2018-19

**COMPREHENSIVE EDUCATIONAL PLAN**

(CEP)

DBN: *(i.e. 01M001):* 08X036

**School Name:** P.S. 036 UNIONPORT

**Principal:** ELVIRA MARESCA
Comprehensive Educational Plan (CEP) Outline

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# Section 1: School Information Page

## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>P.S. 36x Unionport School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>08x036</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>320800010036</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>PreK-5</td>
</tr>
<tr>
<td>School Address:</td>
<td>1070 Castle Hill Ave</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-822-5345</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-239-6390</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Elvira Maresca</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:emaresca@schools.nyc.gov">emaresca@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Elvira Maresca</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>John Devanny</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Raquel Smith</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Carmen Mattimore/Josephine Dedaj</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Kimberly Rosado</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## District Information

| Geographical District: | B |
| Superintendent: | Erika Tobia |
| Superintendent’s Office Address: | 1230 Zerega Avenue, Bronx, NY 10462 |
| Superintendent’s Email Address: | ETobia@schools.nyc.gov |
| Phone Number: | 718-828-7789 |
| Fax: | 718-828-2760 |

## Field Support Center (FSC)

| FSC: | Bronx |
| Executive Director: | Jose Ruiz |
Executive Director’s Office Address: 1230 Zerega Avenue, Bronx, NY 10462
Executive Director’s Email Address: JRuiz2@schools.nyc.gov
Phone Number: (718) 828-7776
Fax: (718) 828-3113
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>Elvira Maresca</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>John Devanny</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Raquel Smith</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Diana Jimenez</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Kimberly Rosado</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/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>N/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>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Carmen Mattimore</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Josephine Dedaj</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Solimar Velez</td>
<td>Member/ UFT</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>
<td>----------------------</td>
</tr>
<tr>
<td>Karina Ali</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Sabina Yeasmin</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Luz Velazquez</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>MD Asik Mahmud</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
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<td>Member/</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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>: 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>: 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>: 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>: 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>: 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></th>
<th>What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 36 is a school committed to building the confidence and perseverance of each student that enters its doors. We believe that we must encourage our students to become risk-takers and critical thinkers. We will nurture our students as they overcome their fears and discover they can be leaders of their own learning. By strengthening teacher practice and engaging our students in learning, we will inspire our students to become independent lifelong learners. We value a respect for diversity and believe that when educators, parents, and students work together for the</td>
<td></td>
</tr>
</tbody>
</table>
purpose of personal and academic success, we can motivate our students to “Reach for the Stars” and achieve their dreams.

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.

P.S. 36 is an elementary school in Good Standing located in the Castle Hill Section of the Bronx. Student enrollment is approximately 740 students in Grades PreK-5. Students from P.S. 36 come from many diverse backgrounds comprising of approximately 62% Hispanic, 23% Asian, 10% Black, and 3% White. Our population includes approximately 15% English Language Learners and 20% students with disabilities. We are a Title 1 school serving families with over 75% of our students from low income homes.

P.S. 36 is committed to creating a safe, engaging, and structured environment for students to cultivate their learning. Students are expected to meet the Next Generation State Standards (NGSS) through the use of scaffolds and rigorous curriculum. Our highly qualified educators collaboratively plan to provide students with targeted instruction to meet their learning needs. Teachers meet on a weekly basis during common preps, grade level and vertical teams, and professional learning time to look at student work and assessments which inform their plans for effective instruction. Students are provided targeted supports in small groups using researched based strategies and interventions such as guided reading, Spire, Fundations, and Sounds in Motion. Teachers engage in professional learning cycles in school and constantly seek additional professional development workshops and courses to refine their practice. We have partnerships with Teachers College Reading and Writing Project (TCRWP) and are currently in Year 2 as a TCRWP Project School which allows us to bring Teacher’s College consultants to work with our teachers in improving their craft. In addition, we partner with National Training Network’s (NTN) math consultancy to support our implementation of two new math programs enVisions Math and Key Elements to Mathematics Success (KEMS).

School leaders believe that decision-making should include all stakeholders. Working with families and teachers is necessary to formulate a cohesive vision and plan for school improvement. Parents and educators are encouraged to lead through running committees, workshops, grade level teams, and facilitating professional learning opportunities. School leaders encourage the growth of learning for parents through workshops revolving around the standards and sharing strategies to help support students at home while increasing family engagement and empowerment in the school community. School leaders encourage educator growth through regular observations and feedback cycles to improve their instruction and encourage teachers to develop their own leadership skills by facilitating workshops and professional learning groups for their peers and for parents.

At P.S. 36, we believe in educating the whole child and providing a well-rounded program which includes addressing the students’ social and emotional development. We are a Positive Behavioral Interventions and Supports (PBIS) school creating a climate of STAR behavior: Safe, Truthful, Alert, Respectful. We will infuse RULER supported by the Yale Center for Emotional Intelligence where students and faculty will practice RULER: Recognizing emotions in self and others, Understanding the causes and consequences of emotions, Labeling emotions accurately, Expressing emotions appropriately, Regulating emotions effectively. Students practice these skills through daily instruction (Feelings Word Curriculum), Book of the Month, and interactions with peers and adults. Families will participate in RULER through parent workshops, book clubs, and Monthly RULER home connection homework. Our students participate in community programs and service as well. For example, select students partake in the Heart Program which focuses on environmental, animal and human rights. Select students also give back to the community by visiting Oddfellows weekly to spend time with the elderly. Our Green Team and Student Council collaborated on the Healthy Bodegas Project which reached out to a local bodega and found ways for it to offer healthier choices to its customers in the community. Throughout the year, students also commit themselves to service projects such as food and coat collections, and community gardening.

In addition, we are committed to providing our students with experiences in the Arts. We have a full-time music teacher providing a range of music instruction and experiences such as participating in chorus and Music Memory, learning to play the keyboard and attending performances at Lincoln Center. We also have a full-time visual arts
teacher who provides a range of projects in various mediums culminating in art gallery shows, competitions, and submissions to Artsonia.com. In addition, our artists were invited to showcase their art in the Metropolitan Museum of Art, Times Square Art Showcase, and the Bronx Borough Arts Festival held at Lehman College. This past year, our school hosted dance teaching artists from AATT Bronx Dance Academy to provide multicultural dance instruction for grades K-5. The Arts Department heavily collaborated with all grade levels to produce grade-wide assemblies that highlighted areas of curriculum.

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

Our evolving Bronx school serves a diverse population of students which includes families from various ethnic backgrounds, English Language Learners (ELLs), and students with disabilities (SwDs).

Our ELL students come from many different countries such as Puerto Rico, Dominican Republic, Mexico, Bangladesh, and Afghanistan. The languages spoken include Spanish, Arabic, Bengali, Chinese, and Thai. Our students are at the following levels of proficiency: 19 students entering, 17 students emerging, 21 students transitioning, and 41 students expanding. We have two English as a New Language (ENL) teachers who service students in grades K-5 as well as several teachers who are dual-certified in TESOL: Teaching English to Speakers of Other Languages. In addition, we provide our teachers with training to provide ENL supports such as scaffolds, visuals, and total physical response strategies.

Our SwD have a range of disabilities which include Speech and Language Delay, Intellectually Disabled, Other Health Impaired, and Emotionally Disabled. We provide many services on the Continuum of Special Education Services such as Related Services, SETSS: Special Education Teacher Support Services, ICT: Integrated Co-Teaching, and 12:1:1 services. Related Services include speech and language therapy, occupational therapy, physical therapy, hearing services, and adaptive physical education. Instructional and management needs include scaffolds and modifications to the curriculum, small group instruction, multi-sensory instruction, and behavior implementation plans.

### 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.

Our greatest area of growth within the Framework for Great Schools is in Collaborative Teachers. By providing teachers with common planning time and using protocols to strengthen teams, our educators collaborated to plan for the successful implementation of the Teacher's College Reading and Writing units. In addition to planning, our teachers attended Teacher’s College Calendar days and brought back information to turn-key to their team members. Through professional learning cycles led by Teacher’s College coaches, educators participated in classroom visits, learning walks, and met in teams to analyze student work and determine next steps.

An area of focus this year is in Rigorous Instruction. Our school’s instructional focus is productive struggle with an emphasis on deepening student comprehension of cognitively challenging material by building student independence, and engaging in active discussion and effective assessment practices. Across all content areas, our focus will be in building independence in learning. Students will participate in group work with teacher facilitation, independent rigorous tasks, and activities to increase their readiness to engage in higher order discussions and self/peer assessment. This readiness should increase proficiency in students exhibiting higher-order levels of comprehension.
## School Demographics and Accountability Snapshot for 08X036

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
</table>

### English Language Learner Programs (2018-19)

| Transitional Bilingual | N/A | Dual Language | N/A | Self-Contained English as a Second Language | N/A |

### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>50</th>
<th># SETSS (ELA)</th>
<th>10</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>82</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>50</td>
<td># SETSS (Math)</td>
<td>6</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>78</td>
</tr>
</tbody>
</table>

### # Special Classes (Math) | 31 | # Music | 31 | # Drama | N/A |

### Language | Foreign Language | # of Assistant Principals (2016-17) | 4 |

### Racial/Ethnic Origin (2017-18)

| % American Indian or Alaska Native | 2.8% | % Black or African American | 9.2% |
| % Hispanic or Latino | 60.3% | % Asian or Native Hawaiian/Pacific Islander | 24.5% |
| % White | 3.3% | % Multi-Racial | 2.8% |

### Years Principal Assigned to School (2018-19)

| 8.83 | # of Assistant Principals (2016-17) | 4 |

### % of Teachers with No Valid Teaching Certificate | 0% | % Teaching Out of Certification | 5% |

### % Teaching with Fewer Than 3 Years of Experience | 15% | Average Teacher Absences (2014-15) | 7.6 |

### Student Performance for Elementary and Middle Schools (2017-18)

| ELA Performance at levels 3 & 4 | 50.2% | Mathematics Performance at levels 3 & 4 | 48.4% |

### Science Performance at levels 3 & 4 (4th Grade) | 94% | Science Performance at levels 3 & 4 (8th Grade) | N/A |

### Student Performance for High Schools (2017-18)

| 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 | N/A | % ELA/Math Aspirational Performance Measures (2015-16) | N/A |

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

| Reward | No Recognition | N/A |
| In Good Standing | Yes | Local Assistance Plan | No |
| Focus District | Yes | Focus School Identified by a Focus District | No |
| Priority School | No | Focus Subgroups | N/A |

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

#### Grade Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
</table>

#### Elementary/Middle School

| Adequate Yearly Progress (AYP) in ELA (2016-17) | Met | YES |
| American Indian or Alaska Native | N/A | Black or African American | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | YES |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | YES |
| Economically Disadvantaged | YES | ALL STUDENTS | YES |

#### Adequate Yearly Progress (AYP) in Mathematics (2016-17) | Met | YES |
| American Indian or Alaska Native | N/A | Black or African American | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | YES |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | YES | Limited English Proficient | YES |
| Economically Disadvantaged | YES | ALL STUDENTS | YES |

#### Adequate Yearly Progress (AYP) in Science (2016-17) | Met | YES |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | ALL STUDENTS | N/A |

#### Adequate Yearly Progress (AYP) in Graduation (2016-17) | Met | N/A |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | ALL STUDENTS | N/A |

2018-19 CEP
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.

