification Survey in the parent's preferred language. If a translator is required, it is provided by a bilingual staff member or the DOE's over-the-phone translation services.

The trained pedagogue conducts an interview with the parents and students in English and the home language. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determines the students' literacy and math levels in their home language.

If the student is entering with an IEP, the school's Language Proficiency Team (which includes the parent) recommends eligibility to the principal, who obtains final approval from the superintendent.

The student is then administered the NYSITELL if eligible.

The parents receive notification of their child's ELL status and results of the NYSITELL through parent notification letters which are provided in their preferred language.

If the student is identified as an ELL and the student's home language is Spanish, the student is administered the Spanish LAB.

Students with interrupted/inconsistent formal education (SIFE) are identified through the use of New York State's SIFE screener.

If the student is identified as an ELL, the parent is invited to the parent orientation meeting. This meeting provides parents with an explanation of each ELL program model offered in NYC (Transitional Bilingual, Dual Language, and English as a New Language). Parents are shown a video describing these programs in their preferred language. Parents are encouraged to ask questions so that they are informed about all ELL programs. Translation and interpretation services are provided throughout the meeting.

The student is then placed in the ELL program that the parent selected. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.

Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process). If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.

Copies of letters and parent notification regarding ELL identification are kept in the students' cumulative files.

**3. Describe the structures and process in place for identification of ELLs year-round as required by the [NYC DOE Policy & Reference Guide for MLs/ELLs](#). Include how your school proactively plans for the ELL identification process so that it does not interrupt the provision of mandated ENL and/or bilingual instruction to current, former and potential ELLs.**

The ELL identification process includes mandated steps for all potential ELL students enrolling in grades Kindergarten to 5 including the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the students' home language, determination of eligibility to take the New York state Identification Test for English Language Learners (NYSITELL), the administration of NYSITELL, and the administration of the Spanish Language Assessment Battery (Spanish Lab) to newly identified ELLs whose home language is Spanish. In order to ensure that ELLs are appropriately evaluated in their home language, newly admitted students who are identified as MLLs/ELLs with Spanish dominance on the HLIS are administered the Spanish LAB to determine fluency and literacy in their own language.

Once it is determined a student is an ELL via the NYSITELL, a parent orientation takes place. As part of the parent orientation, the parent views the NYS Parent Video which explains the three programs available for ELLS. At the time of parent choice, if the parent selects DUAL Language program, the child is placed in either ENL or TBE provisionally until a proper school is located with the appropriate Dual Language program.

# 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:**

# Part IX: LAP Assurances

## LAP Assurances Page

For additional information, refer to [LAP Assurances Professional Learning Module](#).

[Download a blank LAP assurances page.](#)

# Appendix 2: Language Translation and Interpretation (LTI) Plan

## LTI Overview and Language Access Coordinator (LAC)

Office of Language Access (OLA) Contact:

- Contact Information:
  - Cunneely Elena, [ECunneely@schools.nyc.gov](mailto:ECunneely@schools.nyc.gov)
  - Rivera Ricardo, [RRivera60@schools.nyc.gov](mailto:RRivera60@schools.nyc.gov)
  - Williams Robert. [RWilliams32@schools.nyc.gov](mailto:RWilliams32@schools.nyc.gov)

Please do not edit

Elena Cunneely

The principal has designated the following staff member(s) as the Language Access Coordinators (LACs) in Galaxy.

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

First Name	Last Name	Job Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Confirmed by School (Y/N)
Amy	Faber	Teacher - Regular Grades	02/15/23	Yes
Lysette	Ramos	Parent Coordinator - Annual	02/15/23	Yes

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

[Redacted area]

First Name	Last Name	Title
Lysette	Ramos	Parent Coordinator

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

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

# Part A: Parents' Preferred Languages

## Parents' Preferred Languages

Identification and Assessment of LEP Parent Population

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:

- Part III of the Home Language Identification Survey (HLIS)
- Automate The System (ATS) reports
- Student Emergency Contact cards
- Surveys conducted by your school.

All Parents complete a blue card as well as an emergency contact card. Staff reviews parent language preference that is indicated on the cards. Staff reviews the RCPL, RADL and RCON reports from ATS which identify parents' preferred spoken language & written language. Surveys are given to parents to confirm language identification survey which indicates their preferred language for communication.

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

For the last two columns: List number of school staff that are comfortable using their language skills to communicate with parents and regularly assist other school staff members and families with translation and/or interpretation.

