2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

DBN: (i.e. 01M001): 09X236
School Name: P.S. 236 LANGSTON HUGHES
Principal: AFRINA TALUKDAR
School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>PS 236 Langston Hughes</th>
<th>School Number (DBN):</th>
<th>09X236</th>
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<tbody>
<tr>
<td>BEDS Code:</td>
<td>320900010236</td>
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<td>Grades Served:</td>
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<td></td>
<td></td>
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<tr>
<td>School Address:</td>
<td>1871 Walton Avenue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-299-6128</td>
<td>Fax: 718-299-6503</td>
<td></td>
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<tr>
<td>School Contact Person:</td>
<td>Afrina Talukdar</td>
<td>Email Address: <a href="mailto:Atalukd2@schools.nyc.gov">Atalukd2@schools.nyc.gov</a></td>
<td>Afrina Talukdar</td>
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<tr>
<td>Principal:</td>
<td>Afrina Talukdar</td>
<td></td>
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<tr>
<td>UFT Chapter Leader:</td>
<td>Debra Wright</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Arelys Alequin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Olivia Puente</td>
<td></td>
<td></td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Stephanie Curiel</td>
<td></td>
<td></td>
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<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
<td></td>
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<tr>
<td>CBO Representative:</td>
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### District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>9</th>
<th>Superintendent:</th>
<th>Leticia Rodriguez-Rosario</th>
</tr>
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<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>1245 Washington Avenue, Bronx, NY 10456</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:LRosario2@schools.nyc.gov">LRosario2@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-579-7143</td>
<td>Fax: 718-410-7017</td>
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</tbody>
</table>

### Field Support Center (FSC)
Bronx Executive Director: Jose Ruiz

Executive Director’s Office Address: 1 Fordham Plaza, Bronx, NY 10457

Executive Director’s Email Address: JRUIZ2@schools.nyc.gov

Phone Number: 718-828-7776/718-741-8895 Fax: 718-828-6280

Fax: 718-828-6280
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 School Comprehensive Educational Plan (SCEP) 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 SCEP, 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>
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</thead>
<tbody>
<tr>
<td>Afrina Talukdar</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Debra Wright</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Arelys Alequin</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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</tr>
<tr>
<td>Stephanie Curiel</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Cheryl Footman</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>---------------</td>
<td>-------------------------------------------</td>
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<tr>
<td>Elsa Perez</td>
<td>Member/Parent</td>
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</tr>
<tr>
<td>Ines Martinez</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Eddy Cabrera</td>
<td>Member/Paraprofessional</td>
<td></td>
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<tr>
<td>Lavonde Spencer</td>
<td>Member/ Teacher</td>
<td></td>
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<tr>
<td>Olivia Puente</td>
<td>Member/ Teacher</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP 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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase 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 (5) 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.

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

| 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. |
| Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| 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. |
| 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. |
| Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| Trust: 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. |

**Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

**NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools called the Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement
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 2017-18 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. Structures 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 SCEP, 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 SCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for SCEP 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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

• **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

• **Step 6:** 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 7:** 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: SCEP Overview

1. What is your school’s mission statement?

Our Vision:

Langston Hughes Young Explorers Academy is a global community that will support and nurture all learners in an academically challenging environment where the strengths and talents of students, staff, and families inspire a passion for learning.

Our Mission:

We are committed to creating a safe and orderly environment where each student’s self-esteem is fostered through positive relationships between students and staff. We work toward creating an integrated curriculum that focuses on developing skills, knowledge and attitudes essential for life-long learning.

Our Instructional Focus:

Our instructional focus this year is to purposefully increase student engagement framed by John Hattie’s research on Visible Learning. We believe that all students can achieve when provided with opportunities for rigorous, student-centered, individualized instruction. This year, we will live by the following theory of action.

When educators plan and implement learning tasks that are purposeful, clearly defined, differentiated and challenging then more powerful and precise learning occurs for all students.

When educators consistently analyze data and provide meaningful feedback on student actions and performance, then behavior becomes more positive and progress accelerates.