The grade-by-grade strengths and needs are as follows based on 2017-2018 Go Math chapter test data and KEMS module assessment data:

- The largest need area for Grade K is demonstrated in representing and counting two-digit numbers. The success rate decreases when counting numbers 11 to 19. With an average chapter test score of 80.3 for representing and counting numbers 11 to 19, this is still the lowest average chapter test score. However, it is a gain of 3.7 percentage points compared to last year’s average. Focus on subitizing strategies should result in continued improvement.
- The largest need area for Grade 1 is building on addition and subtraction relationships, with an average chapter test score of 76.1. Increased use of ten frames might provide additional support.
- The largest need area for Grade 2 is 2-digit subtraction, with an average chapter test score of 75.6, a gain of 2 percentage points above last year’s average but still tied for lowest in the grade with money and time. Regrouping strategies involving manipulatives will aid the former. Increased emphasis on the Mathematical Practices through enVision problem solving will build on skills in these areas in 2018-19.
- The largest need area for Grade 3 out of the major cluster areas is in KEMS Module 8: Understanding, comparing and forming equivalent fractions. This average was 73.4. An increased emphasis on visual representations, legal trades and the mathematical practices through enVision will be incorporated next year.
- The largest need area for Grade 4 is dividing by 1-digit numbers. The average chapter test score was 54.5. enVision, KEMS and EngageNY resources will all be explored in 2018-2019 in lieu of Go Math.
- The largest need area for grade 5 was determined based on the student performance in KEMS Module 8, which included fraction word problem solving using all 4 operations. Increased use of EngageNY released test questions in this area along with increased emphasis on the Mathematical Practices through enVision will build on this area in 2018-19.

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 applying mathematical practices to solve higher order word problems, it is expected that the percentage of students on grade level will increase by 12 percentage points as compared by the Fall 2018 enVision baseline assessment to the June 2019 enVision end of year benchmark assessment.
## 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>All students in grades 4-5</td>
<td>September 2018-June 2019</td>
<td>Math Supervisor Math AIS Teachers Gr. K-5 Classroom Teachers NTN Math Consultant</td>
</tr>
</tbody>
</table>

- Implement new enVision Math curriculum in grades K-5 and Key Elements to Mathematics Success curriculum in grades 3-5 which align to the Next Generation State Standards.
- Continue implementation of National Training Network’s SOLVE method of problem solving and Exemplars multi-step word problems with a focus on student independence in a structured problem solving block.
- Support students with meaningful mathematical discourse using 5 Practices for Orchestrating Productive Mathematics Discussion.
- Strategic departmentalization of the mathematics block in grades 4 and 5.
### PROFESSIONAL DEVELOPMENT

- Teacher teams will engage in Professional Learning Communities (PLCs) focusing on aligning instruction to Danielson’s Rubric (questioning and discussion, student engagement strategies, using assessment in instruction) and Next Generation State Standards concentrating on building student comprehension and problem solving in Math.
- Informal and formal observations as well as teachers’ Needs Assessment Survey will drive targeted professional development.
- External professional development targeting standards aligned curriculum and Danielson Rubric.
- Intervisitations internally and externally to share best practices to improve student achievement.
- Utilizing National Training Network Math to coach and improve teachers’ math instruction

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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### 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.

In order to empower families and support their understanding of Rigorous Instruction and the Next Generation State Standards, the school will include online homework sheets, text support, math games and internet links. In addition, workshops for parents (including workshops specifically for parents of ENLs and Students with Disabilities) will be held frequently to inform them of New York State assessments, Next Generation State Standards, standards aligned curriculum, math concepts and provide strategies for home involvement and support during the September 2018 –
June 2019 school year. Within the 2018-2019 school year, key implementers will be UFT coach, Library Media Specialist, IEP Teacher, ENL Teachers, Select Classroom Teachers, Parent Association and the Parent Coordinator.

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.

In order to achieve this goal, we will need to have structures in place for professional learning such as grade-level teacher teams, grade leaders, and a vertical teacher team. Scheduling includes Monday and Tuesday Professional Learning Time, and common preps as well as PD days inside and outside of school. Professional learning will include intervisitations, demonstration lessons, curriculum planning time and meetings with internal and external coaches.

Meetings will include time to develop assessments, analyze data and student work, utilizing and norming rubrics, and feedback conversations to improve student achievement.

Resources include Borough Field Support Center (BFSC), District 8 and NTN. Other resources include enVision/KEMS resources, EngageNY, and professional texts such as Visible Learning for Math by Fisher Frey Hattie and 5 Practices for Orchestrating Productive Mathematics Discussions by Margaret Smith and Mary Kay Stein.

Budget will include funds for:

- Per diem funding allocated for substitute coverages to support external professional learning.
- UFT TC Coach, AIS Teachers
- AIS/ENL Services such as Afterschool Program and Saturday Academy
- Common Core Math Exemplars Consultant/NTN Math Consultant/enVision Consultant
- Common Core Math Exemplars accounts and performance tasks
- Funding allocated for standards aligned curriculum and supplemental materials and supplies
- Technological Resources such as iReady

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
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<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</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, it is expected that the percentage of students on grade level will increase by 6 percentage points as compared by the Fall 2018 enVision baseline assessment to the February 2019 enVision mid-year benchmark assessment.

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

enVision benchmark math assessments

**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

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>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.</td>
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</tr>
</tbody>
</table>

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?

According to the 2017-2018 School Quality Guide, we had an increase of 8 points, with a total of 81% of of survey participants who rated classroom behavior as positive. While our overall score in classroom behavior was 3.80, 12% higher than city average, we believe that classroom behavior must continue to improve in order for learning to occur. In addition, we saw a decrease from 44 to 39 incident reports in OORS with a decrease in discipline infractions. Although we generally have a positive school culture, we will focus on improving our adults’ and students’ ability to support each other and regulate their emotions in positive ways. Research has shown that students who develop not only their academic behaviors but also their social behaviors learn skills needed for academic success and career readiness. We will continue to implement Yale University's concept of RULER in daily instruction. RULER is an acronym that stands for Recognizing, Understanding, Labeling, Expressing, and Regulating emotions. Our hope is that RULER will become an integral and enduring part of our school community.

#### Part 2 – Annual Goal

<p>| | |</p>
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<tr>
<td>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.</td>
<td></td>
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</table>

By June 2019, staff members will incorporate the anchors of emotional intelligence into the school culture resulting in a 15% increase in teachers’ and students’ ability to regulate actions as measured by comparing the fall 2018 baseline RULER survey to the end of year 2019 RULER survey.
## 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>Description</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to conduct professional learning cycles on adult social emotional</td>
<td>All staff members</td>
<td>September 2018-June 2019</td>
<td>• RULER Supervisor</td>
</tr>
<tr>
<td>development and self-regulation strategies.</td>
<td></td>
<td>• Monthly</td>
<td>• School RULER Implementation Team (SRI T)</td>
</tr>
<tr>
<td>Implement 4 anchor tools (Mood Meter, Charter, Meta-Moment, Blueprint) and</td>
<td>All students</td>
<td>September 2018-June 2019</td>
<td>• RULER Supervisor</td>
</tr>
<tr>
<td>Feelings Word curriculum in all classrooms.</td>
<td></td>
<td>• Daily</td>
<td>• School RULER Implementation Team</td>
</tr>
<tr>
<td>Create a nurturing class and school environment that invites students to</td>
<td>All staff and students</td>
<td>September 2018-June 2019</td>
<td>• RULER Supervisor</td>
</tr>
<tr>
<td>share their feelings and learn self-regulation strategies. (For example,</td>
<td></td>
<td>• Daily</td>
<td>• School RULER Implementation Team</td>
</tr>
<tr>
<td>having daily conversations about RULER, lessons on regulating strategies,</td>
<td></td>
<td></td>
<td>• All teachers</td>
</tr>
<tr>
<td>community building activities, celebrating successes, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide workshops to empower parents with the skills and language to</td>
<td>All parents</td>
<td>September 2018-June 2019</td>
<td>• RULER Supervisor</td>
</tr>
<tr>
<td>continue social-emotional learning at home.</td>
<td></td>
<td>• Monthly</td>
<td>• School RULER Implementation Team</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Select classroom teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• External Personnel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Parent Association</td>
</tr>
</tbody>
</table>
Provide one-on-one conversations and/or at-risk counseling services for students observed to need additional social-emotional supports.

- Select students
- September 2018 - June 2019

RULER Supervisor
School RULER Implementation Team
Select classroom teachers
Guidance Counselor
School Psychologist

PROFESSIONAL DEVELOPMENT

- Professional learning based on the RULER mindset (growth mindset, social and emotional intelligence, and PBIS) and Feelings Word Curriculum is incorporated into our Professional Learning Plan to assist teachers and staff in understanding RULER, emotional intelligence.
- Specific Staff will attend seminars on RULER and turn-key to staff members.
- Our School RULER Implementation Team will meet bi-weekly to reflect and plan for professional learning.

- The entire school community
- September 2018 - June 2019

RULER Supervisor
School RULER Implementation Team
Select classroom teachers
External Personnel
Professional Development Team

**3b – Parent and Family Engagement**

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.

Between September 2018 and June 2019, PBIS and RULER teams will host parent workshops on PBIS and RULER mindsets to encourage parental involvement in engaging our students' commitment to self-regulating and understanding emotional intelligence while fostering learning. Professional Learning Cycles and book studies will also be offered to support parent growth. Key implementers will be the principal, assistant principals, PBIS and SRIT teams, guidance counselor, select teachers, Parent Association and Parent Coordinator.