Language (Description within RCPL)	Written Preferred	Percent Written	Oral Preferred	Percent Oral	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
ARABIC	2	0.26%	2	0.26%	3	3
BENGALI (BANGLA IN BANGLADESH)	15	1.97%	16	2.11%	1	1
CHINESE ANY	5	0.66%	6	0.79%	1	
FRENCH	5	0.66%	5	0.66%	0	1
NEPALI	1	0.13%	1	0.13%		

ENGLISH	208	27.33%	207	27.27%		
PUNJABI (A.K.A. PANJABI)	1	0.065%	1	0.065%		
PORTUGUESE	1	0.065%	1	0.065%		
RUSSIAN	1	0.13%	1	0.13%		
SPANISH	516	67.81%	512	67.46%	5	5
TIBETAN	1	0.13%	1	0.13%		
URDU	0	0%	1	0.065%		

# Part B: Parent Communication and Engagement

## Parent Communication and Engagement

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

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

Document Type (e.g. parent flyers, IEPs, etc.)	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
School Calendar	1 per month is sent out to entire school staff and Parents. Parent Coordinator Translation and interpretation unit is used when necessary.
Flyers	Flyers are sent out to parents for all school events. Parent Coordinator translates and if necessary interpretation unit is used.
School Letters	School Letters are sent out to inform parents of school closing /Holiday. Parent Coordinator translates and if necessary interpretation unit is used. For low incident languages the schools sends document out to DOE vendors for translation.
DOE Messaging	Friendly reminder is sent to parents by email, SMS and voice call. All three are translated as per parents preference.

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

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Meeting Type (e.g. parent workshops, PTCs)	How does your school plan to provide interpretation service(s)? Include procedures/resources to ensure timely provision of interpretation to parents.
PTA General Meetings	Parent Coordinator translates in Spanish if and when necessary. If additional Language translation is necessary we use DOE Translators.
Parent Workshops	Parent Coordinator translates in Spanish if and when necessary. If additional Language translation is necessary we use DOE Translators.
Parent Teacher Conference	Parent Coordinator/staff Translate and DOE vendor translation unit is used when necessary.

**3. Describe your school’s communication strategy to reach parents who prefer to speak a language other than English, in the event of:**

**(A) a school-wide emergency (i.e. lockdown, fire, etc..)**

Our main forms of communication with families are ClassDojo and DOE School Messenger

Routine Communication (Newsletters, Emails, Notices):  
 Multilingual Staff: Identify and utilize school staff fluent in other languages to assist with translations or direct communication. This could involve having dedicated bilingual liaisons for different language groups.

Parent-Teacher Conferences and Meetings:  
 Provide information well in advance about parent-teacher conferences and meetings, along with options for language assistance. This allows parents time to request interpreters or translations.  
 Arrange for on-site interpreters during important meetings to facilitate direct communication between parents and teachers/administrators.

School Closures, Safety Alerts:  
 Letters, emails, and notices are accessible and clear to parents in their preferred language.  
 Provide bilingual staff that can provide information and updates in multiple languages during emergencies.

Community Engagement and Workshops:  
 Host workshops and informational sessions in languages commonly spoken by parents. Cover topics such as navigating the education system, supporting learning at home, and understanding school policies.

Ensure communication respects cultural nuances and preferences, fostering a welcoming environment for all families.

**(B) a student-specific emergency (i.e. student attendance, nurse/hospital visit, etc..).**

In the event of a student-specific emergency such as attendance issues or medical concerns requiring the nurse's attention, our school communication strategy prioritizes prompt and clear dissemination of information to relevant parties. Teachers, administrative staff, or the school nurse first identify the student-specific emergency. This could include prolonged absence without notification, health-related issues requiring immediate attention, or any other critical student concern.

The staff member immediately notifies the appropriate personnel responsible for handling such emergencies/attendance issues. Parents or guardians are promptly contacted to inform them of the situation. This could involve automated attendance notifications, direct phone calls, or messages via a school communication platform. All incidents are documented thoroughly, including details of actions taken and communications sent. This ensures a clear record for future reference and follow-up. Once the immediate issue is addressed, follow-up actions are determined based on the nature of the emergency. This might include continued monitoring of the student's attendance, follow-up medical care, or further communication with parents/guardians.

We use over-the-phone interpretation for individual parent teacher conferences.

**(C) If a parent has an emergency and needs to contact the school.**

In the event of an emergency parents have access to multiple channels to reach the school promptly in case of emergencies. This includes direct phone numbers of the main office, our Parent Coordinator, and can contact the teachers by class dojo. Upon receiving a call or message indicating an emergency, our staff are trained to respond swiftly. They assess the nature of the emergency and determine the appropriate course of action.

Over-the-phone interpretation can be used if necessary.

# Part C: 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 are aware of the goals of [Chancellor's Regulation A-663](#) and what resources are available to meet compliance. Specify how your school designated LAC will turnkey and make school staff aware of the available language access resources.**

The LAC uses various communication channels to turnkey information to school staff. Regular emails are sent to staff regarding language access resources, updates, and reminders. Information about language access resources and compliance requirements are discussed during staff meetings. Resources such as guides, FAQs, and contact information posters for language assistance services are accessible at the main entrance and main office. parents are aware they can ask staff for assistance necessary.