When educators consistently embed peer assessment and self-assessment for learning, then student engagement, learning and achievement accelerates.

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.

PS 236 is an elementary school serving 333 students from pre-kindergarten through grade 5. The school population comprises 24% Black, 72% Hispanic, and 1% White students. The student body includes 17% English language learners and 27% special education students. 98% of our students qualify for free or reduced lunch. The average attendance rate 2017-2018 was 93%.
**Instructional Initiatives:**

Teacher Rounds is a practice developed by Katherine Boles & Vivian Troen of Harvard University. Teacher Rounds is an advanced form of critical colleagueship that helps teachers expose their classroom practices to other educators and enables them to learn from data-driven feedback offered from a stance of inquiry. The teachers — one of whom is the group’s facilitator — are in control of the process of observing, analyzing, learning, and making a strategic commitment to change their practice based on what they have learned.

Reading Rescue is a literacy intervention for elementary students that involve intensive professional development for school staff members. Currently there are eleven staff members inclusive of teachers and paraprofessionals trained to deliver intensive, targeted, research based tutoring that helps accelerate struggling readers’ literacy skills.

We have a longstanding partnership with Generation Ready of over fifteen years. For the last six years, we have worked closely with the same Math Staff Developer to continuously refine our Math curriculum.

PS 236 works in partnership with Young Audiences and Bronx Arts Ensemble to bring education in the arts into our curriculum. Each artist residency begins with a professional development session during which the teachers and artist collaborate to plan integration of the CCLS and the Blueprint for the Arts into the work the students will be doing.

We expanded our programming to provide after school arts enrichment in the form of cycles of residencies in dance, visual arts, and drumming. Our Partnership with Young Audiences was inclusive of community projects such as sponsoring community art events and connecting families to develop and create an arts installment in the 176th Street Community Garden.

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

PS 236 is a fully inclusive site where there is an integrated co-teaching section on every grade. PS 236 is also a barrier free building.

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.
Supportive Environment was the most successful element this past year. Our schoolwide intervention period ensured that students were receiving systematic, targeted instruction using research-based strategies. The biggest impact was in grades K-2 where 74% of students achieved grade level benchmark on the iReady end of year diagnostic. Moreover, 0% of K-2 students were considered at-risk (2 or more levels below) on the iReady end of year diagnostic. Our key area of focus continues to be maximizing student engagement and ownership of learning through metacognition, tasks involving productive struggle, and meaningful discourse.
### School Demographics and Accountability Snapshot for 09X236

#### School Configuration (2018-19)

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<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
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#### English Language Learner Programs (2018-19)

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

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<th># Special Classes (ELA)</th>
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#### Student Performance for Elementary and Middle Schools (2017-18)

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<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</th>
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<tbody>
<tr>
<td>30.8%</td>
<td>61%</td>
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#### Student Performance for High Schools (2016-17)

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<thead>
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<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
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#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**

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<th>Black or African American</th>
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<td>Hispanic or Latino</td>
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<tr>
<td>White</td>
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<tr>
<td>Students with Disabilities</td>
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<tr>
<td>Economically Disadvantaged</td>
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<tr>
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**Mathematics in Mathematics (2016-17)**

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<td>Students with Disabilities</td>
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<td>Economically Disadvantaged</td>
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**Science in Science (2016-17)**

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**High School**

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<td>N/A</td>
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</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>ALL STUDENTS</td>
<td></td>
</tr>
</tbody>
</table>

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

- Reward: No Recognition
- In Good Standing: No
- Focus District: Yes
- Priority School: No
- SWD, Black

---

2018-19 SCEP-FL 14
<table>
<thead>
<tr>
<th>Economically Disadvantaged</th>
<th>N/A</th>
<th>ALL STUDENTS</th>
<th>N/A</th>
</tr>
</thead>
</table>
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. (Aligned to DTSDE Tenet 3: Curriculum Development and Support)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 3 Statement of Practice</strong> Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td><strong>SOP(s)</strong></td>
</tr>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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 Spring 2018 NYS ELA exam results indicate that 30% of grade 3-5 students met grade level proficiency- a 2 percentage point increase in comparison to 2017. The Spring 2018 NYS Math examination results indicate that 34% of grade 3-5 students at our school met grade level proficiency- a 5 percentage point increase in comparison to 2017. There was also a reduction of students performing at level one in NYS Math by 3% and 2% in ELA.