**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.
In order to achieve this goal, we will dedicate Professional learning time to learn how to incorporate RULER Strategies, adult social emotional growth, and the Feelings Word Curriculum. The PBIS Coach, SRIT, and Grade Leader Teachers will demonstrate how to implement RULER into curriculum. Scheduling needs include common planning across grades, vertically as well as intervisitations to ensure implementation of RULER into lessons.

Resources include books, articles and websites, Yale Center for Emotional Intelligence, Expeditionary Learning Core Practices, (Kagan Cooperative Learning, Total Participation Techniques, Making Thinking Visible, Fostering Grit, Growth Mindset Pocketbook, Mindsets in the Classroom, Mindset: the New Psychology of Success, PBISworld.org, NYC DOE Habits of Mind resources.

Budget will include funds for:

- Per diem funding allocated for substitute coverages to support external professional learning.
- RULER Training with Yale University
- UFT TC Literacy coach
- Funding allocated for standards aligned curriculum and supplemental materials and supplies
- Technological Resources
- Library Media Specialist

### 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 | X | Title I TA | || | Title II, Part A | || | Title III, Part A | || | Title III, Immigrant |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| X | 21st Century Grant | X | SIG | X | 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 February 2019, staff members will incorporate the anchors of emotional intelligence into the school culture resulting in an 8% increase in teachers’ and students’ ability to regulate actions as measured by comparing the fall 2018 baseline RULER survey to the February 2019 mid-year RULER survey.

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

RULER benchmark surveys

#### 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.

Professional Learning Communities have been designed with need areas demonstrated through district feedback, teacher needs assessments and instructional data. Based on the NYS Common Core 2017-18 ELA state test scores, all grades increased by 17.9 percentage points in terms of students on grade level as compared to the 2016-17 school year. Also, based on the NYS Common Core state test, 2017-18 Math scores for all grades increased by 6.5 percentage points in terms of students on grade level as compared to the 2016-17 school year. In ELA (2017-18), our average growth percentile for fourth and fifth grade students was 53.73%. In Math (2017-18), our average growth percentile was 55.23%.

Regarding areas of need, specific areas in Math from 2017-18 include (with percentage points below the city average in parentheses) standards 3.MD.7d (-.11), 3.NF.3c (-.07), 3.OA.8 (-.07), 4.MD.6 (-.15), 4.MD.7 (-.16), 4.NF.1 (-.13), 4.OA.3 (-.09), 5.OA.2 (-.13) and 5.MD.5b (-.08). Looking at patterns or trends from this data as well as data from prior years, standards 3.OA.8, 4.OA.3 and 5.OA.2 all involve multistep problem solving or multiple operations within an expression. Equivalent fractions and angle measures have also been in a downward trend from the city average for several years. Hence, enhanced math discussion techniques will be studied through the 5 Practices for Orchestrating Productive Mathematical Discussions. These should be especially applicable in the area of multi-step problem solving that our school has struggled with for several years (e.g. standard 4.OA.3, -.21 from the NYC average in 2016-17).

In terms of ELA from 2017-18 (with percentage points below the city average in parentheses), areas of focus include standards L.3.4 (-.12), RI.3.2 (-.05), RI.3.5 (-.05), RL.3.2 (-.05), L.4.4 (-.06), RI.4.3 (-.07), RL.4.6 (-.06), RL.4.4 (-.06), RL.4.6 (-.07), RI.5.3 (-.07), RI.5.7 (-.06), RI.5.5 (-.11). Commonalities across grades include determining word meaning, finding main idea and utilizing structure.

Teachers also indicated in our needs assessment survey and through vertical teams that our reading curriculum needed additional supports to better target the needs of our struggling students. In order to increase our student achievement levels in ELA, we are continuing with Teacher’s College Reading and Writing Project (TCRW). As a Teacher’s College Project school, we will be supported by TC Professional Learning Conference days, Learning Institutes as well as TC Consultants by grade bands. In addition, we will be utilizing and learning about the The Continuum of Literacy Learning to target the reading needs of students in small groups. This continuation of professional learning will increase our students ability to read and comprehend complex text, increase vocabulary, and build writing stamina.

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, targeted math and literacy professional learning cycles will be implemented to improve instructional strategies that will result in at least a 5% increase of teachers who receive 2018-2019 end of year MOTP ratings of effective or highly effective in components 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning, or 3d: Using Assessment in Instruction on Advance as compared to the 2017-2018 end of year MOTP ratings.
### 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)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| **On-site professional learning** in collaboration with National Training Network and Teacher’s College consultants with a focus on building independence, active discussion, and effective assessment practices. | **Teachers in grades K-5** | **September 2018-May 2018**  
**Monthly** | **Math Supervisor**  
**ELA Supervisor**  
**UFT TC Coach**  
**Math Lead Teachers**  
**Select Teachers in grades K-5**  
**Monthly** |
| **Off-site professional learning** through conference days, institutes, workshops, and school visits. | **Math Supervisor**  
**ELA Supervisor**  
**UFT TC Coach**  
**Math Lead Teachers**  
**Select Teachers in grades K-5**  
**Monthly** | **September 2018-June 2018**  
**Monthly** | **Math Supervisor**  
**ELA Supervisor**  
**UFT TC Coach**  
**NTN Consultants**  
**Teacher's College Consultants**  
**Grade Leaders**  
**School Partnerships** |
| **Teams will strategically align professional learning cycles to school goals,** needs assessment reflections, student achievement data and Advance observations. Frequent meetings will be used to reflect on data points such as Advance data, student work, and assessment results to determine if professional learning has had impact. Data will determine the school staff’s professional learning needs and the next cycle of learning. | **Math Supervisor**  
**ELA Supervisor**  
**UFT TC Coach**  
**Math Lead Teachers**  
**Select Teachers in grades K-5**  
**Monthly** | **September 2018-June 2018**  
**Monthly** | **Math Supervisor**  
**ELA Supervisor**  
**UFT TC Coach**  
**Math Lead Teachers**  
**Math Lead Teachers** |

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| 2018-19 CEP | 24 |
Embed in professional learning cycles opportunities for teacher teams to collaboratively plan, implement, reflect, assess and refine new practices.

Mentor and support teachers through the New Teacher Center partnership, UFTTC Literacy Coach and Universal Literacy Coach.

PROFESSIONAL DEVELOPMENT

- Structures are in place to provide common planning time such as the use of common preps, Monday collaborative planning, and monthly Vertical Team Meetings.
- Intervisitations will support implementation of best practices in ELA and Math. A lab classroom will be selected within each grade as the site for modeling and intervisitations by teacher teams.
- Professional development is offered based on observation feedback, teacher reflections, student needs and district-wide initiatives. Included in this are workshops offered by Teacher’s College conference days, mini-institutes and coaching, NTN, District 8, and the Borough Field Support Center.
- UFT Teacher Center coach and Math Lead Teachers attend professional development monthly to turnkey best
practices and strategies for strengthening teacher practice.

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.

Parent workshops based off of learning from the PLC groups will include curriculum supports in the area of reading, writing, and math as well as best practices for helping support students including those with disabilities or ELLs at home. The focus of these workshops will be to implement ways for children to be more independent, enable them to have the skills necessary to engage in discourse and the understanding to reflect and self-assess. Our library media specialist will continue to extend open access all day for parents to utilize resources (mylibrarynyc.com) to increase their involvement and engagement in their children’s education. Additional workshops will be offered based on reflections and feedback from parent surveys. Engagement activities will be offered monthly throughout the school year and key personnel will be the Principal, Assistant Principals, grade leaders, IEP Teacher, ENL Teacher, Library Media Specialist, Parent Association and Parent Coordinator.

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.

In order to achieve this goal, we will need to have structures in place for professional learning such as grade level teacher teams, grade leaders, and a Vertical teacher team. Scheduling includes Monday and Tuesday Professional Learning Time, and common prep as well as PD days outside of school. Professional development will include intervisitations, demonstration lessons, curriculum planning time and meetings with internal and external coaches. Meetings will include time to develop assessments, analyze data and student work, utilizing and norming rubrics, and feedback conversations to improve student achievement.

Resources include consultants such as NTN and Teacher's College. In addition, books such as Writing Pathways by Lucy Calkins, Teacher's College Writing Units, Reading Strategies by Jennifer Seravallo, Writing Strategies by Jennifer Seravallo, The Continuum of Literacy Learning by Gay Su Pinnell and Irene C. Fountas, Visible Learning for Literacy by Fisher/Frey/Hattie, Visible Learning for Math by Fisher/Frey/Hattie, and 5 Practices for Orchestrating Productive Mathematics Discussions, by Smith and Stein.

Budget will include funds for:

- Per diem funding allocated for substitute coverages to support external professional learning.
- UFT TC Literacy coach, AIS Teachers
- TC Consultants/NTN Consultants
- Conference Days, Mini-Institutes, Coaching Institutes
- Funding allocated for standards aligned curriculum and supplemental materials and supplies
- Technological Resources

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

|  | Tax Levy |  | Title I SWP |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
| X |  | X |  | X |  |  | X |  |  |  |
|  |  |  | C4E |  | U21st Century Grant |  | SIG |  | PTA Funded |  | In Kind |
|  |  |  | Other |  |  |  |  |  |  |  |
**Part 5 – Progress Monitoring**

<table>
<thead>
<tr>
<th><strong>Part 5a.</strong> 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By February 2019, targeted math and literacy professional learning cycles will be implemented to improve instructional strategies that will result in at least a 3% increase of teachers who receive 2018-2019 end of year MOTP ratings of effective or highly effective in components 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning, or 3d: Using Assessment in Instruction on Advance as compared to the 2017-2018 end of year MOTP ratings.</td>
</tr>
</tbody>
</table>

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

Advance Observation Data utilizing Danielson Rubric

**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.

In 2017-2018, Advance data indicated Domain 2 and 3 as an area of continued improvement particularly with new and untenured teachers. Overall for all teachers, domain 3 were areas of need. The primary components in Domain 3 are 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning, or 3d: Using Assessment in Instruction. Overall end year Advance data indicated that 95.5% of teachers were rated effective in component 3b while only 2.3% were rated highly effective. In component 3c, 84.1% of teachers were rated effective while only 9.1% were rated highly effective. In component 3d, 86.4% of teachers were rated effective while only 11.4% were rated highly effective. Thus, in 2018-2019, we continue with the ultimate goal of supporting all teachers but with a focus on supporting new and untenured teachers to strengthen their pedagogy in classroom culture, managing student behavior, discussion, engagement, and assessment techniques. Teachers will improve strategies through coaching, observation cycles and feedback.