# Part D: Parental Notification

## Parental Notification

Provision of notice to parents on the available language assistance services

**1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:**

- **Translated signage**
- **Brochures/flyers/letters shared with parents**
- **Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..)**
- **Messaging phone applications**
- **Parent's Guide to Language Access**
- **NYC Public School Guidebook**

Important signage throughout the school, such as notices about rights, events, and safety information, are translated into multiple languages commonly spoken by our community. This includes main entrances, offices, and common areas.

All essential communications sent to parents, including brochures, flyers, and letters, are available in multiple languages. This ensures that parents can understand important school updates, event announcements, and educational materials.

We utilize messaging applications that support multilingual capabilities. Parents can receive notifications and updates in their preferred language through these app such as Class Dojo and DOE messaging.

We provide a comprehensive guide outlining parents' rights regarding language access. This guide explains how they can request language assistance, access translated materials, and participate fully in their child's education despite language barriers.

Our school ensures that limited-English proficient individuals are informed about their rights and have equitable access to all school-related information and services. This fosters a more inclusive and supportive educational environment for all families in our community.

# Part E: Monitoring

## Monitoring

Monitoring Provision of Language Assistance Services

### **1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive.**

Parent Coordinator will create a survey in multiple languages commonly spoken by our community. These surveys will be crafted to collect feedback on the quality and effectiveness of language services provided by the school. They will cover aspects such as the availability of translated materials, interpretation services during meetings, and overall satisfaction with language access.

### **2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.**

At our school, we take feedback from limited-English proficient parents seriously to continuously improve our language services. In the past we get parents feedback through our parents workshops. After collecting feedback through surveys and meetings, we analyze parents responses to their concerns and specific areas needing improvement.

Plans for Improvement Next Year - We commit to ongoing turnkey information for all staff members involved in language services. We will refine our feedback mechanisms by simplifying survey formats further and increasing the availability of in-person feedback opportunities with interpreters present. We will monitoring and evaluation processes to track the effectiveness of our improvements. Our school aims to enhance the overall experience and support for limited-English proficient families.

# Appendix 3: Title III (ELL) Application

## Title III Outline

### Title III Supplemental Program for ELLs for SY 2024-25

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

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

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

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

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

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



# Part A: School Information

This school is (select one):

Conceptually consolidated (skip Part E of this document)

# Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

,After School

Total number of ELLs to be served:

50

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

,2,3,4,5

Total # of teachers in this program:

5

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

5

# of content area teachers (include teachers that have common branch/content area licenses only):

0

## Title III ELL Summary

Provide a summary of each program funded under Title III ELL for SY 24-25: For each program, describe:

- When the program takes place (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 at cost to Title III ELL**

PS 148's Title III Program will take place 2 days a week during after school.

Students who are new admits to the country will receive instruction utilizing Rosetta Stone Digital Classroom to help them develop language skills at his/her individual level. Student to teacher ratio will be no more than 10:1.

Students in grades 2-5 who were identified as at risk in the area of phonics will receive instruction utilizing Phonics for Reading program. Student to teacher ratio will be no more than 10:1. Students will be administered the Phonics for Reading initial placement assessment in order to determine appropriate placement in the Phonics for reading program.

The program will be supervised by an Assistant Principal.

## 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**
- **Data sources used to justify the need for the program**

P.S. 148Q's Title III Program provides English Language Learners with supplemental instruction in an after-school instructional academy. This program is aimed at identifying specific skill gaps of English Language Learners in grades 2 – 5 and aligning instruction to meet these needs in order to prevent referrals to special education. All students in PS 148Q were administered the Acadience (reading measures used to determine how students were performing on phonemic awareness, phonics, vocabulary, fluency and comprehension) universal screener one to one and i-Ready diagnostic to identify which students in the entire school community are at high, moderate and low risk for reading difficulties. Analysis of 2024 beginning of the year (BOY) data indicates: 7 Second graders and 25 3rd graders performing at level 1 in the phonics strand, 8 fourth graders performing at 1st and 2nd grade level in phonics strand and 6 fifth graders performing between 1st and 4th grade level in phonics strand. Analysis of admission's list indicates 18 second graders, 15 third grade, 17 fourth grade and 20 fifth grade students were admitted in less than 1 year ago from countries outside the United States and do not speak any English. Our Title III Afterschool Program has been created to address the needs of the above students. All students will be administered the Phonics for Reading initial placement assessments in order to determine appropriate placement in the Phonics for reading program.

