2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 25Q237
School Name: I.S. 237
Principal: JUDITH FRIEDMAN
Comprehensive Educational Plan (CEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Rachel Carson Intermediate School</th>
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</thead>
<tbody>
<tr>
<td>237: Magnet School for the Arts</td>
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<tr>
<td>School Number (DBN):</td>
<td>25Q237</td>
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<tr>
<td>BEDS Code:</td>
<td>342500010237</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>6, 7, 8</td>
</tr>
<tr>
<td>School Address:</td>
<td>46-21 Colden Street, Flushing, NY 11355</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-353-6464</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-460-6427</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Deena Russo</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:DRusso3@schools.nyc.org">DRusso3@schools.nyc.org</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Judith Friedman</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Rosanne Kiviat</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Mekala Neelamagan</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Judith Friedman</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Madhavi Korukonda</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>n/a</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>n/a</td>
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</tbody>
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### District Information

| Geographical District: | 25 |
| Superintendent: | Danielle DiMango |
| Superintendent’s Office Address: | 30-48 Linden Pl., Flushing NY 11354 |
| Superintendent’s Email Address: | DDimang@schools.nyc.org |
| Phone Number: | 718-281-7605 |
| Fax: | 718-281-7690 |

### Field Support Center (FSC)
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:
1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judith Friedman</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Rosanne Kivia</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Mekala Neelamagam</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Judith Buffamante</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Madhavi Korukonda</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Mekala Neelamagam</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Sudha Dhanireddy</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Lakshmi Ramasamy</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------</td>
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</tr>
<tr>
<td>Nelsa Boyer-Madisson</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Dawn Peterson</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>MadhaviKorukonda</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>Member/</td>
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<td>n/a</td>
<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a report, entitled Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students.

The Framework for Great Schools and CEP Development

The Framework for Great Schools encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans that align with
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
</tr>
</tbody>
</table>

### The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

#### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)

II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)

III. Systems for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

#### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee 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. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>Step</th>
<th>What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Middle school education at IS 237 will emphasize the social, emotional, educational, and physical needs of our school community. It will strive to provide a safe and secure environment conducive to the exploration of each individual's potential. Our focus is on the journey as well as the destination.</em></td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Rachel Carson Intermediate School resides in the heart of Flushing with a program designed to meet the needs of students in grades 6, 7, and 8. It is a barrier free school serving a large special education population with a wide variety of physical, learning, and/or emotional disabilities. IS 237 is a Title I school in which 100% of its students receive free lunch. Our school population reflects the wide diversity of cultures, languages, and customs of the surrounding community.

In the media, we often hear of the need for tolerance in our communities. Our school has embraced a higher standard. Acceptance and respect for the practices and beliefs of others is what we impart to youngsters. We work hard to promote the social/emotional growth of our students in a supportive environment which is conducive to learning and have been successful in this area. During the 2016-17 school year, we introduced an initiative called Positive Behavior Intervention Support (PBIS) to staff and students in grades 6 and 7. Due to its success, it was expanded to be school wide in the 2017-18 and will continue into the 2018-19 school year. Other initiatives which address the students' social/emotional well being include: the Teacher-Parent Home Visit Program, use of the Resiliency Survey, Sanford Harmony, Beautiful Me, Beyond Differences, and Citizen of the Month. While we face the multitude of behavioral issues commonly encountered in other middle schools in New York City and across the country, incidents of prejudice are not among them.

The vision for Rachel Carson Intermediate School 237 is reflective of the key elements which drove the decision to provide early adolescent students a place of their own within the organizational structure of school systems during the 1930’s. Delivery of challenging, rigorous content area instruction is certainly crucial but not the only responsibility of any educational institution. At all levels, students bring age related issues with them when they enter school each day. From separation problems during students’ earliest years in school to career decisions in later years, schools must be mindful of a lot more than the curriculum. Middle schools in particular face the significant challenge of serving clients who are working their way through the trials and tribulations of adolescent years.

Under Equity and Excellence, Algebra for All and College Access for All we will continue in our efforts to meet the needs of our school and community populations. Staff development throughout the school year will support these initiatives. All students are challenged by Next Generation Learning Standards delivered by highly trained teachers. Academic goals link standards to instruction which in turn is delivered using child centered, skill based instructional techniques. Rigorous content area instruction encourages development of critical thinking skills and serves as a vehicle to promote investigative thought. Learning in each specific subject area is broadened to take place across the content areas. Further, we not only want students to learn, we want them to learn how to learn. Therefore, to increase the likelihood of success as they face more challenging material in middle school and beyond, we, along with the support of parents, strive to impart organizational skills and sound study habits.

Integrated within the delivery of cognitive materials are a host of affective skills intended to guide youngsters to become independent, productive citizens within our multicultural society. Toward that end we strive to teach students to be respectful and aware of the needs of others, accept responsibility for their own actions, be good listeners and effective communicators, develop decision making skills, deal with anger, set personal goals, and become problem solvers. As indicated above, a number of initiatives have been undertaken to support students' social/emotional growth.

Central to the achievement of our goals in both the cognitive and affective domains is the underlying design of class/teacher programs at IS 237. The program model allows for smaller settings within the larger school community with teams of teachers (representing the different content areas) having common scheduled periods which facilitate
the sharing of best practices on a regular basis. This model is at the core of a supportive environment which fosters incoming 6th graders’ acclimation to secondary school and better allows teachers to address the needs of all students.

Our instructional program is enhanced by a variety of planned programs and collaborations for the benefit of our students, parents, and community. The programs enumerated below also assist us in addressing the Framework for Great Schools:

**Curriculum/Instructional Initiatives**

- Algebra for All
- College Access for All
- Engage NY Math Curriculum
- Interdisciplinary initiative, STEM (Science, Technology, Engineering, Math)
- NYC Scope and Sequence Science Curriculum
- Debate Team
- Math Team
- ENL Supplemental Program for students and parents: Saturday, before and after school
- Homework Help, after school
- Homework Club, during school
- Arts Enrichment
- Academic Intervention Services (AIS)
- WAVE (Written and/or Verbal Evidence)
- Achieve 3000
- Passport to Social Studies
- iReady (periodic assessment program)

**Partnerships and Collaborations**

- Goldmansaur & Rutherford (G & R) Inclusive Group Co-Teaching Training
- New York Historical Society
- Roundabout Theater
- Magic Box
We seek to include parents as key members of our team. Significant time and resources are allocated which allow parents not only to be knowledgeable but to participate in the instructional program and support what we are doing at IS 237.

In sum, the vision outlined above guides us in preparing our students for an increasingly complex world. It has been reduced to a succinct statement of our mission. (*Middle school education at IS 237 will emphasize the social, emotional, educational, and physical needs of our school community. It will strive to provide a safe and secure environment conducive to the exploration of each individual’s potential. Our focus is on the journey as well as the destination.*)

### 3. Describe any special student populations and what their specific needs are.

Our school has a culturally diverse student population which is microcosm of New York City. Based on Home Language Surveys, more than thirty (30) different languages are spoken in the homes of our students. We face a significant challenge in the advancement of English language skill acquisition due to the diminished dependence on English in the local community. Evidence of this is all around us. The preponderance of commercial signs in the downtown area which provide general information and advertising material are not written in English. Some establishments only offer written material in languages other than English. In our efforts to address these issues, we will continue to offer English as a New Language (ENL) program requiring changes in instruction, program, and staffing requirements. Therefore, language acquisition is a significant focus.

We also have a large special education population with students having a variety of physical, emotional, and learning disabilities. A site supervisor oversees the administration of this program.

### 4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

During the past school year we have endeavored to address all Frameworks for Great Schools. The Frameworks transcend subject areas and are at the foundation of planning and instruction. This year we will continue in this manner with particular focus on the Framework addressing collaborative teachers.

There are a number of curriculum initiatives, collaborations, and programs which have been built into the instructional program over the years to encourage rigorous instruction. While we view rigorous instruction as a common element in all lessons and are encouraged by our success in this area, we will seek to further support instructional goals by promoting a variety of collaborative opportunities. These include programming common meeting times for teachers, co-teaching models, ENL support, Teacher Inquiry Teams as well as others described throughout this document. We see teacher collaboration as a key element in raising the level of rigorous instruction. Teachers across the curriculum areas receive training and collaborate in developing sound questioning techniques and employing the curriculum initiative known as Written and/or Verbal Evidence (WAVE). With respect to rigorous instruction, there are debate and math team opportunities. In assignments and independent work students are called...
Science classes expose students to a challenging STEM science curriculum and social studies teachers challenge their students within the Passport to Social Studies curriculum. In sum, rigorous instruction is an ongoing focus which is supported in an atmosphere of collaboration among professionals.

In addition to the cognitive domain, we at IS 237, are very concerned with the affective domain. We have met with considerable success in this area. In fact, we see the challenge of addressing citizenship and the social development of our adolescents as a significant part of our role. When students leave IS 237, we want them to be contributors to society and, therefore, extend effort and resources to create and maintain a supportive environment. Toward that end, teacher and student programs enable them to spend most of their day in a smaller environment within the school. Teachers see the same set of classes. They get to know their students well, have opportunities to share best practices, and develop support strategies for students with their team. As indicated above, we use PBIS as a support system model. As a multicultural urban middle school we certainly face the normal trials and tribulations of dealing with more than a thousand adolescents under one roof. However, evidence of the development of a supportive environment is the fact that, while conflicts do occur, we have not had a single student suspension relating to any racial or bias issue. Students are guided beyond the standard of tolerance and develop acceptance of different cultures.

Referenced above are three Frameworks in which we have made significant progress (Collaborative Teachers, Rigorous Instruction, and Supportive Environment). Frameworks for Great Schools also include, Effective School Leadership and Strong Family-Community Ties. We have and continue to work to be successful in these areas. Throughout the year teachers attend and/or conduct numerous staff development and training sessions. Parents are part of the team working toward student success. They are kept aware of academic coursework, goings on with students and within the school, and are invited to attend relevant workshops aligned to their needs or interests. Finally, this is all put together, assessed, and revised by an effective school leadership.
**School Demographics and Accountability Snapshot for 25Q237**

**School Configuration (2018-19)**
- Graduate Date: 06.07.08
- Total Enrollment (2017-18): 1368
- SIG Recipient (Y/N): No

**English Language Learner Programs (2018-19)**
- Transitional Bilingual: YES
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

**Special Education Programs/Number of Students (2015-16)**
- # Special Classes (ELA): 55
- # SETSS (ELA): 65
- # Integrated Collaborative Teaching (ELA): 93
- # Special Classes (Math): 51
- # SETSS (Math): 54
- # Integrated Collaborative Teaching (Math): 86

**Types and Number of Special Classes (2018-19)**
- # Visual Arts: 1
- # Music: 2
- # Drama: 5
- # Foreign Language: 29
- # CTE: N/A

**School Composition (2017-18)**
- % Title I Population: 84.0%
- % Attendance Rate: 95.4%
- % Free Lunch: 77.0%
- % Reduced Lunch: 8.9%
- % Limited English Proficient: 21.7%
- % Students with Disabilities: 13.0%

**Racial/Ethnic Origin (2017-18)**
- % American Indian or Alaska Native: 0.3%
- % Black or African American: 5.9%
- % Hispanic or Latino: 78.8%
- % Asian or Native Hawaiian/Pacific Islander: 74.6%
- % White: 1.9%
- % Multi-Racial: 0.7%

**Years Principal Assigned to School (2018-19)**
- 9,74

**% of Teachers with No Valid Teaching Certificate (2014-15)**
- 0%

**% Teaching Out of Certification (2015-16)**
- 0%

**Personnel (2015-16)**
- # of Assistant Principals (2016-17): 6

**Student Performance for Elementary and Middle Schools (2017-18)**
- ELA Performance at levels 3 & 4: 53.8%
- Mathematics Performance at levels 3 & 4: 66.2%

**Science Performance at levels 3 & 4 (4th Grade) (2016-17)**
- N/A

**Science Performance at levels 3 & 4 (8th Grade) (2016-17)**
- N/A

**Student Performance for High Schools (2016-17)**
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Global History Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 4 Year Graduation Rate: N/A
- 6 Year Graduation Rate (2011 Cohort): N/A

**Regents Diploma w/ Advanced Designation (2015-16)**
- % ELA/Math Aspirational Performance Measures: N/A

**Overall NYSED Accountability Status (2018-19)**

**Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)**

**Elementary/Middle School**
- Met Adequate Yearly Progress (AYP) in ELA (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: YES
  - White: N/A
  - Students with Disabilities: YES
  - Economically Disadvantaged: YES

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
- American Indian or Alaska Native: N/A
- Hispanic or Latino: NO
- White: N/A
- Students with Disabilities: YES
- Economically Disadvantaged: YES

**Met Adequate Yearly Progress (AYP) in Science (2016-17)**
- American Indian or Alaska Native: N/A
- Hispanic or Latino: NO
- White: N/A
- Students with Disabilities: NO
- Economically Disadvantaged: NO

**High School**
- Met Adequate Yearly Progress (AYP) in ELA (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

There are a number of strategies which have been introduced and refined over the years which we believe are central to our strength of providing rigorous instruction at IS 237. Among them are an emphasis on critical thinking skills, sound questioning techniques, and the use of WAVE (Written and/or Verbal Evidence). Administratively, classes are organized in clusters so that groups of classes are seen by the same set of teachers allowing those teachers to share best practices in meeting the academic (as well as social/emotional) needs of students and thus support rigorous instruction.

Various data sources, which are summarized below, provide evidence of our efforts in the area of rigorous instruction.

- In the 2015-16 Quality Review, Rigorous Instruction at IS 237 was rated well developed (1.1 and 2.2) and proficient (1.2) with the average metric score of 4.49.
- On the 2017 ELA exam 50% of all students attained level 3 or 4 which compares favorably by 3% to the previous year but unfavorably to the district where the rate of students achieving at a level of 3 or 4 was 55%. Nevertheless, given that more than 20% our student population are English Language Learners, we were encouraged by the results. Significant subgroups fared well with the subgroup Students with Disabilities seeing an increase in the percent of students attaining levels 3 or 4 (16% in 2017 vs 14% in 2016) and the subgroup English Language Learners scoring at a low level but about the same year to year.
- On the 2017 NYS Math Test, 61% of all students attained a performance level 3 or 4. This compares favorably to the district but represented a decrease of 3% from the previous year. With respect to the subgroups Students with Disabilities and English Language Learners, the percent of students attaining level 3 or 4 were respectively 24% and 44% in 2017 compared to 23% and 49% in 2016.
- Students performing at a level 3 or 4 on the 2017 NYS Science Test was 64% in 2017 compared to 66% in 2016. The two aforementioned subgroups also experienced a decrease in the percent of students attaining level 3 or 4.
- Regarding NYS Accountability in the area of English Language Arts, all groups with the exception of Limited English Proficient students made Adequate Yearly Progress (AYP). In the area of math, all groups made AYP. In the area of science, all groups with the exception of Hispanic or Latino made AYP.