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, as a result of school leader’s implementation of frequent observations, feedback cycles, and mentoring/coaching, at least 90% of new and untenured teachers will show at least 1 level’s performance growth in the HEDI scale in at least 3 components in Domain 2 and 3 on the Danielson Rubric as measured by the 2018 baseline Advance observation compared to the 2019 end of school year observation.
**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>
<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>
</table>
| • 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). | • New and untenured teachers | • September 2018-June 2019  
• 3 times yearly | • Principal  
• Assistant Principals |
| Meet with new and untenured teachers regularly to set goals, monitor progress and provide supports during beginning, middle, and end year conferences. | • New and untenured teachers | • September 2018-June 2019  
• 4-6 times or more as needed | • Principal  
• Assistant Principals |
| Engage in frequent observations and feedback cycles to create an action plan to strengthen instructional practices. | • New and untenured teachers | • September 2018-June 2019  
• Monthly | • Principal  
• Assistant Principals  
• UFT TC Coach  
• Universal Literacy Coach  
• Math Lead Teacher  
• Grade Leaders |
| Provide targeted internal and external professional learning to strengthen areas for growth. | • New and untenured teachers | • September 2018-June 2019  
• Monthly | • Principal  
• Assistant Principals  
• UFT TC Coach  
• Universal Literacy Coach  
• Math Lead Teacher  
• Grade Leaders |
| Strengthen practice through intervisitations and articulation with model teachers. | • New and untenured teachers | • September 2018-June 2019  
• Monthly | • Principal  
• Assistant Principals  
• UFT TC Coach  
• Universal Literacy Coach  
• Math Lead Teacher |
**PROFESSIONAL DEVELOPMENT**

- Principal and Assistant Principal continue to be trained on the Danielson Rubric and hone skills to give feedback internally and with the support of Advance leads.
- Regularly send teachers to internal and external professional development to strengthen their practice. Provide time for reflection and sharing of learned best practices.
- Meet with Professional Development Team twice weekly to reflect and refine leadership approach to addressing teacher and student needs.
- Intervisitations are scheduled based on best practices and needs assessment data.
- Feedback and goal setting are a regular part of the observation process to ensure teachers have timely feedback in order to make strategic adjustments to instruction.

**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.

Principal and Assistant Principals meet with the Parent Association Executive Board and School Leadership Team frequently to collaborate, share school instructional goals, and to reflect on school needs. Together with parents, the school determines solutions to identified issues. Key personnel responsible will be Principal, Assistant Principals, Parent Association, School Leadership Team, and Parent Coordinator.
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.

In order to achieve this goal, we will need to have structures in place for professional learning such as grade-level teacher teams, grade leaders, and a Vertical teacher team. Scheduling includes Monday and Tuesday Professional Learning Time, and common preps as well as PD days outside of school. Professional development will include intervisitations, demonstration lessons, curriculum planning time and meetings with internal and external coaches. Meetings will include time to develop assessments, analyze data and student work, utilizing and norming rubrics, and feedback conversations to improve student achievement. Time allotted for 1:1 conferencing with administration and teachers on observation data.

Resources include Danielson Rubric for Teaching as well as texts mentioned previously such as Writing Pathways by Lucy Calkins, Teacher's College Writing Units, Reading Strategies by Jennifer Seravallo, Writing Strategies by Jennifer Seravallo, The Continuum of Literacy Learning by Gay Su Pinnell and Irene C. Fountas, Visible Learning for Literacy by Fisher/Frey/Hattie, Visible Learning for Math by Fisher/Frey/Hattie, and 5 Practices for Orchestrating Productive Mathematics Discussions, by Smith and Stein.

Budget will include funds for:

- Per diem funding allocated for substitute coverages to support external professional learning.
- UFT TC Literacy coach, AIS Teachers
- Teacher's College Consultant/NTN Math Consultant
- Funding allocated for standards aligned curriculum and supplemental materials and supplies
- Technological Resources

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</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, as a result of school leader’s implementation of frequent observations, feedback cycles, and mentoring/coaching, at least 60% of new and untenured teachers will show at least 1 level’s performance growth in the HEDI scale in at least 3 components in Domain 2 and 3 on the Danielson Rubric as measured by the 2018 baseline Advance observation compared to the 2019 end of school year observation.

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

Advance Observation Data utilizing Danielson Rubric

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>

Our school has shown a need for increased parental involvement in order to understand and support student learning at home. Students are struggling with deeper levels of student comprehension and higher order thinking and need additional support from parents to help them persevere through more complex text and curriculum. According to our 2017-2018 school survey results, 99% of parents have a positive outlook under Outreach to Parents and 95% of parents say they are satisfied with Parent Involvement. However, we always strive to do better and to maintain positive relationships with our parents. As a result, we will focus on continuing to offer services, programs, and workshops with a focus on increasing attendance and increasing parents' ability to feel empowered and confident in supporting their child at home. As voiced in SLT meetings, parents would like an increase in the variety of workshops offered. We as a school would also like to offer cycles of learning that can build on skills throughout the year. When parents feel a part of the school community, they are more likely to attend more workshops, learn more strategies, and be able to support their child with learning and advocate for their needs.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, there will be at least a 10% increase in the number of parents attending school-wide meetings, events, and activities as measured by the 2018-2019 Parent Coordinator Activity Report compared to the 2017-2018 Parent Coordinator Activity Report.</td>
</tr>
</tbody>
</table>
## 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>
</table>
| • 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</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| **Increase number of workshops held in the evenings and on Saturdays.** | • All Parents | • Principal  
• Assistant Principals  
• Parent Association  
• Parent Coordinator  
• Lead Teachers |
| **Provide ongoing support through workshop series to empower parents with tools to support their child at home.** | • All Parents | • Principal  
• Assistant Principals  
• Parent Association  
• Parent Coordinator  
• Lead Teachers |
| **Continue to offer workshops in multiple languages when possible.** | • ELL Parents | • Principal  
• Assistant Principals  
• Parent Association  
• Parent Coordinator  
• Lead Teachers  
• Translators |
| **Utilize parent reflections and feedback to inform upcoming school-wide meetings, events, and activities.** | • All Parents | • Principal  
• Assistant Principals  
• Parent Association |

### Timeline
- September 2018-June 2019
- Monthly
Create easily accessible social media platforms (Blackboard website, P.S. 36 app, Twitter, Instagram) to engage parents in the school community.

- All Parents

Twitter: September 2018-June 2019
Website and Instagram: September 2018-June 2019
P.S. 36 App: November 2018-June 2019

Principal
Assistant Principals
Parent Association
Parent Coordinator
Lead Teachers
Classroom Teachers
Technology Team

Collaborate with parents, local Community Based Organizations (CBO) and politicians to provide our students with additional supports and enrichment (Kips Bay, AATT Dance Academy, etc.)

- All Parents
- Community Partners

September 2018-June 2019

Principal
Assistant Principals
Parent Association
Parent Coordinator
Lead Teachers
CBOs

PROFESSIONAL DEVELOPMENT

- The PA attends monthly PAPEC meetings and workshops to learn and gather information to support our school.
- The School Leadership Team (SLT) meets on a consistent basis to engage in school-wide decision making and reflections on best practices based on data.
- Parents engage in District Workshops to further their understanding of the Next Generation State Standards and curriculum.
- Facilitators engage in workshops to further their understanding in order to plan for workshops/activities for family engagement.

- All Parents
- Parent Association
- Lead Teachers

September 2018-June 2019
Monthly

Point Person(s):
- Principal
- Assistant Principals

Implementers:
- SLT Team
- Parent Association
- Title 1 Committee
3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Partnerships and CBOs include collaboration with Teacher’s College, National Training Network, Castle Hill Library, Adult ESL and Citizenship, and Kipps Bay who support the needs of our families.

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.

In order to achieve this goal, we will need to have structures in place for professional learning. Scheduling includes Monday and Tuesday Professional Learning Time, and common preps as well as PD days outside of school. Professional development will include intervisitations, demonstration lessons, curriculum planning time and meetings with internal and external coaches. Time allotted for parent workshops and learning sessions during parent engagement time as well as throughout the school day and after as needed.

Resources include texts for parents such as How to Talk So Kids Will Listen and Listen So Kids Will Talk by Edisi Bahasa Melayu.

Budget will include funds for:

- Parent Workshop Materials
- Per diem funding allocated for substitute coverages to support external professional learning.
- UFT TC Literacy coach, AIS Teachers
- Teacher’s College Consultant/NTN Math Consultant
- Funding allocated for standards aligned curriculum and supplemental materials and supplies
- Technological Resources

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

|   | Tax Levy |   | Title I SWP |   | Title I TA |   | Title II, Part A |   | Title III, Part A |   | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
|   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |

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, there will be at least a 6% increase in the number of parents attending school-wide meetings, events, and activities as measured by the mid-year 2018-2019 Parent Coordinator Activity Report compared to the mid-year 2017-2018 Parent Coordinator Activity Report.