Non-English speaking students will receive instruction in small group utilizing Rosetta Stone Digital Classroom to help them develop language skills at his/her individual pace. These materials are exclusively for Title III and distinct from what is being used with these MLL/ELL students during the regular school day. Progress monitoring will be matched to the skill area in which students are receiving instructional support using grade level or below grade materials, depending on the students' needs. The afterschool instruction academy will meet a total of 25 weeks, on Wednesdays and Thursdays 1 hour and 50 minutes per day, beginning in November 2024, through May 2025, for a total of three hours 40 minutes of instructional time per week. There will be a total of 5 classes. Certified bi-lingual and ENL teachers will provide supplemental instruction in the development of phonics aligned with students instructional levels and test taking strategies in alignment with NGLS using ENL methodologies to enhance student achievement on the NYSESLAT and prevent referral to special education . The program will also offer adult ENL classes once a week beginning in November 2024 through May 2025 for a total of 1 hour and 40 minutes of

instructional time per week. An assistant principal will supervise students and delivery of instruction. The supervisor will admit and discharge students to the program as needed. She will also provide professional development to teachers. Notification to parents will be in English and Spanish. There is no other extended day program taking place at the same time as the Title III program. Classes will be set up for our newcomers where they will learn the English language using Rosetta Stone. Rosetta Stone personalizes Language-Learning experience for diverse groups of ENL students using features such as, speech analysis tools, grammar and spelling components and predefined course templates adeptly complement classroom teaching expertise for a total of 25 weeks, on Wednesdays and Thursdays 1 hour and 50 minutes per day, beginning in November 2024, through May 2025, for a total of three hours 40 minutes of instructional time per week. There will be a total of 5 classes. Certified bi-lingual and ENL teachers will provide supplemental instruction in the development of phonics aligned with students' instructional levels and test taking strategies in alignment with NGLS using ENL methodologies to enhance student achievement on the NYSESLAT and prevent referral to special education. The program will also offer adult ENL classes once a week beginning in November 2024 through May 2025 for a total of 1 hour and 40 minutes of instructional time per week. An assistant principal will supervise students and delivery of instruction. The supervisor will admit and discharge students to the program as needed. She will also provide professional development to teachers as well as observe teacher practice within the afterschool sessions. Notification to parents will be in English and Spanish. There is no other extended day program taking place at the same time as the Title III program. Classes will be set up for our newcomers where they will learn the English language using Rosetta Stone. Rosetta Stone personalizes Language-Learning experience for diverse groups of MLL/ELL students using features such as, speech analysis tools, grammar and spelling components and predefined course templates adeptly complement classroom teaching expertise.

## Students and Grade Levels to be Served

For each Title III ELL funded program, describe the students that will be served. Include:

- **Grade levels for ELLs in program**
- **[Describe subgroup of ELLs](#) (Newcomer, Developing, etc).**

This program is aimed at identifying specific skill gaps of English Language Learners in grades 2 – 5 and aligning instruction to meet these needs in order to prevent referrals to special education for newcomers and current ELLs in 2-5th grade.. All students in PS 148Q were administered the Acadience (reading measures used to determine how students were performing on phonemic awareness, phonics, vocabulary, fluency and comprehension) universal screener one to one and i-Ready diagnostic to identify which students in the entire school community are at high, moderate and low risk for reading difficulties. Analysis of 2024 beginning of the year (BOY) data indicates: 7 Second graders and 25 3rd graders performing at level 1 in the phonics strand, 8 fourth graders performing at 1st and 2nd grade level in phonics strand and 6 fifth graders performing between 1st and 4th grade level in phonics strand. Analysis of admission's list indicates 18 second graders,15 third grade, 17 fourth grade and 20 fifth grade students were admitted in less than 1 year ago from countries outside the United States and do not speak any English.

## Schedule and duration

**For each Title III ELL funded program, include:**

- **Start and end dates**
- **Total number of sessions**
- **List the days of the week the program will be offered**
- **Time and duration of sessions**

The afterschool instruction academy will meet a total of 25 weeks, on Wednesdays and Thursdays 1 hour and 50 minutes per day, beginning in November 2024, through May 2025, for a total of three hours and 40 minutes of instructional time per week.

## Language of Instruction

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

Instruction will be provided in English.

## Number and Types of Certified Teachers

**For each Title III ELL funded program, include number and types of certified teachers (ESOL, bilingual, content area):**

There will be a total of 5 classes. Certified bilingual and ENL teachers will provide supplemental instruction in the development of phonics aligned with students instructional levels and test taking strategies in alignment with NGLS using ENL methodologies to enhance student achievement on the NYSESLAT and prevent referral to special education . A certified ENL teacher will provide ENL classes to parents once a week for 2 hours. An assistant principal will supervise students and delivery of instruction. The supervisor will admit and discharge students to the program as needed. She will also provide professional development to teachers.

## Types of Materials

**For each Title III ELL funded program, include types of materials and whether they are at cost to Title III ELL:**

The following instructional programs will be utilized in the program. These materials will be used exclusively for the Title III program and are distinct from materials that are being used during the regular school day.  
Rosetta Stone for non-English speaking students.  
Phonics for Reading  
Language Power

# Additional Details

Add additional details here, including:

- How your school will [maintain records](#) of ELLs served in this program
- Your school's plan for implementation

The assistant principal in charge of the program will maintain an excel spreadsheet of students invited to the program, together with initial and end of year assessment data.