Analysis of the 2018 instructional report reveals the following:

ELA

3rd Grade - Our 3rd grade cohort performed 13 points below the city. Performance relative to the city was similar across multiple choice and response questions in both classes. As with your other cohorts, short response questions were an area of challenge.

4th Grade - Our 4th grade cohort closed the gap with the city from when these same students were in 3rd grade. Student were 3 points below the city overall and only 1 point below the city in multiple choice (same students were 7
points below in multiple choice as 3rd graders). Short response questions where where your students performed weakest relative to the city.

5th Grade - Our 5th grade cohort declined in performance relative to the city from 4 points below as 4th graders in 2017 to 12 points below the city in 2018. The performance gap below the city widened across both multiple choice and response. The largest gaps with the city were on short response questions were among those where our 5th graders performed worst relative to the city.

Math

3rd Grade - 3rd grade students performed 12 points below the city overall. As a grade, students scored the weakest relative to the city within the strand of Measurement and Data - similar to our 4th grade students. The areas where students score weakest relative to the city were on 3.MD.A.1 and 3.MD.B.3.

4th Grade - Our 2017-2018 4th grade cohort improved relative to the city, scoring just 1 point below the city average in 2018 (compared to 7 points below the city as 3rd graders in 2017). Gains were especially strong in class 401, which performed 3 points above the city average in 2018 (these same students were 6 points below the city as 3rd graders in 2017). Students made significant strides in their performance relative to the city on response questions as well as performance in the strand of Numbers in Base Ten. The largest gaps with the city were in the strand of Measurement and Data - particularly 4.MD.C.5.b (question 36), 3.MD.D.8 (question 27), 4.MD.C.7 (question 44), and 3.MD.B.4 (question 4) see page 9 of Math detail report. When is the measurement and data strand taught in 3rd grade? Given that 2 of the weakest areas relative to the city were on 3rd grade standards, I am curious if those standards are being retaught or assessed right as the 4th grade Measurement and Data unit begins.

5th Grade - Our 2017-2018 5th grade cohort performed 15 points below the city in 2018 which was a decline from their performance relative to the city as 4th graders in 2017 (12 points below the city). The largest gaps with the city were within the strands of Numbers and Fractions and Numbers in Base Ten - the same 2 strands that these same students struggled with as 4th graders in 2017. 5.NF.B.7.c and 5.NF.A.1 were the two areas where students struggled most relative to the city.

An examination of the results of the state math assessment against the common core math standards indicates that our students demonstrate strength in geometry, unit fractions of a whole, and applying properties of operations as strategies to multiply and divide. Students need to strengthen understanding of area, for example, relating area to multiplication and division, they continue to struggle with the concept of place value, and multiplication and two step word problems on grade 3, place value, comparison of fractions, multiplying fractions by whole numbers, and multi-step word problems in the constructed response on grade 4, measurement and data, adding and subtracting fraction with unlike denominators, and continue to needs support with place value on grade 5. We find that writing is a barrier as indicated in overall weakness in constructed responses and needs to be addressed in both ELA and Mathematics.