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

Parent Coordinator Reports

**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 <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Students performing at a level 2 and below as determined by data from NYS ELA assessments (performing below a median proficiency rating of 2.50), writing tasks, and reading benchmarks, observational data and referrals to School Assessment Team (SAT)/Response to Intervention (RTI) team for reading difficulties.</td>
<td>Wilson Reading System, Fundations, Spire, Sounds in Motion, Guided Reading, Afterschool Program, Close reading strategies, repeated readings, Targeted instruction/strategy groups, Quick Reads Fluency Program</td>
<td>Small Group, Small Group, Small Group, Small Group, Small Group, Individual/Small Group, Whole Group, Small Group, Small Group, Small Group, Whole Group</td>
<td>During the school day, During the school day, During the school day, During the school day, During the school day, During the school day, During the school day, During the school day, After school (Grades 3-5), During the school day</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students performing at a level 2 and below as determined by data from NYS Math assessments (performing below a median proficiency rating of 2.50), Go Math! Chapter tests, observational data and referrals to CST/RTI team for mathematics difficulties</td>
<td>Saturday Academy</td>
<td>During the school day</td>
<td>Saturdays (Grades 3-5)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Math Afterschool program</td>
<td>Small Group</td>
<td>During the school day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targeted Instruction</td>
<td>Small Group</td>
<td>During the school day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factmasters</td>
<td>Whole Group</td>
<td>During the school day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Core Math Exemplars using the SOLVE procedures</td>
<td>Small Group/Whole Group</td>
<td>During the school day/Afterschool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differentiated problem solving using a variety of potential sources...i.e. NNTTasks, enVision Problem Solving, Leveled Exemplars)</td>
<td>Small Group/Whole Group</td>
<td>During the school day/Afterschool</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>Students performing at a level 2 and below as determined by data from Science class assessments and observational data.</th>
<th>Science Afterschool</th>
<th>Afterschool (4th grade)</th>
<th>During the school day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiated Instruction</td>
<td>Small Group</td>
<td>During the school day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Group/Whole Class</td>
<td>During the school day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Students performing at a level 2 and below as determined by data from observations, classwork and assessments.</td>
<td>Targeted Instruction</td>
<td>Small Group</td>
<td>During the school day</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>-------------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>At-risk services</strong> <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>Student referrals to SAT/PBIS team for behavioral and social/emotional difficulties.</td>
<td>At-risk students services by Guidance Counselor At-risk students serviced by Speech Teachers/Social Worker</td>
<td>Small Group/One to One Small Group/One to One</td>
<td>During the school day During the school day</td>
</tr>
</tbody>
</table>
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)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

Part A: FOR TITLE I SCHOOLS

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.)

2. Please describe the services you are planning to provide to the STH population.

Students in Temporary Housing will be assessed regularly to identify strengths and areas of focus. Additional supports will be provided as needed through: AIS Teachers, AIS Afterschool, Saturday Academy, RTI, and small group instruction. Additional supports will include Breakfast in the Classroom, Universal Lunch Feeding, afterschool clubs including AATT Dance Academy, Basketball, Visual Arts, Student Council, Recorder Club, Green Team, and Technology Club.

Part B: FOR NON-TITLE I SCHOOLS

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).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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.

N/A
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

| 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.

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by No Child Left Behind (NCLB). Educators are assigned by license and areas of strengths and expertise.

Teachers are recruited at fairs, open market, through relationships with universities and through recommendations. When hiring, teachers are asked to interview, bring a portfolio, and teach a lesson which includes a feedback process. Once hired, teachers are given training and support through a multitude of means such as: New Teacher Network, Coaching with onsite and offsite coaches, provided a buddy mentor, attend PD on and off-site, participate in weekly teacher team meetings, frequent intervisitation with highly effective teachers, and given frequent observations with timely feedback.

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).

In order to maintain and support a highly qualified staff the following practices are in place:

- Seek educators with a strong background in Balanced Literacy, knowledge of the Next Generation State Standards that can align their practices to the P.S. 36 vision and mission.
- Educators that believe in a professional learning community
- Motivated to continue their professional learning
- Willing to share best practices, be self-reflective and have high expectations of themselves and their students
- School personnel work closely with the BFSC team to ensure that non-HQT meets all required documentation and assessment deadlines.
- External Professional development is provided to support staff in helping their students meet the demands of the common core state standards.
- Mentors/Peer Coaches provide support for teachers.
- New Teacher Network professional development is provided for new staff.
• Study groups
• Differentiated Professional Development is provided based on a Needs Assessment Survey as well as Teacher observations.

In addition, highly qualified staff are encouraged to become leaders of their own learning. Staff are asked to participate in shared decision-making and the administration provides ample opportunities for distributive leadership. Professional learning is differentiated based on the need and learning style of the educator. Throughout the year, staff have some opportunity to choose which professional learning opportunity to participate in.

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.).

3 teachers, 3 paraprofessionals, a parent coordinator, a social worker, Create Consultant, UFT Literacy Coach, Library Media Specialist, and a NYC instructional support coach support our Universal Pre-K program. The social worker works with the classroom staff and families to identify early intervention for students as well as assistance for families in crisis. The social worker provides parent workshops that focus on the academic and social development of the students as well as increasing parental involvement and engagement.

In our three pre-K classrooms, both the teacher and paraprofessionals, work in small groups with the children conducting ongoing observations during centers, whole group and small group instruction. This year, we will continue to incorporate the Teaching Strategies Gold Assessment in conjunction with the integrated NYC Units/Creative Curriculum, which are investigatory units of study. Our PreK will also be continuing with Building Blocks, a math program. We will participate in the Create Instructional Track which will support the integration of the arts into the curriculum units. Our staff will attend Kindergarten Grade conferences and professional development with Kindergarten teachers to set goals for the students to prepare them for Kindergarten. The Pre-K staff will articulate with the kindergarten teachers about their students and review the student portfolio of work prior to them entering kindergarten.
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 the selection of assessment measures and professional development in multiple ways:

- During June 2018, a MOSL Committee consisting of teachers and administrators was formed to analyze assessment options and select MOSL assessments.
- In teacher teams, educators normed and utilized the TC learning progressions and rubrics.
- Teacher teams created/revised unit or chapter tasks aligned to the Next Generation State Standards and curriculum.
- Student data and work is looked at during teacher team meetings using protocols to determine implications for instruction.
- Data specialist supports teachers by aggregating assessment data in order for teachers to determine implications for instruction.
- Io Education assessment data templates in order to report assessment data in a timely fashion.

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 B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$594, 800</td>
<td>X</td>
<td>Section 5A, 5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$82, 054</td>
<td>X</td>
<td>Section 5A, 5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12, 622</td>
<td>X</td>
<td>Section 5A, 5B, 5E</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$11, 589</td>
<td>X</td>
<td>Section 5A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$4,499, 837</td>
<td>X</td>
<td>Section 5A, 5B, 5C, 5D, 5E</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.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent Involvement Policy (PIP)</strong></td>
</tr>
</tbody>
</table>

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. P.S. 36 Unionport in compliance with the Section 1118 of Title I, Part A of 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.

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
</table>

P.S. 36x 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

P.S 36X’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;

• Title I Priority and Focus Schools and the parents of students served in the Title I program must **jointly agree upon** the use of these additional funds to support increased parent engagement/education to enable parents to effectively support their child’s learning.

• 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 ESSA;

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

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

• 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

2018-19 CEP
P.S. 36X 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.

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
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</table>

**School-Parent Compact (SPC)**

**PS 36x**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Next Generation State Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting 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

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 daily for the number of required minutes for the grade;
● 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 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

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>Before school</th>
<th>After school</th>
<th>Saturday academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of ELLs to be served:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 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: | | |

2018-19 CEP
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: ____

Rationale: The objective of the Title III after school program is to improve students' reading skills, writing skills, and the use and understanding of Math vocabulary. After analyzing our latest data, including last year’s NYSESLAT results and state test scores, we have concluded that many of our students need additional support in reading, writing, and math. These students will receive additional targeted and differentiated instruction during after school to help meet their academic needs. One hour will be dedicated to literacy and the second hour will be dedicated to the language of Math.

Subgroups and Grade Levels of Students to be Served: Our focus population for our Title III after school program will be newcomers, current and former ENL students in grades 3, 4, and 5. Fifty-one entitled ELLs will participate in this program, in addition to twenty former ELLs.

Schedule and Duration: Our Title III ELL After school Program for grades 3, 4, and 5 will pick up from December 5, 2018 through April 30, 2019 for a total of 34 days. The program will be held on Wednesdays and Thursdays from 2:45 PM to 4:45 PM. The sessions go as following:
- December 5, 6, 12, 13, 19, & 20
- January 2, 3, 9, 10, 16, 17, 23, 24, 30, & 31
- February 6, 7, 13, 14, 27, & 28
- March 6, 7, 13, 14, 20, 21, 27, & 28
- April 10, 11, 17, & 30

Language of Instruction: The language of instruction is English and the instruction is provided by our ESOL and Bilingual certified teachers, as well as our common branch certified teacher.

Number and Types of Certified Teachers: Both direct instruction and direct supplemental services are provided by the following teachers; Ms. Otero, Ms. Delgado, and Mr. Tenaglia. Ms. Otero is our ESOL certified teacher servicing 4th and 5th grade, Ms. Delgado holds a bilingual certification and services 3rd grade, and Mr. Tenaglia is our common branch teacher who collaborates with Ms. Otero and works with 4th and 5th grade. During our Title III after school program, Ms. Delgado services 3rd grade during both the ELA and math periods. In addition, Ms. Otero and Mr. Tenaglia rotate between the 4th and 5th grade classes. During this time, each teacher rotates the second hour and works with each group one hour per day.

Types of Materials:
Part B: Direct Instruction Supplemental Program Information


These materials help students prepare for the upcoming ELA State Test and the NYSESLAT by focusing on reading comprehension, vocabulary, and test-taking strategies. In addition, these materials also help prepare students for the Math State test by focusing on specific math standards, vocabulary, strategies, and skills. The work is differentiated for students as needed by the teachers to meet the instructional goals of our Title III program.

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: 

Rationale:

Our teachers regularly attend professional development workshops and partake in learning cycles to better understand the unique learning needs of our ENL population. These professional learning cycles are specifically chosen for our Title III teachers in order to focus on the program's objective, which is to prepare our students for the upcoming state tests and bridge the learning gap by improving their reading, writing, and math skills.

Teachers to Receive Training:

The teachers who are working the Title III After School Program are participating in these trainings. Ms. Otero, Ms. Delgado, and Mr. Tenaglia.

Professional Development:

At no cost to Title III, our school works with coaches from Teachers College, Elise Whitehouse for grades kindergarten, 1st, & 2nd and Kara Arnold for grades 3, 4, & 5. They help our teachers with lesson differentiations in order to make the content accessible to all students, specifically our ENL population. Some of the topics include the use of visuals, sentence frames, Total Physical Response, setting expectations with the use of modified rubrics, the use of graphic organizers, and modified texts. These meeting also include demo lessons and classroom Inter-visitations to share best practices. These Learning Cycles will take place twice a month running from September 2018 through March 2019.

At no cost to Title III, our school is also conducting a series of Math professional Learning Cycles facilitated by Doug Bynum from the National Training Network. He is helping our school implement strategies that can assist students in accessing the content material by providing an effective language learning environment. The topics discussed during the learning cycles include the use of contextual clues, providing differentiated materials, and integrated language learning in the content area. These learning cycles will be held from October 2018 through June 2019.