# 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
- Whether the professional development provided will be at cost to Title III ELL funds

Staff will meet once a month to participate in professional development sessions aligned to the instruction they are providing students.

Topics will include:

Phonics for Reading - Skills Progression, Program implementation and Phonics for Reading Routines. Provided by Phonics for Reading at no cost to ELL Program

Phonics for Reading - Using iReady data and initial placement assessment to understand each student's individual decoding skills. Provided by Phonics for Reading at no cost to ELL Program.

Phonics for Reading - Using program resources to monitor students' progress. During lessons (monitor & adjust, fluency checks), after each unit (unit check ups) and end of year (IPA/post test). Provided by Phonics for Reading at no cost to ELL Program.

Phonics for Reading - How to use Teacher Toolkit for Phonics for Reading to enhance Reading Instruction for ELLs  
Rosetta Stone - Components of Rosetta Stone Program and Set up

In addition to the above, staff will participate in sessions to review student data to determine if instruction is making an impact and how to adjust.

## Rationale for Professional Development

Describe the rationale for the professional development to be provided. 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

P.S. 148 Title III Professional development program will focus on training teachers on the analysis of Acadience benchmark data, diagnostic and initial placement assessments as well as implementation of programs. The Assistant Principal in charge is a certified Acadience Mentor and therefore will provide training. Educators utilizing the Rosetta Stone program will be trained in its use through self-guided tutorials available through Rosetta Stone. Teachers and teacher trainers participating in the professional development workshops will be paid at the per session rate. These professional development sessions will be facilitated by school administrator and/or representatives of companies providing Curriculum. The cost of Rosetta Stone professional development will be free with purchase of curriculum. Teachers working in the supplemental instructional program will receive professional development after school once

a month from 4:40 p.m. - 5:40 p.m. Each session will focus on the specific needs of our English Language Learners. For example, we will review use of articulation cards and articulation videos to provide additional support with proper annunciation of sounds.

## 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.**

P.S. 148 Title III Professional development program will focus on training teachers on the analysis of Acadience benchmark data, diagnostic and initial placement assessments as well as implementation of programs. The Assistant Principal in charge is a certified Acadience Mentor and therefore will provide training. Educators utilizing the Rosetta Stone program will be trained in its use through self-guided tutorials available through Rosetta Stone. Teachers and teacher trainers participating in the professional development workshops will be paid at the per session rate. These professional development sessions will be facilitated by school administrator and/or representatives of companies providing Curriculum. The cost of Rosetta Stone professional development will be free with purchase of curriculum. Teachers working in the supplemental instructional program will receive professional development after school once a month from 4:40 p.m. - 5:40 p.m. Each session will focus on the specific needs of our English Language Learners. For example, we will review use of articulation cards and articulation videos to provide additional support with proper annunciation of sounds.

Topics will include:

Phonics for Reading - Skills Progression, Program implementation and Phonics for Reading Routines. Provided by Phonics for Reading at no cost to ELL Program

Phonics for Reading - Using iReady data and initial placement assessment to understand each students individual decoding skills. Provided by Phonics for Reading at no cost to ELL Program.

Phonics for Reading - Using program resources to monitor students' progress. During lessons (monitor & adjust, fluency checks), after each unit (unit check ups) and end of year (IPA/post test). Provided by Phonics for Reading at no cost to ELL Program.

Phonics for Reading - How to use Teacher Toolkit for Phonics for Reading to enhance Reading Instruction for ELLs  
Rosetta Stone - Components of Rosetta Stone Program and Set up

In addition to the above, staff will participate in sessions to review student data to determine if instruction is making an impact and how to adjust.

## Schedule and duration

**For each Title III ELL professional development activity, include:**

- **Start and end dates**
- **Total number of sessions**
- **Days of sessions**
- **Time and duration of sessions**

Teachers working in the supplemental instructional program will receive professional development after school once a month from 4:40 p.m. - 5:40 p.m. Session dates will be as follows:

November 6 2024  
December 4 2024  
January 8 2025  
March 5 2025  
April 2 2025  
May 7 2025

## Topics to be covered

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

The following topics will be covered:

Phonics for Reading - Skills Progression, Program implementation and Phonics for Reading Routines. Provided by Phonics for Reading at no cost to ELL Program  
Phonics for Reading - Using iReady data and initial placement assessment to understand each students individual decoding skills. Provided by Phonics for Reading at no cost to ELL Program.  
Phonics for Reading - Using program resources to monitor students' progress. During lessons (monitor & adjust, fluency checks), after each unit (unit check ups) and end of year (IPA/post test). Provided by Phonics for Reading at no cost to ELL Program.  
Phonics for Reading - How to use Teacher Toolkit for Phonics for Reading to enhance Reading Instruction for ELLs  
Rosetta Stone - Components of Rosetta Stone Program and Set up  
Progress Monitoring of Instruction to determine program impact and next steps

- 

## Name of provider

**For each Title III ELL professional development activity, include name of provider.**

The professional development will be provided by both school staff and the publishers of the curriculum. Judith Sommer and Patrizia Conelli will provide the sessions listed above. Rosetta Stone and Phonics for Reading will provide us pre-recorded webinars.