Our Spring 2018 Fountas and Pinnell Benchmark Assessment results for reading indicate that 55% of students in grades K – 5 met or exceeded grade level benchmark, which represents an 6% increase over Spring, 2017. The Spring 2018 I-Ready data indicates that 60% of K-5 students scored at or above grade level expectations in reading and 56% of K-5 students scored at or above level in mathematics, a 11% and 8% increase in comparison the Spring 2017.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, as a result of all teachers planning for and implementing high leverage instructional strategies and maximizing student engagement with CCLS aligned tasks and curricula on a daily basis, **students’ performance levels will increase overall by 50%, comparing fall 2018 to spring 2019 iReady reading diagnostic assessments.**
### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>August 2018 to June 2019</td>
<td>All Classroom Teachers and Coaches, &amp; Administration</td>
</tr>
<tr>
<td>All Students</td>
<td>August 2018 to June 2019</td>
<td>All Classroom Teachers and Coaches, &amp; Administration</td>
</tr>
<tr>
<td>All Classroom Teachers and Coaches, &amp; Administration</td>
<td>September 2018 to June 2019</td>
<td>Teachers and Administration</td>
</tr>
<tr>
<td>All Classroom Teachers and Coaches, &amp; Administration</td>
<td>September 2018 to June 2019</td>
<td>All Teachers and Administration</td>
</tr>
</tbody>
</table>

### Target Group(s)

All staff will be involved in the school wide implementation of Number Talks (K-2) and 5 Practices for Orchestrating Productive Mathematics Discussion (2-5). All teachers will engage in a 3 day professional development cycle on 5 Practices for Orchestrating Productive Mathematics Discussion and in class coaching from the Borough Field Support Center and school based Model Teacher. Model teacher will engage in 3 day professional development on coaching facilitated by Metamorphosis.

All ELA teachers will embed Close Reading protocols to ensure all students learn to develop a deep understanding, critically analyze, and precisely interpret text. All ELA teachers will engage in inter-visitations with a host school that has successfully implemented Close Reading. Curriculum team will be formed to develop school created protocols on Close Reading. Grades 3-5 will begin implementing Close Reading by Mid-November, Grades 1-2 by February and Kindergarten by April.

All Classroom Teachers will continue to embed Thinking Maps in their planning.

### Timeline

- **All students**: September 2018 to June 2019
- **All Classroom Teachers and Coaches, & Administration**: September 2018 to June 2019
- **Teachers and Administration**: September 2018 to June 2019
- **All Teachers and Administration**: September 2018 to June 2019

### Key Personnel

- All staff will be involved in the school wide implementation of Number Talks (K-2) and 5 Practices for Orchestrating Productive Mathematics Discussion (2-5).
- All ELA teachers will embed Close Reading protocols.
- All Classroom Teachers will continue to embed Thinking Maps in their planning.
- Teachers will utilize all forms of assessments to differentiate instruction to consistently include small group instruction based on data and student work.
- Classroom Teachers will modify and differentiate Core Curriculum to ensure multiple entry points for ELLs, SWDs, struggling students, and high performing students.
- Teachers will implement small group targeted instruction and use student data to improve student outcomes.
- A Universal Literacy Reading Coach for Primary Grades will provide targeted professional development to Gr. K - 2 teachers and support staff. This professional development will ensure that early literacy
instruction is targeted, rigorous, and meets the needs of all students, including ELLs, SWDs, and struggling learners. Professional development will be provided in the areas of assessment through the examination of student work, academic intervention, small group and individual instruction, and instructional planning.

Teacher schedules will continue to be designed to allow for common planning by grade level. Time will be committed for grade level teacher teams to engage in inquiry cycles using structured protocols in math, reading and writing. Grade teams will analyze student data in the form of student work, formative and summative assessments, determine common strengths and weaknesses within their grade. Teacher teams will look at student work in all content areas, and monitor and assess student progress and proficiency to drive instruction. The master schedule will be created to allow for weekly planning meetings within grade teams.

### 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.

Parents will be engaged in a variety of way to support their understanding of Rigorous Instruction and the Common Core in order to support their children at home. During family night in September, parents will have face to face contact with administration and teachers to get a preliminary understanding of the academic expectations for their child. Throughout the school year, teachers and support staff will utilize Tuesday parent engagement time to implement grade specific workshops, send newsletters and have face to face visits. Lastly, there will be day and evening workshops, curriculum nights, and share fairs throughout the year conducted by teacher, coaches, and consultants throughout the year.

### 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.

- Consultancies Generation Ready & Balance Between in Literacy and Math.
- Per Diem for teacher coverage during PD cycles and off site professional development.
- Professional Texts for all classroom teachers.
- Interactive Read Aloud texts and levelled texts.