Based on analysis of the data and observations of the professional staff, the School Leadership Team has determined that mathematics should continue as a major focus and that resources should be allocated accordingly.

Part 2 – Annual Goal
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, students will demonstrate improved proficiency in mathematics by embarking on the Algebra for All element of the DOE’s Equity and Excellence for All initiative and employing ambitious intellectual practices consistent with rigorous instructional techniques intended to deepen students’ conceptual understanding and problem solving skills as evidenced by an increase of 5% in the number of students successfully attaining proficiency on the NYS Algebra I Regents examination.
### Part 3a – Action Plan

#### Activities/Strategies:
Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., average/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>general education students</td>
<td>September 2018 – June 2019</td>
<td>• Staff members: primarily principal, assistant principals, teachers supported by guidance counselors and other support personnel</td>
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<td>sub groups: students with disabilities, limited English proficient students</td>
<td>Action Plan item frequency indicated at left based on the following notations:</td>
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</tr>
<tr>
<td>parents</td>
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<td>• Consultants</td>
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<td></td>
<td>(2) per schedule 1-5 times per week</td>
<td>• Outside service providers</td>
</tr>
<tr>
<td></td>
<td>(3) per schedule after school 1-3 times per week</td>
<td></td>
</tr>
</tbody>
</table>

The strategies, activities, collaborations, and programs, enumerated below are being planned, based on budget allocations, to assist us in attaining our goal.

Action Plan items are designed for all students. Certain Action Plan items are particularly beneficial for high-need subgroups and are so indicated. Numbers shown parenthetically relate to scheduling as indicated in the Timeline column.

- Embark on Algebra for All Program (2)
- Offer Regents Algebra 1 to six (6) general ed and one (1) ENL class (2)
- Integrate actual Algebra I Regents Examination questions into the instructional program where appropriate (2)
- Provide an online individualized math program (IXL) for special education and ENL students (2)
- Employ Next Generation Learning Standards (1)
- Advance elements associated with Equity and Excellence initiative (1)
- College Access for All: to create a college culture atmosphere (4)
- Units of rigorous instruction to be aligned with EngageNY (recommended NYS Math Curriculum) (1)
- Administer an organizational structure to support development of ambitious intellectual activity and critical thinking skills. (see Part 4a, Scheduling Support) (1)
• Make effective use of assessment data to advance instruction. Data along with June 2018 Instructional Reports indicate areas of strength and weakness. NYS assessment results, and iReady midyear assessments will serve to guide and/or modify instruction. (1)

• Incorporate Goldmansaur and Rutherford (G&R) Inclusive Group co-teaching strategies (ELL, Special Education) (2)

• To promote critical thinking, school wide focus on argument construction in all content areas, Written and/or Verbal Evidence (WAVE) (1)

• Develop math instructional strategies to assist students English Language Learners (ELL) (1)

• Employ questioning skills consistent with higher order thinking across the content areas. (1)

• Promote learning through instructional scaffolding (1)

• Teacher teams (including ENL and special education teachers), will adapt units to provide multiple entry points for all learners (1)

• Teacher teams to develop task specific rubrics to assess learning of skills/content identified as the focus of the instructional unit (2)

• Address test taking strategies (2)

• Implement support/supplemental and after hours programs and curriculum initiatives to support rigorous instruction (ELL, Special Education):
  - Homework Help (3)
  - Academic Intervention Services (AIS) (2)
  - Math Team (3)
  - After hours and Saturday student/ENL instruction (3)

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
Our efforts in this area are to seek parent involvement consistent with The Every Student Succeeds Act (ESSA). Parents are seen as partners in the instructional program and the accomplishment of our goals. There are any number of venues in which administrators and teachers have opportunities to enhance or clarify parents’ understanding of the rigorous instructional program. Some provide information on a monthly basis from September 2018 through June 2019 while others are scheduled periodically throughout the school year. These include workshops, regular PTA meetings, School Leadership Team (SLT) meetings, orientations, parent-teacher conferences, and individually scheduled meetings. Further, regular quarterly publications are planned: The Rachel Carson Newsletter, Science Matters, Special Edition, and bulletins will serve to provide information to parents about instructional as well as administrative matters.

The key personnel are administrators, guidance counselors, and teachers.

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**RESOURCES**

- Appropriate funding sources made available to Mrs. Friedman will be used for administrators, special education site supervisor, teachers, paraprofessionals, parent coordinator, outside service providers, and network support specialists to implement this plan from the beginning of the school year to the point at which success will be assessed in June 2019.

- Curriculum related materials

- Administration to monitor progress in implementing Action Plan items.

- Teachers employ Action Plan items to work toward goal.

- Administrators, guidance counselors, teachers engage outside service providers (including Field Support Center personnel), initiatives, and programs along with any associated training and professional development.

- Engage a bilingual guidance counselor to address adolescent issues which add to the challenges ENL students face.

- Translation services provided to support ELL students and families.

- Hardware, software, tech support

**SCHEDULING SUPPORT**

- Implement a programming model to facilitate rigorous instruction consistent with the establishment and maintenance of a supportive learning environment. The design of the IS 237 program creates a small setting within the school making for a more personal experience for students and teachers. Teachers have an opportunity to meet and share best practices and successful approaches with individual students.

- Programming of special education classes to provide opportunities to share best practices in content area instruction.

- Provide support instruction/services (guidance, AIS). Before and after school programs provide opportunities for special education or general education core subject teachers to address ELA skills and test taking techniques.
• Teacher teams assess needs and develop strategies to support instruction during small group and ENL classes.

• Create push in and pull out (leveled) ENL classes.

• Classes to be organized for ENL students which employ a collaborative team teaching model to fortify instruction with additional classroom teacher resources. Such classes will benefit from services from both an experienced language arts and ENL teachers.

• After school programs led by ENL or general education core subject teachers to address ELA skills, test taking techniques, and provide assistance with homework in small group settings.

• Provide professional development for teachers to advance strategies which address content area instructional techniques for ENL students by principal, AP’s, teachers, and outside resources.

• Students identified and provided with AIS services. Students assigned to small groups for targeted assistance in math skills appearing on the NYS Math assessment.

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong></td>
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<tr>
<td><strong>X</strong></td>
</tr>
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</table>

Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, students will demonstrate adequate progress toward attainment of the Goal indicated in Section 5A, Part 2 if 75% of students achieve a passing score on the math midterm based on questions coming from past Algebra I Regents exams.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Math Midterm Exam

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

We have met with much success in creating an atmosphere that is safe and conducive to learning. Providing a supportive environment in which rigorous instructional techniques can be successfully delivered is crucial to a sound educational program. At the root of our success in this area is that we remain mindful of the role envisioned when the middle school model, intended to address the unique needs of the adolescent along with his/her social/emotional well-being, was introduced almost ninety (90) years ago. While there are a number of things we are proud of in this area, there is always the need to remain vigilant in maintaining a supportive environment. As indicated in the Overview section of this CEP, the school and the community are culturally diverse. At IS 237, a standard greater than tolerance of others has been taught. We seek and have been successful in promoting respect for one another. Although we face the many behavioral issues encountered in other middle schools incidents of prejudice are not among them as evidenced by the fact that not one suspension had that as a cause.

Indicated below are data which have been used to focus our direction in the direction of providing a supportive environment.

- On the 2015-16 Quality Review (3.4) IS 237 was rated Well Developed
- According to the 2016-17 NYC School Quality Guide, students’ responses indicated the following perceptions:
  - 72% had positive views regarding safety,
  - 59% responded positively about personal attention and support
- The 2016-17 School Quality Guide indicates the percentage of students with 90%+ attendance was 89%.
- The average number of suspensions per month in 2017-18 was 3.

Based on this analysis and internal discussions, the School Leadership Team has determined that resources should be allocated to maintain and improve upon our efforts to provide a supportive environment for all students seeing improved attendance as a reflection of these efforts.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, support will be generated so as to enhance a school culture where students feel safe and supported as evidenced by a decrease of 8% in the number of reported occurrences of lateness to AM homeroom during the school year based on the 2018-19 Attendance and Lateness Data report.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
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<tr>
<td>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
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<td>Who will be targeted?</td>
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<td></td>
<td>• Consultants</td>
</tr>
<tr>
<td>• parents</td>
<td></td>
<td>• Outside service providers</td>
</tr>
</tbody>
</table>

Based on current budget allocations, the following program elements, strategies, collaborations, and activities are being planned to assist us in establishing a supportive environment where students feel safe, supported, and challenged which in turn will assist us in attaining our goal.

Action Plan items are designed for all students. Certain Action Plan items are particularly beneficial for high-need subgroups and are so indicated. Additionally, numbers shown parenthetically relate to scheduling as indicated in the Timeline column.

- Emphasis on arriving to school on time will be transmitted through all available means to parents and students (verbal and written) via notices, announcements, and providing recognition for improvement. (1)

- Continue the Teacher-Parent Home Visit Program begun in the latter part of last year designed to promote social and emotional growth of students. (3)

- Make parents aware of lateness to school or classes. (1)

- Employ the Scholar Center Resiliency Survey to address issues among students such as valuing education, confidence, connecting, stress, health and well being, and intrinsic motivation. (4)

- Use the Positive Behavioral Intervention Survey (PBIS) to promote social-emotional growth among students exhibiting behavioral infractions. (4)

- Implement programs before schools such as early morning recreation program to encourage prompt attendance (2)
• Employ programs/services indicated below to promote a supportive environment (4)
  
  - Sanford Harmony Social Emotional Learning Program to encourage peer relationships and positive self image

  - National Alliance on Mental Illness (NAMI)

  - Beyond Differences a student led program to promote acceptance

  - Citizen of the Month program (4)

  - Special Olympics (4)

  - Achieve 3000 for ENL students (4)

  - IXL individualized online program for special education and ENL students (4)

  - College Access for All: to create a college culture atmosphere (4)

  - Administer an organizational structure within a supportive environment to nurture development of affective area skills. (1)

  - Program classes in clusters each cluster having a location within the building. (1)

  - Incorporate G & R Inclusive Group co-teaching strategies (ELL & Special Education) (2)

  - Teacher programs to include common meeting times with fellow house members where interdisciplinary support can be planned, best practices discussed, and successful ways to reach or deal with student issues can be shared. (2)

  - Blueprint for Improved Results for Students with Disabilities guides support and services (4)

  - Seek bilingual guidance services to support students who face language, adjustment, and academic issues (ELL) (1)

  - Provide staff development for new and experienced teachers which includes methods to provide a supportive environment for students (2)

  - Include parents in the instructional process (1)
• Monitor classroom management practices and procedures to ensure safety and an environment which is conducive to learning. (1)

• Implement after hours programs and curriculum initiatives in support of literacy (ELL & Special Education):
  - After school theater arts program to enhance literacy through drama (4)
  - Saturday and after hours student ENL instruction (3)
  - American Debate League (4)
  - New York Historical Society (4)
  - Roundabout Theater (4)
  - Magic Box (4)
  - Homework Help (3)
  - AIS (2)
  - Arts Enrichment (2)
  - WAVE (1)
  - Parents as Artists (4)

• Address testing strategies and techniques so as to diminish test related anxiety (2)

• Instruction consistent with preparing students for ‘real world’ situations, college and career readiness (1)

• Teacher teams (including ENL and special education teachers), help students (2)

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### 3b – Parent and Family Engagement

<table>
<thead>
<tr>
<th>How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Our efforts in this area are to seek parent involvement consistent with The Every Student Succeeds Act (ESSA). Parents are seen as partners in the instructional program and the accomplishment of our goals. Parents will sense our efforts in maintaining a supportive environment as we communicate with them about matters relating to the instructional program. Some information is passed along on a monthly basis from September 2018 through June 2019 while other information is communicated periodically throughout the school year. Venues include workshops, regular PTA meetings, School Leadership Team (SLT) meetings, orientations, parent teacher conferences, and individually scheduled meetings. Further, regular quarterly publications are planned: <em>The Rachel Carson Newsletter, Science</em></td>
</tr>
</tbody>
</table>

2018-19 CEP 24
Matters, Special Edition, and bulletins will serve to provide information to parents about instructional as well as administrative matters.

The key personnel are administrators, guidance counselors, and teachers.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

RESOURCES:
- Administrators to monitor progress in implementing, data gathering, and assessing Action Plan items.
- Teachers to employ multiple entry point strategies, scaffolding, and emphasize literary experiences in planning and instruction.
- Administrators, guidance counselors, and teachers communicate with outside partnerships enumerated in Part 3a above.
- Guidance counselors very much involved the initiatives outlined in the Action Plan to assist in providing a supportive environment.
- Principal, APs, teachers and outside resources (including Field Support Center personnel) to plan and conduct professional development relating to Action Plan items.
- Engage a bilingual guidance counselor to address adolescent issues which add to the challenges ENL students face.
- Translation services provided to support ELL students and families.

SCHEDULING SUPPORT

- Implement a programming model conducive to building and maintaining a supportive environment. The design of the IS 237 program enhances teacher interaction by including common meeting times to evaluate data, not only to make decisions regarding instruction, and develop strategies to promote critical thinking skills but to also provide an environment which support teachers and students.

- Embark on a Teacher-Parent Home Visit Program

- Bring programs to IS 237 which support the social/emotional growth of our adolescent students (See Action Plan).

- Programming of special education classes to provide opportunities to share best practices in content area instruction and, as a result build a supportive network for disabled youngsters.

- Provide support instruction/services (guidance, AIS). Before and after school programs provide opportunities for special education or general education core subject teachers to address ELA skills and test taking techniques.