## Additional Details

**Add additional details here, including your school's plan for maintaining [documentation](#) of professional development provided using Title III ELL funds.**

The school will maintain agendas for each professional learning session in a binder stored in Assistant Principal's closet.

# 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 at cost to Title III ELL.**

The P.S. 148 Title III program will offer adult English classes for the parents of the students attending the After School Instructional Academy October through April on Wednesdays for an hour and 30 minutes (3:00 pm - 4:30pm). This decision was made based on responses to parent surveys as well as input from parents attending the School Leadership Team meetings. When parents are notified of child's acceptance into the program, they will receive an invitation for adult classes. If we have space, enrollment will be made available to all parents of ML/ELL students in our school community. The adult program will address both language immersion for the parents and strategies parents may utilize to help their children develop literacy skills. These classes will be provided by a licensed and certified ENL teacher. Topics for each session will be in alignment with the ENL methodologies utilized by classroom teachers to enhance student achievement. Some of the following topics will be addressed: reading aloud to your child, developing conversation around a book with your child, moving social language skills to academic language, writing with your child, use of literacy strategies to strengthen fluency and reading comprehension, introduction to components of the NYSESLAT and ELA assessment. Teacher providing these services will assess adults' language proficiency as to tailor instruction (through translation) to the individual parents' needs, maintain attendance logs, and culminating in a Virtual International Read Aloud Remote Luncheon. Agendas and attendance sheets to be maintained by the Assistant Principal.

## 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 (reasons for topics, time it is being offered)**
- **Data sources used to justify the need for activities**

The P.S. 148 Title III program will offer adult English classes for the parents of the students attending the After School Instructional Academy October through April on Wednesdays for an hour and 30 minutes (3:00 pm - 4:30pm). This decision was made based on responses to parent surveys as well as input from parents attending the School Leadership Team meetings. Teacher providing these services will assess adults' language proficiency as to tailor instruction (through translation) to the individual parents' needs,

## Schedule and duration

**For each Title III ELL family engagement activity, include:**

- **Start and end dates**
- **Total number of sessions**
- **Days of sessions**
- **Time and duration of sessions**

The P.S. 148 Title III program will offer adult English classes for the parents of the students attending the After School Instructional Academy November 2024 through May 2025 on Wednesdays for an hour and 30 minutes (3:00 pm - 4:30pm).

## Topics to be covered

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

The adult program will address both language immersion for the parents and strategies parents may utilize to help their children develop literacy skills. Topics for each session will be in alignment with the ENL methodologies utilized by classroom teachers to enhance student achievement. Some of the following topics will be addressed: reading aloud to your child, developing conversation around a book with your child, moving social language skills to academic language, writing with your child, use of literacy strategies to strengthen fluency and reading comprehension, introduction to components of the NYSESLAT and ELA assessment.

## Name of provider

**For each Title III ELL family engagement activity, include name of provider.**

The classes will be conducted by a certified ENL teacher at PS 148 Q.

## Family Notification of Activities and Translation and Interpretation Supports:

**Include how families will be notified of Title ELL family engagement activities (e.g., phone calls, emails). Please include how notification of activities are translated into parent/guardian preferred language and how interpretation supports are provided at events.**

When parents are notified of child's acceptance into the program, they will receive an invitation for adult classes in the parent's home language. If we have space, enrollment will be made available to all parents of ELL students in our school community. The invitations, as well as agendas and attendance sheets will be kept in a binder in the assistant principal's office.

## Additional Details

**Add any additional details here, including how your school will maintain [documentation](#) of family engagement activities and notifications to families.**

Agendas and sign in sheets will be maintained by the teacher leading parent activities. At the end of the program, invitations, agendas and attendance sheets will be placed in ESL Afterschool binder and stored in APs closet.