At no cost to Title III, our ENL teachers Ms. Otero and Ms. Almanza participate in the District 8 ELL PLC. This is a series of Professional Learning opportunities that focus on adapting units of study for English Language Learners. Ms. Almanza and Ms. Otero focus on strategies to provide
Part C: Professional Development

access to complex, academic language as well as key ways to ensure comprehensible input for English Language Learners. Our ENL teachers share this information with the staff, during professional development time. Ms. Almanza and Ms. Otero also attended the Bronx Field Support Center ELL Symposium. Where they learned about the best ELL practices being implemented in other schools with in district 8.

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: 

Rationale:

At P.S. 36 we believe that a strong collaboration between parents and school is very important in the success of our students. We strive to keep parents well informed and share information that can help them and their children. We share strategies that can be used at home and set students expectations in order for parents to become aware of their child's progress. We encourage parents to participate in our school community by offering parent engagement activities. Most importantly, we make a great effort to create a safe and welcoming environment for our parents and students.

Parent Engagement Activities:

At no cost to Title III, the Parent Coordinator, Norma Martinez and our ENL teachers, Ms. Almanza and Ms. Otero, will conduct the following workshops for our ELL parents:

The Parent Orientation held in September 2018. Subsequently, we plan a two session NYSESLAT workshop to discuss the upcoming NYSESLAT (New York State English as a Second Language Achievement Test) and how the Title III After School program can improve students' scores. The first session will be held on January 2019 and the second session will be held in March 2019. During the workshops, parents will be familiarized with how the test is scored and what the results mean in their child's language acquisition process. Parents will also get an opportunity to view the materials used in school to help prepare the students for the exam. Interpreters will be available in Spanish, Bengali, and Arabic to clarify information when necessary.

Ms. Procario, the school librarian, will host a Fall Balanced Literacy Parent Workshop in October 2018 for Pre-Kindergarten and Kindergarten. During this time parents are given strategies to focus on how to support their children in reading and writing at home. Translation and Interpretation services are always available to parents as needed.

How Parents are Notified of these Activities:

Parents are notified and invited to workshops via flyers that are sent home, our school's website, and if needed, posters of the flyers are displayed in the lobby of the school's main entrance.
### 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>
<td>____</td>
</tr>
<tr>
<td>- Per session</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>- Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>- High quality staff and curriculum development contracts.</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>- Must be supplemental.</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>- Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Travel</td>
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DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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>
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<tbody>
<tr>
<td>8</td>
<td>Bronx</td>
<td>036</td>
</tr>
</tbody>
</table>

School Name: P.S. 36X The Rising Star School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elvira Maresca</td>
<td>Quyen Quach</td>
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</table>

Coach: Christine Lally
Assistant Principal: Josephine Dedaj

ENL (English as a New Language)/Bilingual Teacher: Yolanda Almanza
School Counselor: Vivian Cedeno

Teacher/Subject Area: Andrea Otero
Parent: Rachel Smith

Teacher/Subject Area: Jason Holt/Art
Parent Coordinator: Norma Martinez

Related-Service Provider: Idalia Rodriguez/Speech
Field Support Center Staff Member: type here

Superintendent: Dr. Ames
Other (Name and Title): Barry Brooks/Data Specialist

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>Certification Type</th>
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<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>
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<td>Number of special education teachers with bilingual extensions</td>
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D. Student Demographics

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

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This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  - Yes
  - No
  - If yes, indicate language(s): n/a
- Dual language program (DL)
  - Yes
  - No
  - If yes, indicate language(s): n/a
- 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.

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?

Our school uses the Early Childhood Literacy Assessment System (ECLAS-2) (grades k and 1), Fontas and Pinnell (grades k-2), and the Developmental Reading Assessments (DRA) (grades -3-5) as tools to assess the early literacy skills of our ELL students. The Fundations Phonics program is also implemented as an early literacy curriculum throughout kindergarten, first grade, and second grade. The assessments and data provided by Fundations are used to inform the teachers’ instructional plans. The ENL teacher is familiar with the Fundations methodology and supports work done in the classroom during the ENL periods and regular conferences with classroom teachers to ensure a tailored instructional plan.

The entire school implements pre- and post-assessments in math to monitor the progress of the students at the beginning, mid-way, and at the end of the school year. Also, at the end of each Go Math unit, a unit test is administered to assess what areas may still need to be targeted. As a school, we implement Teachers College as a reading and writing curriculum, we use...
1. **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?**

An important indicator to the success of our ENL program is students' progression through each ENL level to ultimately become proficient in the English language. We also look at students' progress in their reading (Fountas and Pinnell, Eclass, DRA, iReady, and TCRWP) and math levels. Our ENL teachers share NYSESLAT and NYSITELL scores. This data allows for teachers to identify and target the modalities that individual students need help with the most. After analyzing this year’s NYSESLAT scores, we found that students need additional support in writing. The majority of our students continue to make strides forward in the modalities of listening and speaking, as well as across content areas. Students in grades kindergarten through fifth, take pre and post exams before and after each unit of study in mathematics and writing. These exams allow teachers to identify areas of needs and support, as well as measure academic progress. These pre and post exams also assist teachers in monitoring the progress students make throughout the school year. We have identified that our ENL population requires additional math support, specifically word problems.

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

All teachers at P.S. 36 have access to this data via their Skedula, iReady, and Google Drive accounts. Each account serves a different purpose to share Fountas and Pinnell, Eclass, DRA, and TCRWP levels, as well as teacher-created assessments and students’ ENL levels. This data is readily available and is updated as needed. Teachers meet during either common preps or during time that is allotted for planning to share information in order to differentiate lesson plans, to create targeted groups, and to implement an action plan for students who need additional support.

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

Students are grouped within their classrooms according to their reading and math levels gathered from the summative data. The grouping allows for the teachers to address the learning needs of each student while providing time for small group instruction. Title III after school support is offered to all current and former ELLs in grades three through five, providing support in both ELA and Math. Also, selected students in both first and second grade are invited to an academic after school program in small groups. These programs are strategically grouped and provided with small group instruction according to their reading and math levels. An ENL Math club is hosted by Ms. Almanza, ENL teacher, for ENL newcomer students in grades three through five. These students are exposed to math vocabulary and strategies as they prepare to take the New York State Math examine. Also, an ENL Art club for newcomer ELLs in grades one through five is hosted by the ENL teacher Ms. Otero and the art teacher Mr. Holt. During this time students are given the opportunities to express themselves artistically while they learn English with their peers in a comfortable environment.

4. **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.**]

Our school follows the RtI model, which is based on three tiers of instruction and support. RtI provides a clear opportunity to see the progress individual students make throughout the school year. This data is accessible to teachers during articulation periods. Through a speech initiative, our speech teachers push-in into first grade and kindergarten classrooms to provide at-risk students Double Dose Fundations from Wilson within small group instruction. Recipe for Reading will be implemented as a progress monitored foundational phonics program targeting at-risk students in grades three through five. Also, Four times a week for thirty minutes a week AIS works with targeted at-risk students in comprehension, reading, writing, and math instruction. We track progress to determine the effectiveness of the interventions using Fundations Progress Monitoring, Literacy benchmark assessments, and teacher conferencing notes. The data gathered helps teachers identify areas of instruction that need to be targeted for ELLs as well as struggling monolingual students.
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].

We use our students’ NYSESLAT scores to help guide our ELL program in many ways. The ENL teachers look closely at individual modality scores for each ELL according to the information gathered from the ELL Data Analysis Tool and the RLAT from ATS. In order to identify the language acquisition needs of each ELL student, these tools help to determine students’ various needs in the modalities of listening, speaking, reading, and writing. Based on this score analysis we are able to create targeted instruction that promotes the progress of the students’ language needs. We are also able to use this data and ENL levels to create small groups that are beneficial to all students. These data based pre-planned groups may consist of homogeneous and/or heterogeneous language proficiency levels depending on the desired outcome of lessons. Students’ ENL levels, as determined by the NYSESLAT, also impact the amount of weekly mandated servicing minutes students are entitled to receive by CR Part 154. Our Entering and Emerging students are allotted 360 minutes of ENL services. These minutes are separated into Standalone ENL minutes and integrated content area ENL/ELA minutes. Transitioning students receive 180 minutes of integrated content area ENL/ELA and/or Standalone ENL. Expanding students receive 180 minutes of integrated content area ENL/ELA or other content areas such as math. Commanding ENL students receive 90 minutes of integrated content area ENL/ELA or other content areas such as math.

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

All teachers at PS 36 have access to this data through their Google Drive accounts where can teachers can find all ELL students and their ENL levels. This data is readily available and is updated as needed. Teachers share this information in order to differentiate lesson plans, create targeted groups, and to implement an action plan for students who need additional support. Also, time is allotted in each teacher’s schedule to co-plan with both the ENL teachers and other teachers on their grade level.

Part IV: ELL Programming

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.
      
      Our ENL students are served through an integrated model with Standalone ENL minutes. English is the language of instruction for the Freestanding ENL program. Our ENL program is staffed with trained and certified TESOL teachers; Ms. Almanza servicing grades 3-5, Ms. Otero servicing grades k-2, and Ms. Velez servicing a self-contained second grade ENL classroom. Both Ms. Almanza and Ms. Otero provide integrated ENL units during content area instruction such as Math and ELA in the classroom, and provide Standalone ENL units of study in the ENL classroom. ELL students are grouped according to grade level and/or using data from NYSESLAT scores. Students are grouped according to their English proficiency levels for Standalone units, and heterogeneously within regular classrooms during integrated units. The ELLs on each grade level are placed in specified ELL classrooms in order to ensure ENL services are delivered.

   b. TBE program. If applicable.
      