**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>
<th>Title I SWP</th>
<th>Title TA</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Title I 1003(a)</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring
<table>
<thead>
<tr>
<th>Part 5a.</th>
<th>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 2018, as a result of all teachers planning for and implementing high leverage instructional strategies and building student engagement with CCLS aligned tasks and curricula on a daily basis, students’ performance levels will increase overall by 1/2 of annual goal 50%, comparing fall 2018 and February 2019 iReady reading diagnostic assessments.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instrument of measure that will be used to assess progress will be the reading iReady Diagnostic Assessments.</td>
<td></td>
</tr>
</tbody>
</table>

| 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. (Aligned to DT SDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

Part 1a. Alignment to DT SDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td>]</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td>]</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td>x</td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td>x</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

After analyzing student performance data on all grade level assessments, it was determined that teaching students academic, personal behaviors will improve academic outcomes and prepare students for college and career readiness. Qualitative data from teacher discussions and classroom observations indicate that students have difficulty persevering and with stamina when presented with content that challenges them. Teaching students about growth mindset and mindfulness will ensure a culture for learning for every student.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
Students who are academically at-risk will be provided targeted instruction and continuous progress monitoring resulting in growth toward achieving higher standards as measured by a 30% increase in movement of students performing at Level 1 on the Fall 2018 iReady Diagnostic to Levels 2 and 3 by June 2019.
### 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)</th>
<th>Timeline</th>
<th>Key Personnel</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). | All students at risk including ELLs and SWD | September 2018 through June 2019 | Administration, All Teachers Related Service Providers |
| Teachers will continue to incorporate lessons around growth mindset during morning meeting and embed growth mindset strategies throughout the school day. The Response to Intervention Team has developed a process to screen students requiring academic and or social/emotional support, develop strategies to meet their needs and monitor student progress in meeting goals. The team will meet in 6-8 week intervals to evaluate, discuss and support teachers and students. Families are invited for a summative conference with the RTI team and the classroom teacher to review results of intervention and to create an action plan for next steps. | All students at risk including ELLs and SWD | September 2018 through June 2019 | Administration, Classroom Teachers, Service Providers, Staff Developers, Intervention Specialists, and Data Specialist |
| There will be a universal academic intervention period where all teachers and paraprofessionals will be involved in supporting students. Students will receive academic intervention services through the use of the following research-based reading programs: Flying Start to Literacy, Levelled Literacy Intervention (LLI) (Grades K-3), Fundations (Grades K-2), My On (all students grades K-5), and IReady instruction (grades 1-5). | All students at risk including ELLs and SWD | September 2018 through June 2019 | Teachers and Paraprofessionals |
| Provide a minimum of 2 cycles consisting of 30 student) of individualized tutoring using Reading Rescue methodology.  
Build capacity for Reading Rescue program by training a new cohort of 4 teachers and paraprofessionals | Teachers and Paraprofessionals | September 2018 through June 2019 | Teachers, Paraprofessionals |
| School-wide communication regarding student progress and next steps in planning and instruction will occur every 6 weeks. All service providers will be responsible for the ongoing communication of student progress and next steps in planning and instruction to all stake-holders, including students, teachers and parents posting information on master calendar and Google Drive. Administration will monitor all written and oral communication. | Teachers and service providers | September 2018 through June 2019 | Administration, SST/SIT Team Classroom Teachers Related Service Providers |
| Personal Intervention Plans will be recorded in the ps236.org Google Drive and will continue to document student progress and student’s response to interventions, including necessary | Students | September 2018 | Administration,
adjustments to interventions and next steps. This resource is a living document that provides important student data and allows ongoing communication with administrators, classroom teachers, parents and students.

<table>
<thead>
<tr>
<th>through June 2019</th>
<th>RTi Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teachers</td>
<td></td>
</tr>
<tr>
<td>Related Service Providers</td>
<td></td>
</tr>
</tbody>
</table>

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.

Families of students at risk will receive progress reports every 6-8 weeks.

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.