# Part E: Budget

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

**This school is (select one):**

Conceptually consolidated (skip Part E of this document)

**Allocation Amount (\$):**

\$37,493.00

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits):-Per session -Per diem	27,193	5 teachers, 45 sessions, 2 hours 2 session
Purchased services -High quality staff and curriculum development contracts.	N/A	N/A
Supplies and materials -must be supplemental -additional curricula, instructional materials -must be clearly listed.	2500.00	Teachers manuals and student workbooks for Phonics for Reading Program. Decodable text aligned to phonics skills. Consumable materials for students and parents (notebooks, pencils, charts, certificates stickers etc.)
Educational Software (Object Code 199)	1,500.00	Rosetta Stone Program for new admits
Travel	N/A	N/A
Other	6300.00	Assistant Principal to organize program, provide PD, supervise the program and stay with late students. for 45 sessions, 2.5 hours per session
<b>TOTAL</b>	<b>37,493.00</b>	

# Appendix 4: Title III (Immigrant) Application

## Title III Immigrant Outline

### Title III Application for Immigrant Funding

#### REQUIREMENTS

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

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

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

**Please note:** Immigrant students are not necessarily English Language Learners (ELLs) and ELLs may or may not be immigrants. For the purpose of this funding, immigrant students are defined as individuals

who were not born in any U.S. state (this includes the District of Columbia and the Commonwealth of Puerto Rico); and have not been attending one or more schools in any one or more states for more than 3 full academic years (the months need not be consecutive).

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

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

For more information on Title III requirements, refer to [NYSED's guidance on allowable and unallowable expenditures](#) for Title III. For specific amounts per school, see the [School Allocation Memo](#) or contact your [ML/ELL Director/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
- 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 (check all that apply):

,Before School

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

90

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

,K,1,2,3,4,5

Total # of teachers in this program:

6

**Provide a summary of each program funded under Title III immigrant for SY 24-25:**

Provide a summary of each program funded under Title III immigrant for SY 24-25. For each program, describe:

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

PS 148's Title III program takes place in the morning before school on Tuesdays, Wednesdays, and Thursdays from 7:05 - 8:05. Students are grouped by grade level for this program, and the program utilizes the online program, Smarty Ants. There are six classes in the ENL morning program, and each class has approximately fifteen students. The program is delivered by individual teachers, and it is supervised by our Assistant Principal, Ms. Anna De Lisse.

## 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
- Data sources used to justify the need for the program

The focus of PS 148's Morning ENL program is to enhance language acquisition through digital resources. These classes include newly arrived immigrant students, as well as immigrant students with disabilities. Our immigrant students are identified through the RPOB report in ATS which identifies all immigrant students. Students are invited to the program based on data from the RPOB report, EDAT, including ELA and NYSESLAT scores from 2023, as well as iReady and Acadience data for the 2023-2024 school year. Based on the data from these sources, we have identified the following instructional focus for PS 148: "To increase students reading comprehension, teachers will strengthen students' phonemic awareness, phonics, vocabulary and discussion skills." Our ENL morning program is aligned with the data as well as the instructional focus in that it targets phonemic awareness, phonics, vocabulary and discussion skills."

## **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
- If ELLs are also included in these programs, [describe subgroup of ELLs](#) (Newcomer, Developing, etc).

PS 148's morning ENL program includes 105 Newcomers and ELLs who scored Entering on the NYSESLAT in grades K-5. In addition, ELLs with disabilities are also included in the program. The students in our morning program are in grades K-5 and were identified through the RPOB function in ATS which provides the country of birth for all students.

### **Schedule and duration**

For each Title III Immigrant funded program, include:

- Start and end dates
- Total number of sessions
- List the days of the week the program will be offered
- Time and duration of sessions

PS 148's morning ENL program began on November 6, 2024 and will continue until June 18th, 2025 for a total of ninety instructional days.  
The morning program runs on Tuesdays, Wednesdays, and Thursdays for one hour (from 7:05 - 8:05).

# Language of Instruction

**For each Title III Immigrant funded program, include language of instruction and how home language support is provided:**

The language of instruction is English and the content will be focused on foundational skills necessary for success in reading and writing.

## Number and Types of Certified Teachers

**For each Title III Immigrant funded program, include number and type of certified teachers:**

PS 148's Immigrant program has 7 highly qualified, experienced K-5 common branch/ENL certified teachers leading the program. The following teachers are involved in the program:

Eileen Dorizas, Catalina Carou May, Alma Flener, Lorraine Higgins, Pamela O'Boyle, Elizabeth Papirio, and Susan Mustac.

## Types of Materials

**For each Title III Immigrant funded program, include types of materials and whether they are at cost to Title III Immigrant:**

The Immigrant Program will utilize the Smarty Ants program which will prepare our young learners to become independent readers with multisensory and adaptive literacy instruction. Smarty Ants builds foundational reading skills in an interactive and adaptive learning environment designed to instill a love of reading for students. In addition, the Smarty Ants Data Center gives educators and administrators real-time access to all the information they need, including at-a-glance metrics that highlight the literacy skills students have mastered and those they are still working on, as well as the ability to drill down for more information. The Smarty Ants program is being used exclusively for our Title III Immigrant morning program and is separate from the materials used during the regular school day.

# Additional Details

**Add additional details here:**

Including:

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

Attendance is taken daily by the program teachers and is kept in folders in the teachers' classrooms. In addition, teachers keep folders containing data for each individual student. The Smarty Ants Data Center includes online assessments and progress reports, as well as real time access to metrics that highlight the literacy skill skills have mastered and those they are still working on. This data is available to all teachers working in the Title III Immigrant ENL morning program. Additionally, updates to rosters (admits/discharges) are done weekly due to an influx of newcomers.