- Create an ENL instructional program geared to the five English proficiency levels. Students at each level will be provided with different models and amounts of instruction based on their identified Proficiency level.
• Classes to be organized based on our ENL model which employs a collaborative team teaching model to fortify instruction with additional classroom teacher resources. Such classes will benefit from services from both experienced language arts and ENL teachers.

• After school programs led by ENL or general education core subject teachers to address ELA skills, test taking techniques, and provide assistance with homework in small group settings.

• Students identified and provided with AIS services. Students assigned to small groups for targeted assistance in language arts and skills appearing on the NYS ELA assessment.

• Provide professional development for teachers to advance strategies which address content area instructional techniques for ENL and special needs students by principal, AP’s, teachers, and outside resources

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
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<tbody>
<tr>
<td>Tax Levy</td>
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, students will demonstrate adequate progress toward attainment of the Goal indicated in Section 5B, Part 2 if the number of students who reported late to AM homeroom is equal to or less than 2,500.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Attendance & Lateness Data Report

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Collaboration among teachers is an important part of the educational process and program at IS 237. Evidence of the formal aspects of this commitment are indicated below. Additionally, teachers collaborate on an informal basis (facilitated by teachers’ programs). We view our commitment to promoting collaboration among teachers as a significant strength of our instructional program. Among established policies and initiatives which promote collaboration are the following:

- IS 237 has made a commitment to participate in Algebra for All. This involves teacher training followed by trained teachers sharing the appropriate content and techniques with their colleagues.
- Teacher programs are constructed in such a way that groups of the various subject area teachers teach the same classes. Common preparation time is provided so as to allow collaboration regarding best practices, specific needs of individual students, timing of units, interdisciplinary endeavors, etc.
- Inquiry Teams are formed
- Interdisciplinary Teams are formed

Notwithstanding the items indicated above highlighting what we have done to demonstrate our commitment to the benefits of collaboration on the instructional program, the data below will serve to guide us as we move forward:

- The 2015-16 School Quality Snapshot indicates that 76% of teachers responded positively to questions regarding their perceptions in the area of Collaborative Teachers. This compares unfavorably to the district (84%) and the city (84%). These results are about the same as the previous year.
- 67% of teachers at IS 237 responded that they have opportunities to work productively with colleagues as indicated on the 2016-17 School Quality Snapshot. This compares unfavorably 87% citywide.
- The most recent Quality Review, in the area of teacher teams and leadership development (4.2) was rated proficient.
- ELA results in 2017 compared unfavorably to the district with respect to the percent of students scoring at a performance level of 3 or 4 (50% vs 55%).

Based on this analysis the School Leadership Team has determined that resources will be allocated to step up opportunities to promote and enhance teacher collaboration in order to improve language arts skill levels and thus improve ELA scores on the NYS Assessment.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, with the support of additional collaboration opportunities, greater success will be achieved in teachers’ classrooms as evidenced by an increase of 5% in the number of students achieving a performance level of 3 or 4 on the NYS ELA Assessment.
### Activities/Strategies

Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
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<tr>
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<th>Timeline What is the start and end date?</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students identified as participants in the English as a New Language (ENL) program.</td>
<td>September 2018 – June 2019</td>
<td>• Staff members: primarily principal, assistant principals, teachers supported by guidance counselors and other support personnel</td>
</tr>
<tr>
<td>Action Plan item frequency indicated at left based on the following notations:</td>
<td></td>
<td>• Consultants</td>
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<td></td>
<td></td>
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<tr>
<td>(4) per schedule periodically</td>
<td></td>
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</tbody>
</table>

Based on current budget allocations, the following program elements, strategies, collaborations, and activities are being planned to assist us in establishing a supportive environment where students feel safe, supported, and challenged which in turn will assist us in attaining our goal.

Action Plan items are designed for all students. Certain Action Plan items are particularly beneficial for high-need subgroups and are so indicated. Additionally, numbers shown parenthetically relate to scheduling as indicated in the Timeline column.

- Construct teacher programs which include collaborative opportunities for the purpose of promoting interdisciplinary instruction in support of goal. (1)
- Intervisitation to promote improved instruction (4)
- Guidance counselors and teachers to provide information from initiatives and surveys referenced in Section 5B Action Plan. (1)
- Incorporate G & R Inclusive Group co-teaching strategies (2)
- Increase opportunities for parents to be aware and involved in the instructional program (1)
- ENL teachers and students employ an integrated model (1)
- Implement supplemental and after hours programs in support of literacy:
  - Teacher Parent Home Visit Program (4)
  - New York Historical Society (4)
  - Roundabout Theater (4)
- Magic Box (4)
- Homework Help (3)
- AIS (2)

- Teacher teams (including ENL and special education teachers), will adapt units to provide multiple entry points for all learners (2)

- Teacher teams to develop task specific rubrics to assess learning of skills/content identified as the focus of the instructional unit (2)

- Inquiry Team teacher training (4)

- Administrators to monitor use of collaboration opportunities as a support system for effective instruction. (1)

- Progress will be monitored and adjustments to instruction made based on annual and midyear assessments. (1)

- Blueprint for Improved Results for Students with Disabilities guides support and services (4)

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Our efforts in this area are to seek parent involvement consistent with The Every Student Succeeds Act (ESSA). Parents are seen as partners in the instructional program and the accomplishment of our goals. There are a number of endeavors, programs, and initiatives enumerated in Part 3a - Action Plan above which promote opportunities for collaboration among teachers and parents. Collaborative opportunities include workshops, regular PTA meetings, School Leadership Team (SLT) meetings, orientations, parent teacher conferences, and individually scheduled meetings. They are meant to enhance the instructional program. Some of these occur on a monthly basis from September 2018 through June 2019 while others are scheduled periodically throughout the school year.

The key personnel are administrators, guidance counselors, and teachers.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

RESOURCES:
- Administrators to monitor school wide focus on argument construction in all content areas, WAVE (Written and/or Verbal Evidence)
• Teachers to employ multiple entry point strategies, scaffolding, and emphasize literary experiences in planning and instruction

• Engage partnerships enumerated in Part 3a above

• Under the leadership of Mrs. Friedman, administrators, special education site supervisor, teachers, paraprofessionals, parent coordinator, outside service providers, guidance personnel, and network support specialists will have a role in implementing this plan from the beginning of the school year to the point at which success will be assessed in June 2019.

• Principal, AP’s, teachers and outside resources (including Field Support Center personnel) to plan and conduct professional development.

• Engage a bilingual guidance counselor to address adolescent issues which add to the challenges ENL students face.

• Translation services provided to support ELL students and families.

SCHEDULING SUPPORT

• The design of the IS 237 program enables teachers to collaborate so as to closely monitor students’ progress. It facilitates getting input from ENL teachers regarding students and appropriate language acquisition strategies. It also provides for common meeting times to evaluate data, make decisions regarding instructional strategies.

• Classes to be organized for ENL students which employ a collaborative team teaching model to fortify instruction with additional classroom teacher resources. Such classes will benefit from services from both an experienced language arts and ESL teachers.

• Programming of special education classes to provide opportunities to share best practices in content area instruction.

• Provide support instruction/services (guidance, AIS). Before and after school programs provide opportunities for special education or general education core subject teachers to address ELA skills and test taking techniques.

• Scheduling allows for the formation of Inquiry Teams.

• Opportunities provided for teachers to meet and share best practices.

• Create push in and pull out (leveled) ENL classes as appropriate based on ENL instructional model.

• Students identified and provided with AIS services. Students assigned to small group and ENL classes for targeted assistance in language arts and skills appearing on the NYS ELA assessment.

• Provide professional development for teachers to advance strategies which address content area instructional techniques for ELL’s by principal, AP’s, teachers, and outside resources.

| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |
|---|---|---|---|---|---|---|
| X | Tax Levy | X | Title I SWP | || | Title I TA | || | Title II, Part A | || | Title III, Part A | X | Title III, Immigrant |
| X | C4E | || | 21st Century Grant | || | SIG | || | PTA Funded | || | In Kind | || | Other |

Part 5 – Progress Monitoring

2018-19 CEP
**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, students will demonstrate adequate progress toward attainment of the Goal indicated in Section 5C, Part 2 if 55% of students achieve an iReady Assessment score indicating they are meeting performance standards.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

iReady Assessment

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Several positive aspects/strengths of the instructional program as well as the elements directed at nurturing the growth and development of our middle school students have been outlined in the sections addressing the Framework elements relating to rigorous instruction, a supportive environment, and collaboration. None of those occur without a strong school leader. Given the many successes we have achieved, the School Leadership Team lists our current administration under the guidance of Mrs. Friedman to be one of our very significant strengths.

An analysis of the data relating Effective School Leadership reveals the following:

- More than 90% of parents responded positively to questions about Effective School Leadership.
- Approximately 56% of teachers responded that their perception is that they have a great deal of influence over such things as selecting/developing instructional materials, or school policies relating to standards of student behavior.
- 78% of teachers agreed that the principal makes expectations clear with respect to instructional goals and communicates a clear vision for the school.
- Overall, 78% of parents and teachers responded positively to questions about effective school leadership. This compares unfavorably to both the district (86%) and the city (87%).
- Under the current administration the passing rate for the four (4) core subject areas is 95%.

The foregoing analysis has led the School Leadership Team to focus on the overall perceptions of parents and teachers with respect to their responses on the Learning Environment Survey. We will, therefore, allocate resources intended to promote effectiveness in school leadership in order to accomplish the goal indicated below.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, systems and structures will be implemented to support and improve perceptions among teachers, paraprofessionals, and parents regarding Effective School Leadership as evidenced by a 3% increase in positive responses on the Learning Environment Survey (School Quality Snapshot).
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• general education students</td>
<td>September 2018 - June 2019</td>
<td>• Staff members: primarily principal, assistant principals, teachers supported by guidance counselors and other support personnel</td>
</tr>
<tr>
<td>• sub groups: students with disabilities, limited English proficient students</td>
<td>Action Plan item frequency indicated at left based on the following notations: (1) on-going through the day (2) per schedule 1-5 times per week (3) per schedule after school 1-3 times per week (4) per schedule periodically</td>
<td>• Consultants</td>
</tr>
<tr>
<td>• parents</td>
<td></td>
<td>• Outside service providers</td>
</tr>
</tbody>
</table>

Based on budget allocations, the following strategies, collaborations, programs, and activities are being planned to assist us in attaining our goal. Additionally, the principal will provide for the nurturing of the professional growth of staff members to in order promote the support that can aid in student achievement.

Action Plan items are designed for all students. Certain Action Plan items are particularly beneficial for high-need subgroups and are so indicated. Further, numbers shown parenthetically relate to scheduling as indicated in the Timeline column.

- In general, engage in activities which demonstrate leadership qualities. These include initiatives that assist teachers in becoming more effective, improve student behavior, facilitate parent involvement, and/or encourage teacher input. (1)
- Administrators to increase awareness in the area of Effective School Leadership by remaining current on research and professional development in this area. (4)
- Incorporate findings gathered from social/emotional initiatives and surveys (see Section 5B: Supportive Environment, Part 3a Action Plan) in order to conduct staff development programs in support of them. (4)
- Promote leadership within the community by implementing outreach programs where teachers go to homes and parents come to school for varied purposes. (1)
- Address areas of equity, culture awareness and their impact on teaching practice (4)
- Promote social-emotional growth among students in support of Equity and Excellence. (1)
• Promote College Access for All by creating a college oriented culture for students (4)

• Provide professional development opportunities in the cognitive and affective domains (4)

• Teacher teams to assist ENL students in content area instruction (ELL) (2)

• Administer an organizational structure which supports opportunities for teachers to meet, share, and improve method for provide quality instruction. (1)

• Incorporate G & R Inclusive Group co-teaching strategies (ELL & Special Education) (2)

• Incorporate school wide focus on WAVE (Written and/or Verbal Evidence) (1)

• Teachers to receive assistance from ENL teachers in language acquisition issues (ELL) (2)

• Teacher teams to develop task specific rubrics (ELLS & Special Education) (2)

• Support opportunities to promote professional growth (4)

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

All connections with parents are the result of efforts taken by the principal to include them as partners in the process of educating their children. Our efforts in this area are to seek parent involvement consistent The Every Student Succeeds Act (ESSA). The methods and venues which facilitate parent/family engagement are a window to witnessing and understanding effective school leadership. Ways in which parents connect with the school are enumerated in the Action Plans provided in Sections 5A-5C. More specifically, these include workshops, regular PTA meetings, School Leadership Team (SLT) meetings, orientations, parent teacher conferences, and individually scheduled meetings. Further, regular quarterly publications are planned: The Rachel Carson Newsletter, Science Matters, Special Edition, and bulletins will serve to provide information to parents about instructional as well as administrative matters.

The key personnel involved are administrators, guidance counselors, and teachers.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
RESOURCES:

• Administrators to monitor school wide focus on implementing a rigorous instructional program, a supportive environment, and collaboration among teachers.

• Administrators to make available supportive technology, outside services/partnerships, opportunities for collaboration, Action Plan items, support for new teachers, parent engagement initiatives, et al.

• Implement Teacher-Parent Home Visit Program

• Under the leadership of Mrs. Friedman, administrators, special education site supervisor, teachers, paraprofessionals, parent coordinator, outside service providers, guidance personnel, and network support specialists will have a role in implementing this plan from the beginning of the school year to the point at which success will be assessed in June 2019.

• Principal, APs, teachers and outside resources (including Field Support Center personnel) to plan and conduct professional development.

• Engage a bilingual guidance counselor to address adolescent issues which add to the challenges ENL students face.

• Translation services provided to support ELL students and families.

SCHEDULING SUPPORT

• Implement a programming model consistent with the establishment and maintenance of a supportive learning environment. The design of the IS 237 program creates small school settings making for a more personal experience for students and teachers. Teachers have an opportunity to meet and share best practices and successful approaches with individual students.

• Programming of special education classes to provide opportunities to share best practices in content area instruction.

• Provide support instruction/services (guidance, AIS). Before and after school programs provide opportunities for special education or general education core subject teachers to address ELA skills and test taking techniques.

• Teacher teams assess needs and develop strategies to support instruction during small group and ENL classes.

• Opportunities provided for teachers to meet and share best practices.

• Create push in and pull out (leveled) ENL classes.

• Classes to be organized for ENL students which employ a collaborative team teaching model to fortify instruction with additional classroom teacher resources. Such classes will benefit from services from both an experienced language arts and ENL teachers.