1. Teacher session for After School/Before School Programs.

2. Teacher session for planning will be built
into each program to allow teachers to document, analyze and share data on student progress, common needs and next steps.

3. Schedule of professional development throughout the school year
designed to inform teachers of available resources and strategies, and how best to use them, to support instruction and differentiated needs of students.

**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>P/F Set-aside</th>
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</tr>
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<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</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 15, 2019, progress will be assessed a 10% increase in movement of performance levels of students previously at a Level 1 moving at Levels 2 and 3 on the mid year Fountas and Pinnell Reading Assessment.

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

The instrument of measure that will be used to assess progress will be the Fountas and Pinnell Reading Assessment.

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

Section 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. (Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td></td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td></td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td></td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

On our Quality Review dated November 2017, we achieved a Proficient in 4.2: Engaging in structured professional collaborations. Teachers need to work collaboratively and engage in sustained professional learning to achieve continuous improvement in pedagogy and student learning. Educators need to reflect on professional practice, collaborate and share ideas, and set learning targets so that students can achieve academic success. We need to work towards building teacher capacity and building upon reflective practices.

Teachers have indicated a desire to implement instructional rounds within the school.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, resulting from all teachers participating in collaborative inquiry cycles to revise and implement CCLS curricula to include multiple entry points and differentiated strategies to meet the needs of all students, including sub groups of ELLs and SWDs, students’ performance levels will increase overall by 50%, comparing Fall 2018 and Spring 2019 i-Ready math diagnostic assessments.
### 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? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers &amp; Administrators</td>
<td>September 2018 through June 2019</td>
<td>Professional Learning committee and administration</td>
</tr>
<tr>
<td>Professional Learning Committee</td>
<td></td>
<td>Administration and grade team leaders</td>
</tr>
<tr>
<td>Teachers &amp; Administrators</td>
<td>September 2018 through June 2019</td>
<td>Administration, Student Support Team, teachers</td>
</tr>
<tr>
<td>Teachers &amp; Administrators</td>
<td>September 2018 through June 2019</td>
<td>Administration and teachers</td>
</tr>
</tbody>
</table>

Teacher teams will engage in instructional rounds using protocols and processes for observing, analyzing, discussing and understanding instruction that can be used to improve student learning. Instructional rounds will be focused on a specific problem of practice gaining a shared understanding of what quality teaching looks like.

Professional Learning Committee will plan professional development cycles for the entire school staff. Teachers will select professional learning committees based on their professional goal setting plans.

Grade Team members will engage in cycles of inquiry in reading, math and writing. Each member will take turn facilitating team meetings using structured protocols. Team meeting notes will be shared on Google drive.

All teachers will continue to engage in Thinking Maps implementation and collaborate on planning and designing lessons on each Thinking Map.

### 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.**

Parents will be engaged in a variety of ways to support their understanding of Collaborative Teachers and Strategies to promote teacher-parent collaborations in order to support their children at home. During family night in September, parents will have face to face contact with administration and teachers to get a preliminary understanding of the academic expectations for their child. The PA and School Leadership team will hold meetings monthly to promote teacher parent collaborations. Throughout the school year, teachers and support staff will utilize Tuesday parent engagement time to implement grade specific workshops, send newsletters and have face to face visits. Lastly, there will be day and evening workshops, curriculum nights, and share fairs throughout the year conducted by teacher, coaches, and consultants throughout the year.
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.

- Per Session funding for Teacher Rounds and June planning
- Program master schedule to include up to two periods a week of common planning for all teachers
- Consultancies with Thinking Maps
- Per session for additional team planning time

**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>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
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<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</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 all teachers participating in collaborative inquiry cycles to revise and implement CCLS curricula to include multiple entry points and differentiated strategies to meet the needs of all students, including sub groups of ELLs and SWDs, students’ performance levels will increase overall by 15%, comparing fall 2018 and mid year February 2019 iReady math diagnostic assessments.*

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

*The instrument of measure that will be used to assess progress will be the iReady math diagnostic assessment.*