# 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
- Whether the professional development provided will be at cost to Title III Immigrant funds

Professional development will be provided for the six teachers working in the Immigrant Program. These sessions will take place after school remotely from 6:00 - 7:30. The first session will focus on introducing Smarty Ants to the teachers. The second session will focus on checking in with teachers about the program and analyzing data to determine next steps. The final session will serve as a time to review final data and create an ongoing plan for students. All teachers involved in the morning program will be included in the professional development sessions. The training will be provided by our Assistant Principal, Anna DeLisse, ENL Coordinator, Amy Faber, and ENL teacher, Tania Antonelli. Title III Immigrant funds will be used to provide per session funding.

## Rationale for Professional Development

**Describe the rationale for the professional development to be provided:**

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

These professional development sessions will keep teachers up to date with utilizing the program in order to best match student needs, to analyze student data, and to use best practices to support student learning and language levels.

## 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.

The six highly qualified teachers who will be teaching in the morning program are: Eileen Dorizas, Catalina Carou May, Alma Flener, Lorraine Higgins, Elizabeth Papirio, and Susan Mustac.

## Schedule and duration

For each Title III Immigrant professional development activity, include:

- Start and end dates
- Total number of sessions
- Days of sessions
- Time and duration of sessions

There will be three sessions of Professional Development for the Title III Program. The dates will be: September 26th, 2024; February 6th, 2025; and June 5th, 2025. The sessions will take place from 6:00 to 7:30 pm.

### Topics to be covered

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

The first session will focus on introducing Smarty Ants to the teachers. The second session will focus on checking in with teachers about the program and analyzing data to determine next steps. The final session will serve as a time to review final data and create an ongoing plan for students.

### Name of provider

For each Title III Immigrant professional development activity, include name of provider.

Anna DeLisse (Assistant Principal), Amy Faber (ENL Coordinator) and Tania Antonelli (ENL Provider).

### Additional Details

#### Add additional details here:

Including your school's plan for maintaining [documentation](#) of professional development provided using Title III Immigrant funds.

Agendas and handouts will be kept in a binder in the ENL office.

# 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 at cost to Title III Immigrant.**

We will conduct three monthly parent workshops through Zoom that will be designed to support parents of immigrant students. Title III Immigrant funds will be used to provide per session funding for these meetings. The three workshops will provide support to parents to help their students be successful in school.

The workshops will be based on the following topics:

1. Introduction to online resources for families: NYC Schools Account, Parent University, Google Classroom, Smarty Ants Introduction.
2. NYSESLAT Overview and sample questions/tests
3. NYS ELA and Math Test Overview and sample questions/tests

## 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 (reasons for topics, time its being offered)
- Data sources used to justify the need for activities

The parent workshops will support the parents of immigrant students by providing strategies and skills that will enable them to help their children to be successful in school. Topics for these workshops are developed through communications with parents in the form of parent surveys and discussions at Parent Teacher meetings.

## Schedule and duration

For each Title III Immigrant family engagement activity, include:

- Start and end dates
- Total number of sessions
- Days of sessions
- Time and duration of sessions

There will be three immigrant family engagement sessions. These sessions will be held on the following dates: January 23rd, 2025; March 20th, 2025; and May 22nd, 2025. The sessions will take place on Zoom from 6:00 to 7:30 pm.

## Topics to be covered

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

The Title III Immigrant family engagement sessions will cover the following topics:

1. Introduction to online resources for families: NYC Schools Account, Parent University, Google Classroom, Smarty Ants Introduction.
2. NYSESLAT Overview and sample questions/tests
3. NYS ELA Overview and sample questions/tests
4. NYS Math Test Overview and sample questions/tests

## Name of provider

For each Title III Immigrant family engagement activity, include name of provider.

The Title III Immigrant family engagement sessions will be provided by Amy Faber (ENL Coordinator) and Tania Antonelli (ENL Provider).

## Family Notification of Activities and Translation and Interpretation Supports

Include how families will be notified of Title III Immigrant family engagement activities (e.g., phone calls, emails). Please include how notification of activities are translated into parent/guardian preferred language and how interpretation supports are provided at events.

Families will be notified of the Title III Immigrant family engagement sessions through robocalls as well as flyers that will be sent home in student backpacks. These notices will be provided in students home languages.

## Additional Details

### Add additional details here:

Including how your school will maintain [documentation](#) of family engagement activities and notifications to families.

Documentation of family engagement activities and invitations in parents preferred languages will be kept in a binder in the ENL Department (room 261). This will include agendas, attendance sheets and invitations in parents' preferred languages.

# Part E: Budget

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

**This school is (select one):**

Conceptually consolidated (skip Part E of this document)

**Allocation Amount (\$):**

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