      N/A

   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)?
PS 36 ensures the mandated number of instructional minutes is provided to our ELL students based on their proficiency levels. Each student is programmed into the Stars Classroom system and assigned to a certified TESOL teacher. Using students’ ENL levels, the mandated ENL minutes are designated to each teacher based on the integrated and standalone requirements. This enables P.S. 36 administration to confirm that all ELLs are receiving mandated instructional minutes based on CR Part 154. Entering students receive a total of 360 ENL minutes. This is divided into 180 Standalone ENL minutes and 180 integrated minutes in the ELA content area. Emerging students also receive a total of 360 ENL minutes. These minutes are divided into 90 Standalone minutes, 180 integrated ELA/ENL minutes, and 90 minutes of flexibility between an integrated content area or standalone. Transitioning students receive a total of 180 minutes weekly. These minutes are divided into 90 ENL/ELA integrated services and minutes of either Standalone ENL or an integrated ENL content area based on scheduling. Expanding students receive 180 minutes of integrate ENL/ELA integrated content or another content area based on scheduling. We also continue to service our Commanding students for two years after scoring an English proficient level on the NYSESLAT or score Expanding on the NYSESLAT in combination with a 3 on the New York State ELA examine. These students receive 90 minutes per week of integrated ENL in a content area with flexibility based on scheduling.

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.
English as a New Language is taught through an integrated curriculum that includes reading, writing, listening, and speaking. Ongoing articulation between our ENL teachers and classroom teachers ensures that integrated content-based ENL instruction is complimentary to what students are learning in their mainstream classrooms. Our ENL teachers are required to deliver academically rigorous lessons that are aligned to the New Language Arts Proficiency (NLAP) standards, using the Point of Entry Model. Teachers maintain evidence of teacher conferences, informal assessments, and progress of students’ work. Flexible grouping and cooperative learning engages students in communicative, cognitive, and metacognitive activities. All ELL instruction at P.S. 36 is conducted in English. The instructional approaches incorporate language experiences, Point of Entry Model, Total Physical Response (TPR), and the use of technology and the arts. The scaffolding methods used to make content comprehensible includes modeling, bridging, accessing prior knowledge, collaborative work, text representation, contextualization, schema building, and meta-cognitive development. The school wide (k-5) math curriculum used is GoMath, which is Common Core aligned, incorporates an ELL component, and has math manipulatives for hands on learning. Teachers College is used school wide as our ELA curriculum for reading and writing in grades kindergarten through fifth. This is a CCLS aligned curriculum that promotes the academic success of students. Our science curriculum follows the Foss Science Curriculum, which provides hands-on learning experiences for our students. Social Studies classes implement the Passport to Social Studies curriculum which follows the New York State Social Studies Framework and the New York State scope and sequence, which is CCLS aligned.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
The Spanish Lab is administered to our newcomer students who speak Spanish. The data gathered from the Spanish Lab determines how literate students are in Spanish. All parents of newcomer ENL students entering our school who speak a language other than Spanish are interviewed, with the help of an interpreter, to learn of the students’ prior schooling history and literacy proficiency in their home language. We try to support non-English speakers as much as we can by providing translated materials, Spanish math workbooks, and bilingual glossaries for ELA, Math, Social Studies, and Science.

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
We differentiate instruction by using scaffolding strategies, flexible grouping, and collaborative work. In addition, we analyze the results of the NYSESLAT and the ELL interim assessment to further differentiate instruction to meet the students’ language needs.
a. SIFE

SIFE students are included in after school tutoring programs. These students are also placed in small groups for differentiated instruction and targeted support. Parents of SIFE students are invited to take part in various parent workshops. These students also are invited to attend after school tutoring sessions and the summer enrichment program (third through fifth grade) with Title III funds in math, science, and ELA.

b. Newcomer

For newcomer students we provide extended small group instruction and interventions that target their language development. Stand-alone ENL mandated minutes allows for the ENL teachers to target specific language strategies that help these students build their vocabulary and English grammar skills. These students also are invited to attend after school tutoring sessions and the summer enrichment program (third through fifth grade) with Title III funds in math, science, and ELA.

c. Developing

Developing ELL students have access to the full range of interventions available at our school. They are placed in small groups for tutoring and guided reading, both within their classrooms and in the ENL classroom. These students also are invited to attend after school tutoring sessions and the summer enrichment program (third through fifth grade) with Title III funds in math, science, and ELA.

d. Long Term

Long Term ELLs are placed in after school tutoring sessions and are considered for the full range of AIS supports in the content areas. These students are also invited to attend after school tutoring session and the summer enrichment program (third through fifth grade) with Title III fund in math, science, and ELA.

e. Former ELLs up to 2 years after exiting status

As per the new mandates of CR Part 154, our school will be servicing former ELL students who have tested commanding on the NYSESLAT for two years after they have received this score. These students are serviced through integrated ENL instruction in ELA and/or content areas based on scheduling. Their instruction is delivered by one of our ENL teachers through push-in instruction. They are also placed in small groups for differentiated instruction and targeted support. Former ELL students are also invited to attend after school tutoring sessions and the summer enrichment program (third through fifth grade) with Title III funds in math, science, and ELA.

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?

To meet the diverse needs of ELLs-SWDs ENL teachers collaborate with both Special Education teachers and classroom teachers to modify lessons and grade-level materials to make content comprehensible for these students. Students are provided with modified text or text in their native language, as well as visuals and readily available technology (ipads, chromebooks, etc.,) to support students as best as possible.

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?

ELLs students who receive Special Education services are provided with the full range of interventions available at the school. They are placed in small groups for tutoring and guided reading within their classroom. These students also attend the after school program with Title III funds in math and ELA, and are invited to the Title III summer enrichment program. Students receive ELA interventions with Wilsons Double Dose Fundations, small group instruction, and RtI interventions. Students receive math interventions with small group instruction focusing on using manipulatives and visual to increase comprehension skills. The Science and Social Studies teachers works closely with the ELLs-SWDs to ensure content knowledge. Teachers are encouraged to assist the ELLs-SWDs by using the glossary of terms in their native language. The content instruction is in English with native language support when available.
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.

Students receive ELA interventions through our Response to Intervention programs such as Great Leaps, Wilson’s Double Dose Fundations, and small group instructions. Students receive math interventions with small group instructions focusing on using manipulatives and visuals to increase comprehension skills. The Science and Social Studies teachers work closely with the ELLs to ensure content knowledge. Teachers are encouraged to assist the ELLs with using glossaries in their native languages. The content instruction is in English with native language support when available.

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

The following improvements are being implemented for the school year: Our teachers are involved in continuing to strengthen teacher practice in the areas of engagement questioning and assessment in order to support student learning. Our RTI team is refining systems for each if the Tiers I, II, and III. This supports our English Language Learners in receiving the proper interventions to meet their academic needs. Programs such as Recipe for Reading will be included in our RTI plan to support ELLs and struggling readers. Improvements also will include revising schedules providing RTI periods across grades. Units of study and performance tasks help to align instruction to meet our English Language Learners’ academic needs.

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

There are no programs being discontinued that support our ELLs.

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

Our ENL students are very active participants in all schools activities, which include Chorus, AIS, after school, Saturday Academy, Boy Scouts, the Nutrition Committee, and Recycling Committee/ Green Team. They also participate in after school programs, such as Academic Intervention and an eight-teen week Title III Academic After School program. Our Title III funds are also used to address the needs of our newcomers. Starting in January they will be invited to attend the Saturday Academy. The ENL teachers invite and encourages the ELL students to participate in all school activities. They also deliver and clarify information about the different activities and programs being held to the students themselves and their parents. The goals of our after school activities is to provide students with many experiences and unique educational opportunities.

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.

At P.S. 36 there are a variety of materials to support our English Language Learners at all levels. Teachers integrate technology and audiovisual materials into their lessons in order to tie visual meaning to words. Classrooms have listening centers with audio books and computer centers with laptops and IPads that are used regularly throughout the school year. These centers benefit all ELL sub groups from Entering to Commanding students as they listen and follow along with stories and engage in vocabulary and English grammar building activities using the available technology.

We are also very fortunate to have a leveled library in the ENL lab that includes bilingual books in Spanish, Bengali, Arabic, Punjabi, French, Albanian, and Urdu. We also maintain a bilingual section in our school’s library that is accessible to both parents and students on a daily basis.

To help support Entering ELL students in grades three through five, we provide them with bilingual content vocabulary glossaries such as math, science, and social studies in their home languages. These glossaries are obtained from the NYC DOE. The school also supports Entering, Emergent, and other ELL sub groups as needed with Go Math translated assessments, textbooks, materials, and manipulatives in the classrooms. These material help students make connections between the concepts being taught and creating literal meaning. During the ELA block, Entering and Emerging students are given modified texts and writing supports such as visuals and sentence starters to support grade appropriate learning. Transitioning and Expanding students are also given writing scaffolds as they continue to acquire the English language.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

Students arriving new to the country are placed in small groups for ENL instruction. They take part in extra tutoring sessions to develop the basic communication skills that other beginner students may have already acquired. The native language
speakers of Spanish are usually placed in a monolingual setting with a teacher who speaks Spanish. These students also receive Spanish support in the content areas with their classroom teacher and ENL teachers, who also speak Spanish, the parents of newcomers are also invited to the ENL workshops to help better support their children.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

All required support services and resources correspond to the students’ grade level, age, and NYSESLAT data. All our ENL groups are formed by grade level. All instruction is geared towards students’ appropriate ages. The students are grouped according to their NYSITELL and NYSESLAT scores, which newly include entering, emerging, transitional, expanding, and commanding. Instruction is modified and/or scaffolded to meet students’ needs. Students are also supported through small group instruction to help reach grade appropriate levels in listening, speaking, reading, and writing.

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?

N/A

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).

If the school becomes aware of newly enrolled ELL students by June or July, they are invited to attend the Title III ELL summer enrichment program. This provides good preparation for the upcoming school year. During the school year, ELLs in grade 3, 4, and 5 are invited to attend the Title III after school program, and Saturday Academy.

17. What language electives are offered to ELLs?

There are no language electives offered at P.S. 36. Native language support is offered to meet the language needs of the newcomer students who are mandated to take the content area tests.

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)?

We do not have a dual language program at P.S. 36.

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**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?