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

### Section 5D – Framework for Great Schools Element – Effective School Leadership:

Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

#### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable,</td>
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<tr>
<td>Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive</td>
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<tr>
<td>of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</td>
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<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital</td>
<td>x</td>
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<tr>
<td>resources.</td>
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<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district's Annual</td>
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<td>Professional Performance Review (APPR) to conduct targeted and frequent observation and track</td>
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<td>progress of teacher practices based on student data and feedback.</td>
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<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve</td>
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<td>critical individual and school-wide practices as defined in the SCEP (student achievement,</td>
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<tr>
<td>curriculum and teacher practices; leadership development; community/family engagement;</td>
<td></td>
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<tr>
<td>and student social and emotional developmental health).</td>
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</tbody>
</table>

#### Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.
   - Measure of Teacher Practice data is as follows:
     - Domain 1- Planning and Preparation: 18% of observations were rated Highly Effective, 60% were rated Effective, 13% Developing, and 9% Ineffective
     - Domain 2- The Classroom Environment: 53% of observations were rated Highly Effective, 40% were rated Effective, 7% Developing, 0% Ineffective
     - Domain 3- Instruction: 12% of observations were rated Highly Effective, 69% were rated Effective, 14% Developing, and 4% Ineffective. Breaking it down further in assessment: 16% Highly Effective, 65% Effective, 16% Developing
     - Domain 4- Professional Responsibilities: 33% of observations were rated Highly Effective, 59% were rated Effective, 8% Developing, and 0% Ineffective

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.
## 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

**By June 2019, all teachers will receive verbal and written feedback that focuses on their continual growth as measured by at least 90% of teachers receiving ratings of Effective and/or Highly Effective performance level on Component 3c (Student Engagement) on Advance observation reports utilizing the Danielson Framework for Teaching.**
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? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers &amp; Administrators</td>
<td>September 2018 through June 2019</td>
<td>Professional Learning Committee and administration</td>
</tr>
</tbody>
</table>

- Teacher teams will engage in instructional rounds using protocols and processes for observing, analyzing, discussing and understanding instruction that can be used to improve student learning. Instructional rounds will be focused on a specific problem of practice gaining a shared understanding of what quality teaching looks like.

- Professional Learning committee will plan professional development cycles for the entire school staff. Teachers will select professional learning committees based on their professional goal setting plans.

- Grade Team members will engage in cycles of inquiry in reading, math and writing. Each member will take turn facilitating team meetings using structured protocols. Team meeting notes will be shared on Google drive.

- All teachers will engage in Thinking Maps implementation and collaborate on planning and designing lessons on each Thinking Map.

**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.

Parents will be engaged in a variety of way to support their understanding of of Effective School Leadership and Strategies to promote parent leadership and engagement in order to support their children at home. During family night in September, parents will have face to face contact with administration and teachers to get a preliminary understanding of the academic expectations for their child. The PA and School Leadership team will hold meetings monthly to promote teacher parent collaborations. Throughout the school year, teachers and support staff will utilize Tuesday parent engagement time to implement grade specific workshops, send newsletters and have face to face visits. Lastly, there will be day and evening workshops, curriculum nights, and share fairs throughout the year conducted by teacher, coaches, and consultants throughout the year.
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.

Consultancies with Teacher’s College and Generation Ready

Off site professional development to augment teacher practice

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>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
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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 2018, 50% of teachers will receive verbal feedback within 48 hours after each observation and written feedback within 15 days after each observation that focuses on continual growth of teachers, related to previous feedback and implementation of next steps, which focuses on and results in improved teachers’ pedagogical practices and improved student learning for all students, including populations of subgroups, as measured by at least 40% of teachers receiving ratings on Advance observation reports, at the Effective and/or Highly Effective performance level in component 3b (Questioning and Discussion Techniques); component 3c (Student Engagement); and component 3d (Using Assessment in Instruction).

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

The instrument of measure to track the progress will be the Advance observation reports on the Advance Dashboard.