• After school programs led by ENL or general education core subject teachers to address ELA skills, test taking techniques, and provide assistance with homework in small group settings.

• Provide professional development for teachers to advance strategies which address content area instructional techniques for ENL students by principal, AP’s, teachers, and outside resources.
• Students identified and provided with AIS services. Students assigned to small groups for targeted assistance in science skills appearing on the NYS Science Performance assessment

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, an informal survey will be given to teachers and paraprofessionals addressing questions related to Effective School Leadership. A positive response rate of 80% will be an indication of adequate progress toward the Goal indicated in Section 5D, Part 2. Results will also be used to revise the leadership goal.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

2019 Informal Leadership Survey

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

A strong connection to parents and the community has been a long term commitment at IS 237. As a result, quite a number of well received initiatives have been introduced over the years many of which are ongoing. Parents are seen as partners in the instructional program and the accomplishment of our goals. The school leadership endeavors to engage parents as partners in the instructional program by designing and offering interaction between the school and families. The narrative offered in Section 4 offers contextual information about our school and the surrounding community outlining some of the challenges we face and work hard to overcome.

As mentioned throughout this report, a variety of endeavors have been introduced to spur increased parent involvement in academics and activities. The following interventions are central to the success we have enjoyed in our desire to include parents as our partners in the educational process. They include parent workshops on a variety of topics, periodic publications (*The Rachel Carson Newsletter*, *Science Matters, Special Edition*), Saturday ENL instruction for parents, arts programs for parents, translation services, orientation programs, and a new program known as the Teacher-Parent Home Visit Program.

The 2016-17 NYC School Quality Snapshot revealed that 80% responded positively to questions about Strong Family-Community Ties. This compares favorably to the 2015-16 positive response rate of 77% on the Learning Environment Survey but unfavorably to the positive response rates in this area for the district (85%) and the city (88%). Therefore, our successes to date notwithstanding, the School Leadership Team has decided we should continue to allocate time, personnel, and resources to plan, in consultation with the Parent Coordinator and PTA representatives, parent engagement activities.

In order to address the Goal below, the School Leadership Team will allocate resources to maintain and further develop relationships between members of the school and local communities.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, school leaders will allocate resources to enhance Strong Family and Community Ties by engaging with parents in the community to support district and school goals as well as promote the social/emotional well-being of students as evidenced by monitoring individual progress among students whose parent(s) have participated in the Teacher-Parent Home Visit Program and observing an increase in the average report card grades in core subjects over the school year.
### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| Parents        | September 2018 - June 2019               | Administrators
|                | Action Plan item frequency indicated at left based on the following notations: | - Teachers
|                | (1) on-going through the day             | - Guidance counselors
|                | (2) per schedule 1-5 times per week     | - Parent Coordinator
|                | (3) per schedule after school 1-3 times per week | - Secretaries
|                | (4) per schedule periodically           | - School Aides
|                |                                         | - Paraprofessionals
|                |                                         | - School Leadership Team
|                |                                         | - PTA

The IS 237 administration, the School Leadership Team, the Parent Coordinator, PTA representative(s) and/or others will plan and implement endeavors designed to promote an increased presence and involvement of parents as partners in the success of the school. Efforts may include the following:

- Reach out to the community by implementing the Teacher-Parent Home Visit Program (3)
- Citizen of the Month (4)
- Publicly acknowledge students whose report card grades rise to the level of honor roll. (4)
- Conduct Meet & Greet events for parents of incoming 6th graders (4)
- Provide open houses for incoming 6th grade students (4)
- Offer a High School Night Program for parents of 8th graders (4)
- Through various methods provide parents with information to facilitate being partners with us on such topics as grade/academic information, imparting organization/study skills, promoting reading and writing outside of school, promoting awareness of current events, et al (4)
- Conduct workshops for parents on issues relating to special education (4)
- Provide an orientation program for parents of ENL students addressing relevant issues (4)
- Schedule arts festivals and special assemblies which include parents (4)
- Provide periodic publications (in home languages) intended to keep parents aware of administrative and instructional matters (4):
  - Rachel Carson Newsletter
  - Science Matters
  - Special EDition
- Offer arts programs for parents (Parents as Artists) (4)
- continue diligent communication regarding daily attendance, behavior, and progress (positive and negative) (1)
- encourage use of Pupilpath and NYC Accounts (1)
- staff development to promote good relationships between teachers and parents (4)
- continue written communications with parents i.e., newsletters, announcements, calendar reminders, et. al.(1)
- creation of a parent hotline: the greeting message for all incoming calls will include an extension at which parents can get expedited response to questions or concerns (1)
- continue to provide translation services and translated forms/communications (1)
- after school homework help programs with a parent component (3)
- parent engagement becomes part of faculty conference and cabinet agendas (1)

<table>
<thead>
<tr>
<th>3b – Parent and Family Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.</td>
</tr>
<tr>
<td>Queens Child Guidance</td>
</tr>
<tr>
<td>New York Historical Society</td>
</tr>
<tr>
<td>CUNY Creative Arts Team</td>
</tr>
<tr>
<td>Magic Box</td>
</tr>
<tr>
<td>American Debate League</td>
</tr>
</tbody>
</table>
Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Continue implementing Teacher-Parent Home Visit Program
- Administration to plan, implement, and monitor action plan items and allocate resources as needed to support action plan
- Administrators and teachers to plan and implement periodic publications to parents enumerated in Section 4
- Parent coordinator, administrators, and teachers to provide planning and support for orientations and other meetings to which parents are invited
- Office staff to implement communications with parents regarding administrative matters under the direction of the administrators

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|       | Tax Levy | X | Title I SWP | || Title I TA | || Title II, Part A | || Title III, Part A | | Title III, Immigrant |
|-------|----------|---|-------------|----------|----------|----------|----------|----------|----------|----------|
| X     | C4E      |   | 21st Century Grant | SIG      | PTA Funded | In Kind  | Other    |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By the early part of the spring semester, adequate progress toward attainment of the Goal indicated in Section 5E, Part 2 will be demonstrated if the average of the 2nd or 3rd marking period grades in core subjects of those students whose parents participated in the Teacher-Parent Home Visit Program show improvement when compared to the 1st marking period grades.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Mid-year (2nd or 3rd marking period) core subject grades

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Based on promotion and assessment guidelines</td>
<td>• After school, Saturday ENL program (students</td>
<td>• Small group</td>
<td>• After school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ICT(Integrated Co-Teaching) provides differentiated instruction on a push in</td>
<td></td>
<td>• During school day</td>
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<td></td>
<td>basis to AIS students.</td>
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<tr>
<td></td>
<td></td>
<td>• Magic Box</td>
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<td></td>
<td></td>
<td>• Periodicals, “Special Edition”</td>
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<tr>
<td></td>
<td></td>
<td>• Achieve 3000: A computer based language arts program for ENL and</td>
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<td></td>
<td></td>
<td>• Small group</td>
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<td></td>
<td></td>
<td>• Individual</td>
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<tr>
<td>2018-19 CEP</td>
<td>special education students.</td>
<td>• Collaborative Team Teaching for ENL students. On each grade, classes are designated as ENL based on determined proficiency level. Resources are allocated to provide additional assistance to ENL students.</td>
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<td></td>
<td>• Arts oriented programs. For students demonstrating talent or interest in one of the performing or visual arts. (Roundabout)</td>
<td>• Small group</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Queens Child Guidance Program (OST): A program with academic, recreational, and meal components.</td>
<td>• Individual</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• IEPTeacher</td>
<td>- Small group instruction: reduced student to teacher ratio</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Counseling Services: A one to one service for general education students identified</td>
<td>• Small group</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Small group and one to one</td>
<td>• Small group and one to one</td>
<td></td>
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<td></td>
<td>• During and after school day</td>
<td>• Afterschool</td>
<td></td>
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<tr>
<td></td>
<td>• After school</td>
<td>• Afterschool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Based on promotion and assessment guidelines</td>
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<td>-------------</td>
<td>---------------------------------------------</td>
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<tr>
<td></td>
<td>• ICT (Integrated Co-Teaching for ENL students.</td>
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<td></td>
<td>• ICT provides differentiated instruction on a push in basis to AIS students.</td>
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<td></td>
<td>• IEPTeacher</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Counseling Services: For general education students identified by the PPC as being ‘at risk.’ Short term (10 weeks) intervention based on student need.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Homework Help</td>
<td></td>
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<tr>
<td></td>
<td>• Tutoring</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

| • Oneto one |
| • Small group and one to one |
| • Tutoring |

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Based on promotion and assessment guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Small group instruction: reduced student to teacher ratio</td>
</tr>
<tr>
<td></td>
<td>• Individual</td>
</tr>
<tr>
<td></td>
<td>• Small group and one to one</td>
</tr>
</tbody>
</table>

| • During the school day |
| • During school day |
| • During and after school |
| Science | Based on promotion and assessment guidelines | • ICT (Integrated Co-Teaching) provides differentiated instruction on a push in basis to AIS students.  
• ENL teachers will work directly with Science teachers in their classes.  
• Teachers plan for and provide differentiated instruction within the classroom setting  
• Homework Help | • Small group and one to one | • During the school day  
• During and after the school day  
• After school |
|---|---|---|---|---|
| Social Studies | Based on promotion and assessment guidelines | • ICT (Integrated Co-Teaching) provides differentiated instruction on a push in basis to AIS students.  
• Teachers plan for and provide differentiated instruction within the classroom setting  
• Homework Help | • Small group instruction: reduced student to teacher ratio  
• Small group  
• Tutoring | • During the school day  
• During the school day  
• During and after school |
| At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)* | Based on promotion, assessment guidelines, and teacher recommendations | • Counseling: ERSS, AIS | • Small group and one to one | • During or after school |
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**


<table>
<thead>
<tr>
<th><strong>Part A: FOR TITLE I SCHOOLS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
<tr>
<td>• guidance services</td>
</tr>
<tr>
<td>• financial support for trips and other ancillary academic activities</td>
</tr>
<tr>
<td>• assistance with school uniforms</td>
</tr>
<tr>
<td>• supplemental academic services</td>
</tr>
<tr>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
<tr>
<td>n/a</td>
</tr>
</tbody>
</table>

2018-19 CEP
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status
Indicate with an “X” your school’s Title I Status.

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

Part 2: All Title I Schools
2a. Highly Qualified Teachers (HQT)
Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Items listed below indicate strategies employed to recruit, support, and/or retain staff members. Assignments are based on an individual staff member's background, content area, interests, concerns, and/or program.

- Offer professional development conducted by field support centers
- On site professional development in co-teaching and inclusion models
- Provide ongoing professional development (internal and external) throughout the year to support teachers in expanding their skills in both the cognitive and affective domains.
- Use internal surveys to assess staff satisfaction with professional development and make modifications based on results.
- Facilitate time for content area teachers to learn language acquisition strategies from ENL staff.
- Build teacher programs to have common non-teaching periods so as to facilitate team meetings, interdisciplinary interaction, and collaborative support
- Provide professional support for all first year teachers and all teachers new to IS 237 to facilitate adjustment to their new assignment.
- Employ use of open market system
- Make use of New Teacher Finder
- Contact Human Resource Director at Field Support Center to assist in process
- Invite and maintain a file of resumes
- Maintain open communications with teacher training programs at local colleges.
• Maintain communications with retired colleagues involved with the Fellows Program

• Provide new teachers with required mentoring assistance.

### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional development (PD) is ongoing at IS 237. It happens every day in the form of one on one formal and informal interaction between an administrator and a teacher. Additionally, teacher-teacher interaction is planned to foster growth in the effectiveness of implementing units of instruction which are aligned with the Common Core mandates. A sampling of topics on which PD is planned include the following:

- Algebra for All
- PD scheduled every Monday after school
- In the area of writing skills.
- To guide teachers in the development of test construction and questioning skills to promote thinking, link instruction to assessment which are aligned with new NYS standardized assessments.
- Support improvement in implementing ICT and ENL strategies
- On and off site training in Next Generation Learning Standards
- On the topic of questioning skills
- To promote rigorous instruction
- G & R ICT techniques

Ongoing professional development for para professionals, overseen by the special education site supervisor with support from subject area supervisors, is planned to parallel and supplement programs for teachers. Topics include:

- supporting teachers in the classroom
- pedagogy issues (common core, math skill development, literacy skill development,
- IEP issues, SESIS computer program
- test taking strategies
- ENL training (with teachers)
- G & R ICT training
- discipline issues and strategies
- working with students who require occupational and physical therapy
Supervisors have opportunities to advance their professional skills. Among the offerings are:

- monthly professional development by District 25 Superintendent and PLF (Professional Learning Facilitator)
- throughout the year the principal and assistant principals work in collaborative groups with other administrators

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

n/a

#### 3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

n/a

### Part 4: SWP Schools Only

#### 4a. 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/info, early intervention services, etc.).

n/a

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers participate in decision making processes working collaboratively to constantly improve the instructional program by examining various curricula, discussing assessments (test formats, outputs, alignments with standards, data provided, report formats) and deciding which assessments meet our needs. For example, teacher Inquiry Teams explore ways to inform change for the purpose of improving assessment and instruction.

Teacher participation in the decision making process is supported by professional development which is employed in a variety of formats: administrator-teacher, teacher-teacher, outside source-teacher and in a variety of areas: instructional initiatives, assessment, curriculum initiatives (ie Algebra for All), social/emotional well being. One example of the teacher decision making process resulted in the introduction of the iReady Assessment system which offers a standards based program that includes a diagnostic assessment to obtain baseline data relative to meeting...
performance standards, a second assessment to measure progress and provide prescriptive information, and a final assessment.

4c. “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. 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>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.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$678,171</td>
<td>X</td>
<td>5A, 5B, 5C, 5D, 5E</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$40,270</td>
<td>X</td>
<td>5A, 5B, 5C, 5D, 5E</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$8,578,212</td>
<td>X</td>
<td>5A, 5B, 5C, 5D</td>
<td></td>
</tr>
</tbody>
</table>

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.

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 Priority and Focus School Improvement 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.
- **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 LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**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.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement 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.