The ENL staff at P.S. 36 are active participants in ENL professional development. Our teachers, paraprofessionals, psychologist, occupational/physical therapists, speech therapists, parent coordinator, and administrators regularly attend professional development as offered by the ENL staff here and the DOE. An ENL teacher library resource was established in the schools UFT Teachers’ Center. Our classroom and ENL teachers who attend professional development outside of the school, discuss the session during grade conferences and during professional development extended hours. In addition, our ENL teachers, Ms. Almanza and Ms. Otero, present and disseminate different techniques and resources on how to provide support for the ELL students. As part of a TC reading and writing project school, both Ms. Otero and Ms. Almanza will be participating in a two day session at Teachers College titled Adapting Units of Study for English Language Learners on October 2nd and 3rd. They will turn key the information and useful writing strategies learned for the staff on Monday December 4th and Monday December 11th 2017 in the library. Our non-pedagogic staff are also invited to attend all in-house professional learnings, which include Paraprofessionals, secretaries, and other support staff.
Ms. Almanza and Ms. Otero will also be hosting a staff, both pedagogue and non-pedagogue, workshop on the ELL identification process. This will ensure all teachers and staff are aware of how English Language Learners are identified in the NYC public schools, what the NYISTELL looks like on each grade level, and how the parents are notified of the child’s ELL status. This workshop will take place on Monday November 6, 2017.

Our teachers are often involved in various professional development workshops that address the needs of the ELLs as they engage in the Common Core Learning Standards. Teaching literacy and supporting English language acquisition is no longer the sole concern of the ENL teachers, but is a collaborative effort among all staff. We give our teachers the opportunity to attend workshops and other professional development that support learning strategies for ENL either in house or offered by the Division of English Language Learners & Student support. These workshops include Math Examplars that deliver ELL strategies for grades k through 5, ways of supporting ELLs with the new Teacher’s College curriculum, and support teachers by sharing strategies for Newcomers, Entering, and Entering ELLs.

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.

Professional development is offered based on observation feedback, teacher reflections, student needs and district-wide initiatives. Included in this are workshops on writing offered by Teacher’s College conference days, mini-institutes and coaching, District 8, and the Borough Field Support Center that are some ELL specific. Principal regularly sends teachers to external professional development to strengthen their practice. Provides time for reflection and sharing of learned best practices. For example, as part of a TC reading and writing project school, both Ms. Otero and Ms. Almanza will be participating in a two day session at Teachers College titled Adapting Units of Study for English Language Learners on October 2nd and 3rd. They will turn key the information and useful writing strategies learned from the workshop. Our non-pedagogic staff are also invited to attend all in-house professional learnings as well, which include Paraprofessionals, secretaries, and other support staff. We also have structures in place to provide common planning time such as the use of common preps, Monday collaborative planning, and monthly Vertical Team Meetings to help implement Instructional rounds to inform professional learning needs and provide next steps for improving teacher practice.

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?

Our school formally meets with parents four times a year. These meeting occur during Meet the Teacher Night in September and Parent Teacher Conferences in November, March and, May. In addition to these meeting parents are always welcome to meet with teachers on Tuesdays from 2:40pm to 3:20pm. Our attendance office and guidance counselor, Ms. Perez, communicate with parents on a daily basis, as needed, to inform parent about their child’s status. The ENL teachers also meet with parents individually throughout the year. Parents and staff members are aware that they can request over-the-phone interpretation services for outgoing calls to parents and to communicate during face-to-face meetings. Interpreters are always provided for IEP meeting or when requested by the parent.

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

Fortunately, at P.S. 36 there is a tradition of involved parents. In September, we have Meet the Teacher Night which provides all parents, including our ELL parents, the opportunity to meet their respective teachers and become familiar with expectations and procedures. This is a well attended event. In order to accommodate our ELL parents we provide native language interpretation and translation. In addition to these meetings, parents are always welcome to meet with teachers on Tuesdays from 2:40pm to 3:20pm. Our teachers also host a variety of parent workshop that inform parents on ways they can help their
children at home with Math, reading, and writing strategies. Twice a year we host Family Literacy Nights and parents get the opportunity to work with their children in literacy activities by collaborating with teachers. These nights are facilitated by school staff, including ENL teachers. In the spring there is the Math Carnival. This event includes many fun math games and activities in a carnival setting. The children, including ELLs and their parents look forward to this event every year. Our school also offers ESL classes to limited-English Proficient parents on Tuesday afternoons and Friday mornings. Ms. Dedaj helps parents learn basic interpersonal communication skills and helps parents acquire basic reading and writing skills.
**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, Elvira Maresca, 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.
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>Ms. Maresca</td>
<td>Principal</td>
<td></td>
<td>06/20/17</td>
</tr>
<tr>
<td>Ms. Milby/Ms. Quach</td>
<td>Assistant Principal</td>
<td></td>
<td>06/20/17</td>
</tr>
<tr>
<td>Ms. Martinez</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/20/17</td>
</tr>
<tr>
<td>Ms. Almanza/Ms. Otero</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/20/17</td>
</tr>
<tr>
<td>Rachel Smith</td>
<td>Parent</td>
<td></td>
<td>06/20/17</td>
</tr>
<tr>
<td>Mr. Holt/ Art</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/20/17</td>
</tr>
<tr>
<td>Ms. Rodriguez/ Speech</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/20/17</td>
</tr>
<tr>
<td>Ms. Stolz</td>
<td>Coach</td>
<td></td>
<td>06/20/17</td>
</tr>
<tr>
<td>Mr. Brooks</td>
<td>Coach</td>
<td></td>
<td>06/20/17</td>
</tr>
<tr>
<td>Ms. Cedeno</td>
<td>School Counselor</td>
<td></td>
<td>06/20/17</td>
</tr>
<tr>
<td>Dr. Ames</td>
<td>Superintendent</td>
<td></td>
<td>06/20/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
<td>Other</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
<td>Other</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
<td>Other</td>
<td></td>
<td>n/a</td>
</tr>
</tbody>
</table>

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.
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>Yolanda</td>
<td>Almanza</td>
<td>Teacher</td>
<td>Yes</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.

The Language Access Coordinator, Ms. Almanza, as well as the ENL teacher, Ms. Otero, track the language preferences of all parents in the school community. Written and oral language preference data is collected using by our pupil accountant, Ms. Barrett and entered into ATS. We use Student Registration Forms which are completed by the enrollment office and parents. Also, we use the data from the Home Language Identification Survey (HLIS) that is completed by all parents during initial enrollment and Emergency Contact Cards/Blue Cards that are completed by all parents at the beginning of every school year or upon enrollment in a new school. All this data is collected to determine parents’ language preference and throughout the year, the Language Access Coordinator regularly generates and reviews up-to-date ATS reports which indicate preferred languages for 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>Bengali</td>
<td>81</td>
<td>6.84</td>
<td>93</td>
<td>7.85</td>
</tr>
<tr>
<td>Arabic</td>
<td>38</td>
<td>3.21</td>
<td>35</td>
<td>2.95</td>
</tr>
<tr>
<td>Chinese</td>
<td>9</td>
<td>0.76</td>
<td>8</td>
<td>0.68</td>
</tr>
<tr>
<td>English</td>
<td>800</td>
<td>67.51</td>
<td>790</td>
<td>66.67</td>
</tr>
<tr>
<td>Punjabi</td>
<td>1</td>
<td>0.08</td>
<td>2</td>
<td>0.17</td>
</tr>
<tr>
<td>Spanish</td>
<td>256</td>
<td>21.6</td>
<td>257</td>
<td>21.69</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.

Punjabi

**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>DOE’s Discipline Code, Chancellor’s Regulations, The Respect for All Brochure, Parent Handbook.</td>
<td>September</td>
<td>Student- specific documents are translated by in-house staff, the DOE’s contracted vendor, or by the Translation and Interpretation Unit.</td>
</tr>
<tr>
<td>Guide for parents of English Language Learners, ENL Parent letters, Parent Surveys, and Translation and Interpretation information.</td>
<td>October</td>
<td>Student- specific documents are translated by in-house staff, the DOE’s contracted vendor, or by the Translation and Interpretation Unit.</td>
</tr>
<tr>
<td>School flyers, trip forms, calendars, and other parent letters</td>
<td>September-June (On going)</td>
<td>Student- specific documents are translated by in-house staff, or by the Translation and Interpretation Unit. These letters are sent home in English and Spanish due to the high population of Spanish speaking students we have in our school.</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>Meet the Teacher Night</td>
<td>September</td>
<td>Parents and staff are aware that they can request over-the-phone interpretation services in order to communicate during face-to-face meetings. Interpreters are always provided for IEP meetings or when requested by the parent. These interpreters can be in house staff or contracted.</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>November, March and, May.</td>
<td>Parents and staff are aware that they can request over-the-phone interpretation services in order to communicate during face-to-face meetings. Interpreters are always provided for IEP meetings or when requested by the parent. These interpreters can be in house staff or contracted.</td>
</tr>
<tr>
<td>i parents are always welcome to meet with teachers on Tuesdays from 2:40pm to 3:20pm.</td>
<td>September-June (On going)</td>
<td>Parents and staff are aware that they can request over-the-phone interpretation services in order to communicate during face-to-face meetings. Interpreters are always provided for IEP meetings or when requested by the parent. These interpreters can be in house staff or contracted.</td>
</tr>
<tr>
<td>ENL teaches also meets with parents individually throughout the school year.</td>
<td>September-June (On going)</td>
<td>Parents and staff are aware that they can request over-the-phone interpretation in order to communicate during face-to-face meetings. Interpreters are always provided for IEP meetings or when requested by the parent. These interpreters can be in house staff or contracted.</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.

In the event of an emergency, our school is equipped with Spanish, Bengali, and Chinese speaking staff members who can make phone calls or help send critical information via e-mail or letters. For families who speak other languages,
we will use the over-the-phone interpretation unit provided by the DOE, either face-to-face or through three way calling.

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.

Ms. Almanza, our Language Access Coordinator has held a professional learning workshop for all staff members and shared all the resources and steps to follow when communicating with limited-English-proficient families. At the workshop Ms. Almanza explained in detail how to use the over-the-phone interpretation services and how to submit documents to the interpretation unit for translation. In addition, Ms. Almanza explain the how parents and teachers can use the language ID cards to identify the language needed.

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.)

In accordance with the Chancellor’s Regulations, our program provides parents with the knowledge that translation and interpretation services are available through the Parent Newsletters such as "Helping to involve Parents school Internet accessibility," "School Handbook," and "Parent Handbook." Our language access ensures that parents have access to the "What Do NYC Parents Speak?" brochures and we also have welcome posters at the entrance of the school informing parents that translation and interpretation services are available as per their request.

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?

At the end of every parent meeting or workshop we provide parents with a feedback form in which they rate the event and add suggestions to better our practices. Parents also receive an annual survey when they attend the Parent Teacher Conferences in March. This survey allows parents to rate how satisfied they are with the services provided by the school.