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **IS 237**, in compliance with The Every Student Succeeds Act (ESSA) is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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

**IS 237** will support parents and families 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 development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

**Parental Involvement and School Quality**

The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement 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 enhance the school’s Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement 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 Involvement 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 in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

● engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement 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 Committee. This includes providing technical support and ongoing professional development, 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 on or before December 1st of 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 involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act;

● 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;

● conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

### Encouraging School-Level Parental Involvement

The school will further encourage school-level parental involvement by:

● holding an annual Title I Parent Curriculum Conference;

● 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 Committee;

● supporting or hosting Family Day events;

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

● encouraging more parents to become trained school volunteers;

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

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

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

### School-Parent Compact (SPC)

School-Parent Compact (SPC)

**IS 237**, in compliance with the Every Student Succeeds Act (ESSA) is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the
means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with Common Core 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 Common Core 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

### 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 prior to December 1st of each school year for parents 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 Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

### I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development 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;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement 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 Involvement 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 Committees, School or District Leadership Teams;

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

### III. Student Responsibilities

**Student Responsibilities:**

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;

● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL 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 certified bilingual education and/or ESL 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.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

Name of School: _______  DBN: _______

This school is (check one): ☑ conceptually consolidated (skip part E below)  ☐ NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

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

☑ Before school  ☑ After school  ☑ Saturday academy

Total # of ELLs to be served: _______

Grades to be served by this program (check all that apply):

☑ K  ☑ 1  ☑ 2  ☑ 3  ☑ 4  ☑ 5  ☐ 6  ☑ 7  ☑ 8  ☑ 9  ☑ 10  ☑ 11  ☑ 12

Total # of teachers in this program: _______

# of certified ESL/Bilingual teachers: _______

# of content area teachers: _______

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## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the:

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

### Begin description here:

We will conduct a Saturday academy for three classes of ELLs. The total period of instruction for each class is three hours. Classes will be held on Saturdays beginning October 2018 through May 2019, from 8:00 AM to 11:00 AM, for a total of twenty-two sessions: October 6, 13, 20, 27

November 3, 10, 17

December 1, 8, 15

January 5, 12, 26

February 2, 9,

March 2, 9, 16, 23, 30

April 6, 13

Class size will be kept at a maximum of twenty students per teacher.

The assistant principal and participating teachers will maintain accurate attendance records via Google Spreadsheets and contact the parents of absentee students.

The Saturday academy will select Newcomer ELL students as well as all ELL students that received a level 1 or 2 on their NYS English Language Arts exam. We will use data from the EDAT tool, 2018 NYSESLAT results and NYSITELL results to target specific areas of need and to create flexible groupings based on students’ areas of improvement. Students will be administered a pre-assessment, benchmark assessment and a post assessment mirroring the NYSESLAT exam to monitor students' progress.

Classes will be taught by certified ESL, English, and math teachers. Students will be broken into three class groups: grade 6, grade 7 and grade 8. Each class will be rotated every 60 minutes between the three teachers. A certified ESL teacher will provide ENL instruction focusing on listening and speaking activities, as well as building self-esteem, while a certified English teacher will provide instruction on improving reading and writing skills. A certified math teacher will provide instruction with a focus on academic language. The workbook, "Math" from Glencoe/McGraw-Hill and iReady will be purchased to help prepare students for the 2019 NYS Math Exam. The workbook, "Finish Line - NY ELLs", which reflects changes in the NYSESLAT, will be purchased to help prepare students who will be taking the NYSESLAT exam. ESL, English and math teachers will rotate among groups every sixty minutes. They will focus on the four modalities of listening, speaking, reading, and writing. Achieve3000 will be used to monitor student growth and grammar books will be used in conjunction with writing activities. Home language support will be provided through use of glossaries, multi-lingual word banks and texts, and translation via oral and technological. General instructional supplies including bilingual dictionaries, charts, markers, notebooks, post-its and pencils will be purchased to support the Saturday Academy program for ELLs.

Additionally, we will conduct morning classes for Newcomers twice a week for 30 minutes each day. Grade 7 and 8 Newcomer students (students that are new this school year) will be targeted for this morning program. Group size will be maintained at a maximum of twenty students. Classes will be held from October 2018 through April 2019 from 7:25-7:55 AM for a total of 50 sessions (25 weeks) as follows:

October 2, 4, 9, 11, 16, 18, 23, 25, 30

November 1, 8, 13, 15, 20, 22, 27, 29

December 4, 6, 11, 13, 18, 20

January 3, 8, 10, 15, 17, 22, 24, 29, 31

February 4, 7, 11, 14, 25, 28

March 5, 7, 12, 14, 19, 21, 26, 28

April 2, 4, 9, 29
**Part B: Direct Instruction Supplemental Program Information**

A certified ESL teacher will provide instruction in ENL, literacy through the content areas, and develop activities to promote reading comprehension. This morning program is designed to teach pre-reading comprehension that will help students improve in all content classes. The Achieve3000 and i-Ready reading programs will be used to support student growth. The programs provide web-based individual instruction from which data will be analyzed and used to group students according to their academic and linguistic needs. Achieve 3000 and I-Ready are research-based and have been proven to improve reading comprehension. They also will help prepare students for the 2019 NYSESLAT exam.

**Part C: Professional Development**

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: ____

All ESL, English and math teachers will receive ongoing professional development in the uses and applications of Achieve 3000 and iReady, programs already used with both our general and ELL populations. The focus of ongoing professional development is for teachers to become informed about new functions the programs offer, to collaborate with other members in the department to analyze and focus on looking at the summative data and reflect on how students progressed. Together, teachers will look at what resources they can use to focus intervention. Throughout the course of the year, teachers will monitor progress using Achieve3000 and iReady reports to ensure that students are meeting the target of completing the target of two Activities per week with a first-try score of 75% or higher. Teachers will also analyze usage and performance reports to monitor students’ progress. Data from these reports will be used to monitor college and career readiness, Lexile Growth, and performance on standards. Additionally, data from these reports will be used to target instruction for individual needs to positively impact the progress of ELL students. A minimum of four full day Achieve 3000 professional development sessions will take place over the course of the school year. (Actual dates to be determined jointly by the school and Achieve 3000 staff developers as the year progresses.) Professional development sessions will focus on enhanced applications of the program and on improved data tracking tools to help teachers better assess students' progress. Similarly, iReady training will occur a minimum of four times during the school year (dates to be determined). Together, Achieve 3000 and iReady professional development will advance teachers’ understanding of and ability to obtain and use data, which in turn will help them customize instruction to meet the needs of individuals and groups of students. Both programs also will provide teachers with a broad range of pedagogical approaches aligned with Common Core Standards, that address the needs of ELLs and provide them access to content area learning.

During teacher team meetings, ESL teachers inform content area teachers about effective strategies that may be implemented in subject classes and share best practices with colleagues. Teachers also receive SMART Board, Skedula and other training in the use of technology.

The ESL supervisor, ESL, English and math teachers will attend District 25 sponsored workshops conducted by Maryann Cucchiara around strategies for deconstructing complex texts.
Part C: Professional Development

and building academic language. Workshop attendees will turnkey information to staff as appropriate. All teachers new to IS 237 will receive professional development conducted by Jennifer Stengal-Mohr, a Queens College ENL specialist, in the implementation of strategies that increase ELLs’ ability to understand and access content. Agendas and attendance at all workshops and professional development sessions will be maintained by the assistant principal.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: ______

Parent engagement activities include daytime and evening workshops conducted by bilingual guidance counselors in such areas as the high school application process and issues related to the New York State Testing Program (10/2, 11/6, 12/4.) Parents will be invited to attend Saturday Academy Classes and learn side-by-side with their children on 10/27, 11/17, 12/15, 1/12, 3/9. Parents will be notified of upcoming workshops and activities through translated flyers and oral translation during the identification process for Newcomer ELL students. Our ELL Coordinator and Parent Coordinator welcome incoming parents and conduct the orientation, and meet with each new student and his/her family. Throughout the school year, translated monthly calendars are sent home as well as quarterly newsletters to inform parents of important dates for Parent-Teacher Conferences and workshops. Skedula workshops and informational meetings facilitated by I.S. 237 administration, parent coordinator, and staff serve as a way for parents of ELL students to ask questions, engage in discussion, and share their child's progress. Through Skedula, parents receive individual student data, progress reports, and homework assignments that can be translated into various languages. In addition, our school has teachers, paraprofessionals, and support staff that are fluent in Mandarin, Spanish, Cantonese and other languages. When a parent who speaks one of these languages calls or visits the school, we are able to communicate with them in the home language through these native speakers. For oral translation for a language that is not available, we use the Translation and Interpretation Unit. During all school events, translators are hired to provide parents support in their native languages.

During weekly DOE designated parent engagement time, (2:20-3:00 PM every Tuesday), bilingual staff members, including paraprofessionals, will conduct outreach activities (telephone calls, emails, online contact) to keep parents of ELLs informed about their child's progress. Each staff member involved will memorialize outreach efforts through the use of a contact log which will be maintained by the ENL/Bilingual teachers. Our parent coordinator will work closely with District 25 parent engagement staff and with community based liaisons to arrange workshops and learning opportunities for families new to our school community.
**Part E: Budget**

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

**Allocation Amount: $_____**

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
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<tr>
<td>• Per session</td>
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<td></td>
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<tr>
<td>• Per diem</td>
<td></td>
<td></td>
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<tr>
<td>Purchased services</td>
<td></td>
<td></td>
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<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
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<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
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<tr>
<td>• Must be supplemental</td>
<td></td>
<td></td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
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<tr>
<td>• Must be clearly listed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
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<tr>
<td>Travel</td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

**Part I: School ELL Profile**

### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Queens</td>
<td>237</td>
</tr>
</tbody>
</table>

**School Name**: Rachel Carson Intermediate School

### B. Language Allocation Policy Team Composition

**Principal**: Judith Friedman  
**Assistant Principal**: Jeannine Strong

**Coach**: None  
**School Counselor**: Lisa Levardsen

**ENL (English as a New Language)/Bilingual Teacher**: Kathleen Sansonia
**Teacher/Subject Area**: Yanxin Huang/Bilingual
**Parent**: Laxshmi Ramasamy

**Teacher/Subject Area**: Erika Heintz/ENL  
**Parent Coordinator**: Shirley Bryant

**Related-Service Provider**: Adriana Catalano  
**Field Support Center Staff Member**: Danielle DiMango

**Superintendent**: Danielle DiMango  
**Other (Name and Title)**: None

### C. Teacher Qualifications

Provide a report of all staff members’ certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>4</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
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</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
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</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>1</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>1</td>
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</table>

### D. Student Demographics

<table>
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<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>1400</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>350</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>25.00%</td>
</tr>
</tbody>
</table>
A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<td>K</td>
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<td>TBE</td>
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</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE) Yes ☑ No ☐ If yes, indicate language(s): Mandarin
- Dual language program (DL) Yes ☑ No ☐ If yes, indicate language(s):
- Freestanding ENL Yes ☑ No ☐

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2018-19)</th>
<th>K</th>
<th>1</th>
<th>2</th>
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<th>5</th>
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<th>7</th>
<th>8</th>
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<th>10</th>
<th>11</th>
<th>12</th>
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<tbody>
<tr>
<td>TBE</td>
<td>Mandarin</td>
<td>2018-2019</td>
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<td>1</td>
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<td>TBE</td>
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<tr>
<td>TBE</td>
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<td>2</td>
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</tbody>
</table>

Part III: Assessment Analysis

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   Teachers regularly have an assessment at the beginning and end of each unit. We use assessment programs that are aligned to the NYS Next Generation Learning Standards. Teachers then use this data to guide differentiated instruction and planning for ENLs. We also use the results of the NYS ELA, math, science, NYSITELL and NYSESLAT to guide our instructional planning for ENLs as we look at which modality the students are strongest or weakest in from the NYSESLAT. We do this by analyzing the EDAT report and use this data to make instructional decisions, such as groupings. In addition, we create teacher diagnostic tests and use the Achieve3000.com pre, interim and post tests to monitor student growth.

2. What structures do you have in place to support this effort?

   We have many structures in place to support this effort. In our Teams (which meet on Mondays and Tuesdays), we sit,
share, and analyze all the data collected from various reports (EDAT, NYSESLAT and NYSITELL data.) In addition, teachers bring student work samples to look at as a group and plan what other assessments and instruction might be valuable to our students. We have team discussions on what instructional practices that work best for different levels of ENL students. We analyze and use the results of these assessments to identify the strengths and weaknesses of the students. All assessment data is collected and entered into Google Docs. Our data analyst keeps this data updated on a regular basis and shares it with the staff after every unit. We then use the results and data to drive instruction and form groups of students that have similar areas of need. They are also good predictors of student performance in upcoming state exams as well as in the classroom. These results are used to differentiate and scaffold lessons in order to enhance teaching practices. They are a primer for planning and preparation of lessons to meet each student’s individual learning needs. They are also used for grouping within content areas and as a baseline for monitoring the progress of the students’ educational gains throughout the school year.

We run and analyze the EDAT report periodically (as well as looking at informal data collected from our teachers – examples: writing samples, Level Set from Achieve3000) reveals that ENLs generally have more difficulty with reading and writing components. ENL students’ listening and speaking skills are stronger overall (and seem to show the most growth at a faster pace), especially with ENLs who have been enrolled in school for more than one year. We use this, and all data, to drive instruction. Teachers keep conference notes on the data for reference and grouping purposes. We analyze this data to see what areas we must focus on to help our ENL students. Our Data Specialist continues to collect all the information from the teachers and creates charts and graphs for continued reference.

We also look at other factors, such as the students’ attendance records and work together with our Pupil Accounting Secretary, attendance teacher, deans and guidance counselors to check on attendance, and holdover information. The ENL team meets with administrators and co-teachers to formulate a list of actions, small group instruction, and other interventions. We implement all strategies and modify, based on student needs.

3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**

   The baseline/benchmark assessments that our school uses to identify progress and areas of need (listening, speaking, reading and writing) for our ENLs are: NYSITELL (baseline and areas of need), NYSESLAT (progress and areas of need), Achieve3000 Level Set, pre, interim and post exams to check Lexile level growth and progress in reading. Also, we use the teachers’ classroom unit assessments. Teachers will then continue to use this data to guide instruction and planning for ENLs.

   Based on this data, we have identified the greatest area of need as being oral language. We have adjusted our instructional focus to include more learning tasks that provide opportunities for students to engage in class discussion on the content being taught.

4. **What structures do you have in place to address interventions once the summative data has been gathered?**

   The structures we have in place in order to address the interventions once the summative data has been gathered is that students are checked for progress and growth after each unit of instruction in order to see what the next plan of action should be. The teachers use the results and data to determine the progress ENL students have made and where students need to make more progress. We do this by reviewing the results of all assessments and analyze which sections the students seem to have the most difficulty with. Each child may have different results, so this is taken into consideration. Once areas of concern have been identified, strategies are implemented to target specific areas of student need.

   As previously stated, we stay updated on students attendance records. We stay updated on potential long-term ENLs, referrals to special education, new special education placements, and NYSESLAT, ELA and math results. We discuss all of this within our ENL Team and continue to share any data collected. The ENL team meets with co-teachers to formulate a plan of action, such as small group Instruction. We implement all strategies and modify instruction based on student needs. Teachers are provided with Professional Development on data collecting and data analysis.

5. **How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).** [Refer to *ELL Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs.*] 

   N/A
6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

The data from the NYSELAT, NYS ELA and math exams are always used to evaluate and inform our ELL Programs. We may use the ELL Data Analysis Tool (EDAT) which combines information from three ATS reports and creates information for us to analyze and use to make plans for our ELL programs. We also use the RLAT from ATS on a very regular and consistent basis. We use it to analyze and evaluate all patterns across NYSELAT modalities each year, and use the results to make instructional decisions (such as grouping). The results for the NYSELAT modalities show that students are reaching high levels on the tests in the listening and speaking modalities and that in most cases their scores are being lowered by the results in the reading and writing modalities. This demonstrates that the students are being successful at BICS and are ready to achieve comparable success in CALP. Since more than 50 percent of our ELL students have 0 to 3 years of English language exposure, this is in line with the stages of language development. Teachers also analyze ELA data to discover the particular needs of the students.

Teachers model and apply various research-based practices which help ELL students extract meaning from reading so they are more able to write successfully. Teachers use many various ELL Methodologies such as W.A.V.E. (written and verbal instruction — this is an I.S. 237 initiative), differentiation, home language support, visuals, small group instruction, partnerships, scaffolding, color-coding information, technology, leveled questioning, and strong vocabulary support. Long sentences with difficult vocabulary, which are called "juicy sentences" are broken down using the “Deconstruct - Reconstruct Strategy”, mapping meaning to a text. Students are taught to break down and understand these sentences. Word wall and personal word lists are kept for words which can be used for both comprehensions and in vocabulary development for writing. Leveled word lists and leveled transitional phrases are also used for differentiation of writing instruction. Visuals are often used for lower level ENLs. Identifying language patterns and figurative expressions in writing samples give students the tools to understand what they read and to develop their vocabulary to improve their writing. These strategies help students make the difficult transition from BICS to CALP and achieve greater success in their reading and writing. This should greatly address the disparity between the results of ELL students in the listening and speaking, and reading and writing modalities.

Students on all grade levels are provided with the Achieve3000 computer-based instructional program (for reading and writing), which establishes each student’s strengths and weaknesses and provides individualized instruction accordingly. Students are assessed periodically and instruction is further revised. Achieve3000 provides graphic organizers and worksheets which are useful for teachers to plan instruction for each student. ENL teachers provide classroom teachers with assistance in planning to meet the needs of ELL students and also turnkey strategies from workshops.

Students receive test preparation for the ELA and NYSELAT from the ENL and classroom teachers using teacher-developed materials and the practice questions provided by New York State. We provide instruction on different levels reflecting the question types on the new and different bands of the NYSELAT. We also refer to the English as a Second Language Arts Standards from Engage NY as guidance for what is expected of our ELL students.

Language development is encouraged by the classroom teacher and the ENL teacher through collaborative planning and instruction. Together the teachers establish a low anxiety environment with comprehensible input, opportunities for the ENL learner to interact with peers and awareness of the stages of language acquisition. Scaffolding activities and differentiated instruction encourage students to achieve greater language proficiency through modeling language, providing high-interest activities and partnerships foster development and risk-taking. Students are also grouped at tables with native speakers of English in order to provide maximum exposure to English modeled by their peers. (When possible.) A wide variety of assessments are used to gauge development across the four modalities and to drive further instruction within the Zone of Proximal Development through social interaction and academic content-based activities. Instruction is developed to meet the specific needs of our ELL population. Students receive additional support through differentiated instruction, as well as differentiated activities.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

At IS 237, we make every effort to ensure that a child’s second language development is considered in all instructional decisions. We do this by working in teams. We have an ENL Team that consists of ENL teachers, classroom teachers with ENL students in their class, and our technology teacher and data specialist. This team collaborates with the administration and includes all teachers who work with ENLs. We have discussions about approaches to target the most critical needs of our ENL students while keeping language development as a key focus of all instructional decisions. Generally, we try to focus on one area of need at a time and create a plan together. Our ENL Team shares important data collected by other teams. As
previously stated, The ENL team meets with administrators and co-teachers to formulate a list of actions such as possible small group instruction or additional pre-teaching using the flipped classroom strategy via Google classroom. We implement all strategies and modify based on student needs. All teams are provided with Professional Development on data collecting and data analysis and implementation in order to make adjustments to programs as needed.

Classroom teachers use research-based instruction that is differentiated and scaffolded for ENLs, collect data, monitor ongoing progress, and work with colleagues in making instructional decisions based on the data. Teachers share their findings of student performance in the classroom, as well as their expertise in the classroom content and grade-level skills. We maximize student potential by sharing insights about the student’s home life, family background, and interests.

Our ENL teachers have expertise about language development, and how to use assessment tools and techniques, as well as how to use effective instructional practices for ENLs. As a result, we assure that the ENL teachers are included in the instructional decision-making process. Because of this knowledge, their roles include: clarifying needs associated with second language acquisition, providing evidence for differences between learning differences and disabilities and modeling instructional strategies for classroom teachers, as well as assisting with assessments.

### Programming and Scheduling Information

1. **How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 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], homogeneous [proficiency level is the same in one class]).**
   a. **Freestanding ENL program.**
      
      All instruction for ENLs is delivered based on mandated minutes as per CR Part 154.2. Instruction for ENLs has been aligned with the NYS Next Generation Learning Standards, and delivery of ENL services is provided through a combination of standalone minutes and integrated minutes. We mostly use the push-in/co-teaching model, but also use pull-out ENL classes as necessary. All of this instruction is delivered in accordance with CR Part 154.2 and all mandates are followed. ENLs are grouped in classes according to their grade level and travel together in a group.
      
      Most ENL classes have more than one proficiency level, although occasionally we form a class of all Expanding or Commanding students in order to maximize scheduling. Instruction is delivered using the Push-In/Co-Teaching model for the large majority of ENL students, especially students with integrated minutes only. Instruction is given mainly through the Reader’s and Writer’s workshop model following the NYS Next Generation Learning Standards and the curriculum. The classroom teacher and a licensed ENL teacher co-teach the mini lesson, using differentiated instruction and materials, and then students work in small groups where their areas of need are addressed. Within those groups, the ENL teacher focuses on ENL strategies and methodologies based on the level of the ENL students in the group. Integrated and Standalone minutes can be delivered within the classroom. A small number of Special Education students that are in various self-contained classes who are eligible for ENL services are pulled out into a small group in order to adhere to the students’ IEPs regarding group size and in order to maximize scheduling and small group/individualized instruction. The ENL special ed that is in either ICT or SETSS are placed into a pull-out ENL class in order to receive services. All service providers are licensed appropriately in order to provide and meet all mandates as necessary. We attempt to schedule our students correctly, following all mandates and using the ELL Policy and Reference Guide (updated in August 2018) as guidance.
      
      ENL students are grouped by grade level and are mostly homogeneously placed within the classroom. Scores on the NYSITELL and NYSESLAT tests are used to determine program eligibility for each student. Once program eligibility is determined, students are placed into designated classes on each grade level in order to facilitate the delivery of ENL services through various scheduling models. Since there is a large number of ENL students on each grade level, more than one class on each grade has been designated as an ENL class. There are four licensed/certified teachers serving the classes with the push-in model, four classroom teachers hold ESL certification that assists with meeting our
mandates, and there is a minimal amount of pull-out instruction (only when necessary) for Entering/Emerging and some Special Education ENL students.

b. TBE program. If applicable.
Based on parent requests on the HLIS, for the 2018-2019 school year, I.S. 237 has opened two bilingual programs for grade 6 and grade 7.
As per Part 154.2 the bilingual teachers will attend professional development that supports the education of ENL/Bilingual students, including co-teaching strategies and the integration of language and content area instruction. A minimum of 15% of the required professional development hours for all teachers prescribed by CR Part 80 will be dedicated to language acquisition including a focus on best practices for co-teaching strategies and integrating language and content instruction for ENLs/Bilingual students and 50% of professional development will be given to Bilingual and ENL teachers.
Ms. Huang, the Bilingual teacher will be teaching social studies in English and Mandarin to one class in grade 6 and one class in grade 7. She will also be teaching Home Language Arts to both classes as well as English language arts and stand-alone ENL classes will be taught in English. Ms. Yeh, the math teacher with a Bilingual extension, will be teaching math in English and Mandarin to one class in grade 6 and one class in grade 7.

c. DL program. If applicable.
n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Our classes are scheduled by the administration. There is communication between the administration and ENL teachers ensuring that all programs are given their mandated amount of time. This information is put into STARS by the school programmer who is to ensure that no conflicts have been made.
The administration assures that the mandated number of instructional minutes are provided according to proficiency levels in each program by carefully aligning the teacher schedules with the schedules. Scheduling conflicts are avoided through collaboration with related service providers who also work with the ENL student population (i.e. speech services, occupational therapy, etc.). Our programs are push-in/co-teach, pull-out models and sixth-grade TBE are aligned with NYS Next Generation Standards with the required standalone minutes when necessary. Students enjoy maximum involvement in classroom activities as well as the support they need through ENL methodologies and differentiated instruction. Scaffolding, differentiation, and modeling are used on a regular basis.
In the upcoming and current school year, all grades that are placed in the ENL and TBE programs are serviced as per part 154 requirements:
• Entering students receive 180 minutes standalone ENL plus 180 minutes integrated ENL/ELA for a total of 360 minutes.
• Emerging students receive 90 minutes standalone ENL, 180 minutes integrated ENL/ELA and 90 minutes standalone or integrated ENL or any other content area.
• Transitional students receive 90 minutes of integrated ENL/ELA instruction plus 90 minutes standalone or integrated ENL or any other content area.
• Expanding Students receive 180 minutes of integrated ENL/ELA or other content area instruction.
• Commanding students receive 90 minutes of integrated ENL/ELA or ENL/other content area instruction.

   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)? Explicit ENL is delivered in the ENL program through collaborative planning and communication between the ENL and classroom teachers. ENL and classroom teachers of ENL students compare data, share ideas and plan for instruction. Reading and writing instruction is provided using the workshop model. Language development is encouraged by the classroom teacher and the ENL teacher through collaborative planning and instruction. Together the co-teachers establish a low anxiety environment with comprehensible input, opportunities for the ENL learner to work in cooperative groups, to interact with peers and awareness of the stages of language acquisition. Small groups targeting similar needs and levels, and differentiation of instruction is used on a daily basis. Scaffolding activities encourage students to achieve greater language proficiency through modeling language, providing high-interest activities and partnerships to foster language development and risk taking.
A wide variety of assessment is used to assess development across the four modalities and to drive further instruction within the Zone of Proximal Development through social interaction and academic content-based activities. Assessment drives instruction. Informal assessments include portfolios, teacher observation, and teacher/student conferencing/next steps. Formal assessments include NYSITELL, NYSES LAT, Achieve3000 as well as NYS ELA and math assessments where appropriate. Student needs are assessed and adjusted accordingly based on their performance. We engage our students in a wide variety of activities. We support our students with visuals, demonstrations, and shared experiences. Our ENL students listen, speak, read and write to enhance their success. Teachers target each student’s special needs and work with these students on a regular basis in order to build academic and language proficiency.

Instruction is developed to meet the specific needs of our ENL population. Students receive additional support through our differentiated instruction and small, leveled groups. There are several implications for the school’s LAP and instruction. New classes need to continue to be developed to address the specific needs of our students in each grade level, as described above. Professional development in ENL strategies/methodologies is provided to staff on a regular basis. All teachers will continue to emphasize reading and writing while incorporating our WAVE initiative. Content-based Vocabulary (domain specific) is emphasized on all grade levels. We sometimes add centers or stations that contain word games, vocabulary games, activity cards, picture dictionaries, bilingual dictionaries, as well as other language-related items.

HLA is delivered in the TBE program by Ms. Huang in Mandarin for 180 minutes using bilingual books supplied by China Sprout.

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

When ENL teachers push into a classroom during a content area lesson, the ENL teacher ensures that ENL students receive the same content area instruction through the use of ENL methodologies as described below. The content area topic, materials, books, supplies, many visuals, an assistance of technology, and assignments are incorporated and adapted according to the students’ levels of English language development (content-based). Bilingual dictionaries and many visuals are available, use of technology for home language support (such as Google translate or apps on Smartphones), bilingual glossaries with visuals and activities by subject area (such as ones provided on the DOE website) are also used by the students. Content area input is made comprehensible in a variety of ways, and students are allowed flexibility in producing a response to the material, thus demonstrating the students’ comprehension of the lesson. Mini-assessments and observations are done on a regular basis in order to help monitor progress and understanding of the content area in ENL students. Reading and writing checklists are used and next steps are also given to students on a regular basis. At times for the Entering and/or Emerging students, we provide prompts, sentence starters, feedback and checklists in the students’ native language when applicable.

A DESCRIPTION OF HOME LANGUAGE SUPPORT FOR CONTENT AREA IN THE ENL PROGRAM: Bilingual picture dictionaries, as well as bilingual glossaries are offered to students for science, social studies and Math to help newcomers with vocabulary comprehension. ENL teachers and classroom teachers also incorporate flexible grouping which provides ENL students the opportunity to work with all peers. Students can be paired up with another student who speaks their home language. The language of instruction is English, however, home language may be used occasionally if possible to explain certain things and directions to support the students through the use of Smartphones with the Google translate App in each ENL class.

The content areas are delivered and made comprehensible in the program model through the use of technology (Smart Boards, Laptops, Smartphones with translations), charts, pictures, diagrams, “hands-on manipulatives”, posters, real objects, flash cards, vocabulary, hands-on projects, and technology. Students are given hands-on experience in all content areas to help foster understanding. Teachers have been offered training and workshops at school on a regular basis. We also have purchased Reading, Writing, programs that are aligned with the Common Core. Assessments are all aligned with the NYS Next Generation Learning Standards. All ENL teachers have been provided with the Common Core Standards for reference and assistance in knowing what is expected of our ENL students.

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

Upon initial identification through the Home Language Surveys and NYSITELL results, Spanish speakers are given the Spanish LAB as per mandates. All speakers of other languages are provided with the opportunity to have translated NYS tests when available, and bilingual glossaries and well as home language support through technology (Smartphones, laptops, tablets) for Content Areas (Science, Math) when available. We utilize the assistance of the Translation Unit for home communication
5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

   a. Describe your plan for SIFE students:
   In this school year, there were no students identified as SIFE. However, we have developed a plan for SIFE students should any arrive. We would follow and refer to the “SIFE Resources” on the Intranet on the “Instructional and Compliance” page. There is an informational SIFE video for reference. Leveled libraries in the classrooms range from two levels below to one level above the SIFE student’s identified reading level. SIFE students would receive language appropriate testing in order to screen for learning disabilities. We would invite parents to the school in order to learn about their cultural and family backgrounds. Students would be provided with differentiated instruction, which would include grouping by ability and need in order to focus on developing specific targeted skills to maximize gains.
   Also, the following:
   ● Assign the students a partner to help get them get accustomed to the daily schedule and school environment.
   ● Activate prior knowledge; see where a good starting point for the students can be. Try to make connections to what they already know so teachers can create a starting point and the students will feel motivated and not frustrated.
   ● Use visuals, have students be “hands on” whenever possible, have them create their own glossaries, use manipulatives, have them do interactive technology assignments at the SMART board or on the laptops. When teaching new vocabulary, rephrasing, define within the context of the word, pause and use intonations when necessary.

   b. Describe your plan for ELLs in US schools less than three years (newcomers):
   In order to meet the needs of newcomers, I.S. 237Q has taken a series of actions.
   ENL students who are considered to be newcomers get differentiated instruction with an emphasis on methodologies and content-based vocabulary to increase BICS and CALP vocabulary usage, spelling, grammar, questioning and critical thinking skills. They also have access to ENL-based technology. This includes a wide range of online websites such as Duolingo, Starfall, English4Everyone, Achieve3000, BrainPop and Youtube. These students are grouped together to allow for more attention from the teachers.
   Both the classroom teacher and ENL teacher work collaboratively to incorporate as much language as possible into the classroom environment. Vocabulary, word walls, and charts are used within lessons. Technology is infused within lessons in order to assist students even further. Students work in small groups, especially during reading and writing to ensure their areas of need are met. ENL teachers provide extra assistance using graphic organizers and specialized differentiated worksheets to target specific skills. There is test prep given using Ready NYS practice books to model and scaffold testing strategies. There is also a technology component to these practice books as well. All ENL students have an opportunity to attend an after-school program for ELA and math prior to the standardized testing. In the three months prior to state testing, all students are offered to attend a Saturday Test Prep Academy which are given by our teachers. These classes use Getting Ready for the NYSESLAT by Attanasio & Associates, Inc. and Finish Line New York ENLs Bilingual Common Core by Continental which helps the ENL students greatly. At times, the ENL teachers may also work with small groups within the classroom in order to teach or model a language skill of particular difficulty.
   I.S. 237 Guidance Counselor is available to assist students having difficulty adjusting to the New York City educational system and the demands of participating in their new educational environment and culture.
   Parents are an essential ingredient in the success of all students, especially those who are new to an English language school system. In order to assist the parents with helping their children succeed, I.S. 237 employs a full-time Parent Coordinator, Shirley Bryant. Our parent coordinator holds parent orientation meetings and various workshops throughout the year where they may learn about their rights as parents: such as “Know Your Rights of Immigrant Parents”, the NYS Curriculum, State assessments, and how to help their children at home. These workshops provide parents and guardians with the opportunity to attend a variety of family literacy and math workshops, so they can better assist in the education of their children at home.
Parents will also become familiar with the new NYS Next Generation Learning Standards and the NYSESLAT. They will also become familiar with the ELA Performance Standards. Our staff will continue work to involve parents further in their children’s academic success. All teachers continue to work to improve communication with the families of our ENL students. I.S. 237 uses the Translation Unit to correspond with parents.

As previously stated, within the classroom, teachers will be employing many different ENL methodologies with all ENL students on various levels. For newly arrived students, teachers can pair the student with a partner who speaks the student’s first language in order to provide assistance as needed. Teachers also provide any native language support available through books or technology. Newcomer groups may be formed to provide basic vocabulary, cultural and communication skills. Since the educational environment and individual situation for each student is different it is helpful to gather as much information as possible about the educational level of new students through formal and informal assessments to determine the educational level and to see if any new student could also be SIFE.

Picture dictionaries, bilingual picture dictionaries, content-area bilingual glossaries, along with picture collections/cards provide basic vocabulary development for our newcomers. I.S. 237 has computers available to all classrooms and a variety of interactive language development programs available for different levels of English language proficiency, including the Achieve3000 program which is used every day. Many new books and supplies have been purchased for our classrooms.

c. Describe your plan for ENLs receiving 4-6 years service and your plan for developing ENLs:

I.S. 237 provides all ENLs with more than four years interventions when available. Our school continues to use a variety of instructional strategies to make concepts more comprehensible to students. We enhance language development using various ENL strategies such as pre-teaching to scaffold prior knowledge of a specific content area, modeling, the use of manipulative, differentiated graphic organizers, multi-leveled books on the computer, guided reading books in a variety of levels, vocabulary building, and reading comprehension. Small group remediation may also be used within the classroom during the school day. Instruction is geared toward strategies that build skills, such as persuasive or argument writing, annotating texts, citing text evidence, inferring, main idea, and cause and effect, etc. The program provides level set activities aligned with the individual needs of each student. These lessons help students become more proficient in math and better readers. Lessons are based on the NYS Learning Standards. ENL students are invited to participate in all academic interventions available in our school, such as AIS, small group instruction, after-school programs, and homework help.

Our school continues to use a variety of instructional strategies to make concepts more comprehensible to students. ENL students are invited to participate in any academic interventions available in our school, in any subject area of need.

d. Describe your plan for ENLs receiving 4-6 years service and your plan for Long-term ENLs:

As stated above, I.S. 237 provides all ENLs with more than four years interventions when available. Our school continues to use a variety of instructional strategies to make concepts more comprehensible to students. We enhance language development using various ENL strategies such as pre-teaching to scaffold prior knowledge of a specific content area, modeling, the use of manipulative, differentiated graphic organizers, multi-leveled books on the computer, guided reading books in a variety of levels, vocabulary building, and reading comprehension. Small group remediation may also be used within the classroom during the school day. Instruction is geared toward strategies that build skills, such as persuasive or argument writing, annotating texts, citing text evidence, inferring, main idea, and cause and effect, etc. The program provides level set activities aligned with the individual needs of each student. These lessons help students become more proficient in math and better readers. Lessons are based on the NYS Learning Standards. ENL students are invited to participate in all academic interventions available in our school, such as AIS, small group instruction, after-school programs, and homework help.

Our school continues to use a variety of instructional strategies to make concepts more comprehensible to students. ENL students are invited to participate in any academic interventions available in our school, in any subject area of need.

e. Describe your plan for former ENLs:

Commanding students are serviced by ENL teachers for 90 minutes a week as per the recently revised CR-Part 154.2. They have direct instruction activities to support language development. They are offered the opportunity to participate in the Title III Program for ENLs. They are invited to partake in any of the activities offered to ENLs. All former ENLs who achieved a level of proficiency within the last two years receive the same testing modifications as ENLs. We ensure that all former ENLs receive all ELL testing accommodations for two years after they exit the program. Former ENLs participate in the ENL programs. These students remain in the ENL supported classes for up to two years. NYSESLAT scores are shared with the classroom teachers in...
order to enable them to tailor instruction to the needs of former ENL students. Staff development and ENL instructional strategies are shared with all teachers on each grade level, not just teachers with ENL students. This approach ensures that all teachers who have former ENL students in their classes are versed in the approaches which are successful with students from other than English language backgrounds.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELL students with disabilities whose IEP recommends ENL, or a language para, are provided with the appropriate instructional strategies and setting as per the IEP recommendations and goals. These students are part of small-group instruction on a daily basis which helps them to focus more easily. Because of their learning disabilities, these students require a small group. This small group setting allows these students more “talk-time” and “question-time.” This also allows the teachers to assess if the students are completing their “next steps” on a regular basis. Leveled classroom libraries, varied computer programs such as Achieve3000, Brain Pop, and Starfall, which focus on all four modalities: listening, speaking, reading, and writing. Students are also provided with all grade-level books for all content based subjects (Science, Social Studies, and Math). Many language-based activities are done within the school and within the classroom. All these activities, plus the differentiated instruction help to accelerate English language development.

SWD ELLs receive all services are per mandates:
- Entering level SWD students receive 180 minutes standalone ENL plus 180 minutes integrated ENL/ELA for a total of 360 minutes.
- Emerging SWD students receive 90 minutes standalone ENL, 180 minutes integrated ENL/ELA and 90 minutes standalone or integrated ENL or any other content area.
- Transitioning SWD students receive 90 minutes of integrated ENL/ELA instruction plus 90 minutes standalone or integrated ENL or any other content area.
- Expanding SWD Students receive 180 minutes of integrated ENL/ELA or other content area instruction.
- Commanding SWD students receive 90 minutes of integrated ENL/ELA or ENL/other content area instruction.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

I.S. 237Q has ENL students with special needs in self-contained 12:1:1 classes and in I.C.T/SETSS (Integrated Co-teaching) settings. We attempt to make students succeed and feel welcome as well as ensure that all instruction is culturally relevant and connected to the students lives in some way. Flexible programming at our school ensures that ELL-SWDs experience maximum time spent with peers. All students participate in school-wide events together and common grades attend class trips together. All students heterogeneously participate in extra-curricular activities and perform in shows together, such as School Musical Performances, ceremonies, contests, as well as any other school-wide events.

- ELL-SWDs receive the same mandated minutes of ENL services as students in the general education environment as follows:
  - Entering level students receive 180 minutes standalone ENL plus 180 minutes integrated ENL/ELA for a total of 360 minutes.
  - Emerging students receive 90 minutes standalone ENL, 180 minutes integrated ENL/ELA and 90 minutes standalone or integrated ENL or any other content area.
  - Transitioning students receive 90 minutes of integrated ENL/ELA instruction plus 90 minutes standalone or integrated ENL or any other content area.
  - Expanding Students receive 180 minutes of integrated ENL/ELA or other content area instruction.
  - Commanding Students receive 90 minutes of integrated ENL/ELA or other content area instruction.

Currently, ELL students with special needs are serviced through a pull-out model. Programs are created in order to ensure time (and group size) mandates are met. In this case, the group size would not exceed 12 students in order to fulfill the mandates of the student’s IEP. Instruction is developed pertaining to the matters of grouping, teaching methodology, testing accommodations and assessment, through the information provided on the student’s IEP.

As said previously, flexible programming at our school ensures that ELL-SWDs experience maximum time spent with peers. All students participate in school-wide events together, common grades attend class trips together, and school-wide initiatives to
ensure all students' equal participation. All students heterogeneously participate in extra-curricular activities and perform in shows together, such as winter and spring School Performances.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

I.S 237's targeted intervention programs for ENLs in ELA, Math and other Core Content areas are as follows:
- Students in need are given Academic Intervention Services (AIS) in an after-school program, Magic Box, Achieve 3000, Saturday Academy, collaborative team teaching, arts-oriented programs (Roundabout) and Queens Child Guidance (OST).
- They are given additional supportive instruction in small groups targeting their areas of need. This is done during their regularly scheduled classes. In addition, ENL teachers push-in to content area classes to provide strategies and scaffolds for ENL students. For example, some teachers provide vocabulary support, differentiated reading, work centers and station activities. We also use Achieve 3000, Brain Pop, duo lingo and Google Classroom.
- These interventions are made available to all students in our school. This includes ENL students and students with IEP reports.
- For our ENL population, we have bilingual dictionaries and glossaries, some bilingual libraries, and the support of the Translation Unit.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Some of the programs that may be considered for the upcoming school year (depending on Title III budget) are:
- an After-School program to target emerging and transitioning ENLs who have difficulty obtaining proficiency on the Reading or Writing portion of the NYSESLAT and those who made minimal gains on the ELA. We will do this by analyzing all four modalities of the NYSESLAT, as well as the scores of the State ELA, math, and science exam.
- In addition, we are planning to open a Mandarin bilingual program in the sixth grade. This decision was based on parent responses on the HLLS forms. Lastly, we will also consider adding more hours to our morning program for newcomers to enrich their foundational English skills.

10. If you had a bilingual program, what was the reason you closed it?

n/a

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ENL students are afforded equal access to all school programs. ENL students are invited to participate in any and all previously mentioned after-school programs offered. Invitations and permission slips to all school events and programs are sent home with students. The forms are sent home in a variety of languages if available. Our Parent Coordinator often helps with the distribution and connection to parents. She is also available to all parents for questions and answers. Every class also has the opportunity to participate in every school activity and special event equally. Some of these activities include carnivals, movies, trips to Philadelphia, Washington, museums, special assemblies sporting events to name a few. Our ENLs, and ALL our students are a regular part of the school and all students are 100% equally invited and included in everything.

Students on all grade levels are provided with computer-based instructional programs (Achieve 3000, Brain Pop, duo lingo, IXL and Google classrooms). These computer-based programs are offered in both the computer lab and in the regularly scheduled classes. Headphones are provided for each student so they may use the program properly and without distraction. These programs establish each student's strengths and weaknesses and provide individualized instruction accordingly. Students in need are given Academic Intervention Services (AIS) in an after-school program, a before school program, Magic Box, Saturday Academy, collaborative team teaching, arts-oriented programs (Roundabout) and Queens Child Guidance (OST).

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

All ENL and Bilingual students at I.S. 237Q participate in interactive computer-based instructional programs using both the Smart Boards in their classrooms, as well as brand-new laptop computers. They can access Brain Pop, Achieve 3000, IXL, Google Classroom, as well as research information and view informational videos on the Internet. Some of these programs perform diagnostic assessments and design individualized instruction to meet the needs of each student. Student progress is tracked and the program adjusts instruction according to student strengths and weaknesses.

IS 237Q has purchased the iReady content based computer program which will be rolled out during the 2017-2018 school year.
I.S. 237Q has also purchased Ready New York Common Core Learning Standards series of test prep books. These books provide specific instruction, by grade-level, designed to prepare students for the ELA and math exams. These books include lessons for listening, reading and writing. By previewing with students, the structure, and type of questions on the ELA state exam, we will ensure that students are well prepared for the test. Each of the lessons contains an ENL component and an ENL focus point based on the learning standards. ENL teachers and classroom teachers can use these activities for instruction targeting ENLs and Bilingual students.

For students who need help in writing, we provide instruction by following the Writer’s Workshop model using the Next Generation Learning Standards, and technology such as the Smart Board, desktops or laptops, whenever possible. ENL students have the visuals of the Smart Board to help them understand topics and concepts further. Small group instruction is sometimes used with the Smart Board or laptop computers which allow the students more opportunity to interact in the writing process and to be a part of more modeled writing. It also provides focus and interest to struggling students. These students may also receive extra instructional minutes whenever possible, as previously stated. During these minutes, the students have the opportunity for extra writing conferences to target areas that those students continue to struggle. Students are also given individual "Next Steps" to help guide them with what they need to work on. Informal assessments include running records, portfolios, teacher observation, and teacher/student conferencing. Formal assessments include NYSITELL, NYSESLAT, Achieve3000 and other Standardized tests such as Math, ELA and Science.

In reading, ENL’s participate in the Reader’s Workshop Model using technology such as the Smart Board whenever possible. Students are involved in modeled reading and interactive reading while using the Smart Board in conjunction with the teacher. ENL and Bilingual students have the visuals of the Smart Board to help them understand topics and concepts further. Group instruction is used with the Smart Board which allows the students more opportunity to interact in the reading process. It also provides focus and interest to struggling students. The students are engaged in shared reading, guided reading, independent reading, accountable talk as well as developing language experiences. Instruction is geared toward skills and strategies which will build literacy, such as inferring, the main idea, and cause and effect. We enhance reading development using various ENL strategies such as scaffolding, vocabulary building, and reading comprehension. Small group remediation may also be used.

I.S. 237 uses the NYS Next Generation Learning Standards and Reader’s and Writer’s workshop model using genuine literature. Teacher-generated materials such as charts and graphs provide a print-rich classroom environment. Leveled classroom libraries help all students. The mini-lesson focus points provide feedback, introduce elements and address student needs. In writer’s workshop, students use journals, sourcebooks, note taking charts and post-it notes for note-taking and generating researched based reports. Students produce writing pieces and edit their stories through the writing process. Beginning in mid-October 2017, ENL and Bilingual students will have the opportunity to participate in an after-school program focusing on modalities that support students in learning English. Additionally, there will be a Saturday ENL/Bilingual Academy for students to attend. This program will focus on preparing students for the NYSESLAT exam.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Native language support is provided through the ENL program model through the use classroom bilingual library books, bilingual dictionaries/glossaries and websites offered through our computers, such as Duo-lingo. Students are also able to use the bilingual support service (Google Translate) on any computer program available, which gives directions and vocabulary to the students in both English and in their home language (as much as possible). Translated tests and oral translators are offered to students for the New York State content area exams. New students are also paired up with a partner that speaks their home language to give them social support, which in turn makes them more comfortable academically. Also, teachers were supplied with iPads that contain translation apps for usage within the classroom with ENLs.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
All required services support, and all resources correspond to ENLs’ ages and grade levels appropriately. All Achieve3000 computer assessments (and activities) are set up by grade level. All books purchased and provided are appropriate for all students' grade levels. When a student participates in any program, all activities are grade-level appropriate. All library books used in the classroom for all subject areas are grade appropriate for all ENL students.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

When new ENL students enroll prior to the start of the school year, the Guidance Counselor, AP and Parent Coordinator assist new ENLs who enroll. This assistance includes an orientation to show the students around the school as well as placing students with a partner to help them acclimate to the new school environment. Students who speak little or no English are paired with those who are able to speak their language. We continue to provide all students with strong visuals for more support and understanding.

17. What language electives are offered to ELLs?

Some ELLs are offered Spanish as an elective.

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

   n/a

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

   In this school year, I.S. 237 will hold professional staff development workshops for teachers with ELL students in their classes. Workshop topics specifically for the ENL teachers may include: Strategies to Use in Your Classroom, Co-Teaching in the Content Area and Station Learning. ENL teachers participate in a wide variety of staff development offered at our school. All teachers, including ENL teachers, will participate in other workshops such as: technology workshops (including Smart Board, Google Classrooms, PBIS, and child abuse. Personnel involved in receiving professional development are: general education classroom teachers, special education classroom teachers, content area teachers, ENL teachers, assistant principals, paraprofessionals, guidance counselors, psychologists, speech therapists, and our Parent Coordinator, just to name a few.

   There are workshops offered for all staff in different content areas. For example, Strategies to Help At-Risk Students, Strategies in Math and ELA, as well as Science and Social Studies Workshops as needed. There is staff development for all teachers on Election Day, Brooklyn Queens Day, after school, during the day - common preps, as well as outside workshops offered through the DOE and the UFT. This year we plan to implement professional development for all teachers to address more ENL strategies and methodologies. We will also focus on more technology-based workshops. We will work with all our specialists, as well as our administration to provide additional support for all members of our staff.

   As stated by the CR Part 80, a minimum of 15% of professional hours will be dedicated to language acquisition, co-teaching and integrated language in the content areas for ENLs. Bilingual and new language teachers will have a minimum of 50% of professional hours focused on language acquisition, best-practices, and co-teaching strategies. The dates and sources of this professional development is yet to be determined by the administration.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include...
how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

In this school year, I.S. 237 will hold professional staff development workshops geared toward teachers with ENL students in their classes. Workshop topics specifically geared toward the ENL program may include: Strategies to Use in Your Classroom, Co-Teaching in the Content Area and Station Learning. ENL teachers participate in a wide variety of staff development offered at our school. All teachers, including ENL teachers, will participate in other workshops such as: technology workshops (including Smart Board, Google Classrooms, PBIS, and child abuse. Personnel involved in receiving professional development are: general education classroom teachers, special education classroom teachers, content area teachers, ENL teachers, assistant principals, paraprofessionals, guidance counselors, psychologists, speech therapists, and our Parent Coordinator, just to name a few.

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**Parental Involvement**

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

   The ENL department in collaboration with the Parent Coordinator, and Language Proficiency Team (LPT) will work together to provide provisions for interpretations and translations, both oral and written, of all pertinent information. Individual meetings will be held to discuss the goals and progress of ENL students. ENL teachers will utilize Tuesday afternoons and Team Teacher Meetings to contact parents. The meetings will include the student’s ENL teacher and their content teachers. The team of teacher’s will keep records of these meetings in individual logs. They will include date, time, and information discussed. Translators will be used as necessary. These include teachers who are fluent in the students’ home languages, guidance counselors, paraprofessionals, and operators from the translation and interpretation unit via phone.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

   Parent involvement at I.S.237 is ongoing. Parents are included and invited to many activities, workshops, and meetings held here at I.S. 237. This, of course, includes the parents of ENLs.

   Parents are given an opportunity to "Meet and Greet" the teachers at a parent orientation for all grade levels at the start of the school year. This includes meeting with all service providers and content teachers who explain their programs and share information with all parents. We also have "Breakfast with the Principal". Our Parent Coordinator makes sure that all parents receive information about everything happening here at I.S. 237. Information is also offered and delivered in Spanish and Chinese by the guidance counselors which greatly benefits the parents of ENLs. Parents are also invited to attend our monthly PTA meetings, where they are given every opportunity to voice their concerns and questions. All meetings have translation services available to the parents.

   Here at I.S. 237 we make every attempt to send parents information via translated letters, flyers, calendars, and school newsletters to keep them involved in the I.S. 237 school family. We also support and involve our parents during parent-teacher conferences by offering translators and translation services offered by the DOE, as well as using Google Translate and Smart Phones for translations.

   The administration, staff and parent coordinator at I.S. 237Q evaluate the needs of parents through many channels. Parents participate in filling out the NYC Parent Surveys. We also address concerns at PTA meetings and SLT meetings. We provide translation services at these meetings if needed.
Our Parent Coordinator, Shirley Bryant, ensures that all parents are included and involved in all school activities and that all parents receive information and notifications in a wide variety of languages. She is also available for meetings to support and evaluate the needs of all parents, including the parents of ENLs, as well as maintains a parent information board where flyers and information is posted and updated for all parents. Our Parent Coordinator also assists with collecting and analyzing the Parent Surveys, which also helps greatly in evaluating the needs of parents.

The workshops, orientations, after-school center and Parent/Teacher Conferences provided or arranged for by the Parent Coordinator at I.S. 237Q are directly aligned with the parents needs as per their requests both verbally and through data from the surveys. The parental involvement activities address the needs of the parents in many ways. First, by involving parents in all school activities make it possible for our parents to see the success and growth of their children on a regular basis. Parents can proudly recognize the achievements of their child/children. Parents stay in touch with the daily lives of their children, thus fostering a stronger communication bond both socially and academically. Several parents are also members of the PTA.

**Additional Information**

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

No additional information at this time
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Judith Friedman, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. 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.
4. 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.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s 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.
10. ELL is placed in the ELL program that the parent selected.
    a. 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.
    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 choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. 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.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judith Friedman</td>
<td>Principal</td>
<td></td>
<td>9/20/2017</td>
</tr>
<tr>
<td>Jeannine Strong</td>
<td>Assistant Principal</td>
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<td>9/20/2017</td>
</tr>
<tr>
<td>Shirley Bryant</td>
<td>Parent Coordinator</td>
<td></td>
<td>9/20/2017</td>
</tr>
<tr>
<td>Erika Heintz</td>
<td>ENL/Bilingual Teacher</td>
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<td>9/20/2017</td>
</tr>
<tr>
<td>Laxshmi Ramasamy</td>
<td>Parent</td>
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<td>9/20/2017</td>
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<tr>
<td>Yanxin Huang</td>
<td>Teacher/Subject Area</td>
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<td>9/20/2017</td>
</tr>
<tr>
<td>Kathleen Sansonia</td>
<td>Teacher/Subject Area</td>
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<td>9/20/2017</td>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lisa Levardson</td>
<td>School Counselor</td>
<td></td>
<td>9/20/2017</td>
</tr>
<tr>
<td>Danielle DiMango</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>FSC Queens North</td>
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<td>Other None</td>
<td></td>
<td>1/1/01</td>
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<td>Other None</td>
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<td>Other None</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

<table>
<thead>
<tr>
<th>DBN:</th>
<th>25Q237</th>
<th>School Name:</th>
<th>Rachel Carson Intermediate School</th>
<th>Superintendent:</th>
<th>Ms. DiMango</th>
</tr>
</thead>
</table>

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeannine</td>
<td>Strong</td>
<td>Assistant Principal</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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.

I.S. 237 uses a variety of ATS reports, such as the School Level Adult Preferred Language Report (RAPL) and the School Level Emergency Contact Student List (RCON) as well as the Home Language Identification Survey (HLIS) to identify and access the language preferences of the parents in our school community. Using this data, we have identified Cantonese Chinese, Mandarin Chinese, Fucanese Chinese, Spanish, Hindi, Punjabi, Bengali, Gujarati, and Urdu as the main language groups in I.S. 237. In addition to collecting data reports from ATS, blue emergency cards, and HLIS, we also conduct individual interviews with ELL eligible students that first enter our school building to identify and assess language preferences of the parents in our school community.

Once this data is collected, a list is created and shared with school staff and faculty as a reference so that all forms, documents, newsletters, report cards, progress reports, school and testing calendars, and letters are sent home in English and parents’ preferred language to increase parent engagement. In addition, I.S. 237 utilized the
Department of Education's website for important translated notifications and documents, that help keep the parents engaged in their child's education.

I.S. 237 makes every effort to communication with parents in their preferred language, using in-house translators, and the NYC Department of Education Translation and Interpretation Unit. Throughout the school year, our ELL coordinator regularly generates and reviews up-to-date ATS reports which indicate preferred languages for parents in our school community.

I.S. 237 uses the methodologies described above to try and communicate with parents in every way possible. We are always working on ways to improve communications with all of our parents in our school community.

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.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>100</td>
<td>English</td>
<td>100</td>
</tr>
<tr>
<td>Mandarin</td>
<td>Mandarin</td>
<td>100</td>
<td>Mandarin</td>
<td>100</td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish</td>
<td>100</td>
<td>Spanish</td>
<td>100</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

none

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly calendar</td>
<td>Sept.-June</td>
<td>School personnel, translation unit</td>
</tr>
<tr>
<td>Progress reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress Reports</td>
<td>Quarterly</td>
<td>Online Translation</td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Grade Orientation</td>
<td>September</td>
<td>School Personnel</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>September, November, March and May</td>
<td>School Personnel, Translation Unit</td>
</tr>
<tr>
<td>High School Information Night</td>
<td>October</td>
<td>School Personnel</td>
</tr>
<tr>
<td>PTA Meetings</td>
<td>Monthly</td>
<td>School Personnel</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Recorded telephone messages, email and text in students' home language

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. 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.)

I.S. 237 provides each parent whose primary language requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate languages, and instructions on how to obtain such services.

I.S. 237 posts in a conspicuous location at or near the primary entrance to such school, a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained.
The I.S. 237 safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school’s administrative offices solely due to language barriers.

If at I.S. 237, the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, we shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section, and shall post and provide such forms in accordance with this section.

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

I.S. 237 will conduct parent surveys in their preferred language throughout the school year to gather information and data on the quality and availability of services that are presented to them. In addition, our Parent Coordinator will frequently monitor feedback from parents through formal and informal parent conferences. We will continue to monitor ELL parent engagement and continue to look for ways to keep parents informed about their child's progress.