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. (Aligned to DTSDE Tenet 6: Family and Community Engagement)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
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<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
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<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
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<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
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<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td>x</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

Parents are an integral part of our community at PS 236. They are active, contributing members of all committees, are welcome in all of our classrooms to observe or as parent volunteers, and are full partners in their child’s education. Parents are included in all decisions that affect their children and their input is actively sought. Parent workshops are held each month to help keep parents aware of current trends in education and to help them to develop the skills necessary to fully assist their children and to make informed decisions. Parent workshops on ELA and Math Common Core Standards occur on an ongoing basis, helping parents to become familiar with the instructional shifts and how they will affect their child’s school experience. Teachers host parent workshops on grade specific curricula during Tuesdays allocated for parent engagement. Teachers also regularly communicate with families in the form of face to face meetings, phone calls, and newsletters. We also provide families with opportunities outside of the school. We regularly hold functions in the form of assemblies, fairs, and festivals that celebrate the whole child, bringing in many of the partnerships we have.

Parents have indicated a desire to have more curriculum focused workshops related to the Common Core Standards.

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

By June 2019, all staff will engage in meaningful partnerships with families focused on student needs and academic achievement as evidenced by at least 95% of families reporting positive responses on the 2018-2019 Learning Environment 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>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>September 2018 through June 2019</td>
<td>Parent Coordinator, Community Coordinator, School Social Worker</td>
</tr>
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</tr>
<tr>
<td>Parents</td>
<td>September 2018 through June 2019</td>
<td>Parent Coordinator, Community Coordinator, School Social Worker</td>
</tr>
<tr>
<td>Parents, students, teachers</td>
<td>September 2018 through June 2019</td>
<td>Parent Coordinator, Community Coordinator, School Social Worker</td>
</tr>
<tr>
<td>Grade 1-5 students identified at risk, ELL and SWD students, Families</td>
<td>September 2018 through June 2019</td>
<td>Administration, SST, Classroom Teachers, Related Service Providers</td>
</tr>
</tbody>
</table>

Parent meetings and workshops and family events will be scheduled based on the needs of parents. We encourage parents to meet with teachers and administrators to discuss their child’s progress. Our school’s high expectations for student learning will be consistently communicated in a variety of formats: meetings, workshops, letters, telephone outreach, family/community events.

Parent engagement activities will be scheduled at varied times to address the diverse schedules of our families. Parent engagement committee will plan meaningful parent engagement/community activities during the school day, Tuesday afternoons, evenings, and Saturdays using parent surveys as a springboard for planning.

We will strengthen outreach to community organizations in order to increase parental participation. We will continue to partner with the following Community Based Organizations: Young Audiences, Bronx Arts Ensemble, Cookshop. Activities will be planned and scheduled around the needs of our families.

School-wide communication regarding student progress and next steps in planning and instruction will occur every 6 weeks. All service providers will be responsible for the ongoing communication of student progress and next steps in planning and instruction to all stakeholders, including students, teachers and parents posting information on master calendar and Google drive, Administration will monitor all written and oral communication.

Personal Intervention Plans will be recorded in the PS236 Google drive and will continue to document student progress and student’s response to interventions, including necessary adjustments to interventions and next steps. This resource is a living document that provides important student data and allows ongoing communication with administrators, classroom teachers, parents and students.

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### 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.

Young Audiences of New York
Beacon Afterschool Program

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.

Funding allocated for parent engagement activities, including workshops and refreshments.
Funds for direct services provided by Young Audiences, Bronx Arts Ensemble & Teacher’s College
Funds to organize community events inclusive of health fair, school community performances, and curriculum nights.

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

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<tr>
<th></th>
<th>Tax Levy</th>
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<td>School Achievement Funding</td>
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<td>Other</td>
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</table>

Part 5 – Progress Monitoring

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

By February 2019, all teachers will demonstrate progress towards increasing the level of parental involvement in our school, as measured by a 25% increase in attendance at monthly events (PTA meetings, parent teacher conferences, workshops, etc.), when compared to the level of parental involvement in the 2018-2019 school year.

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

The instrument of measure that will be used to assess progress will be agendas and sign sheets from parent meetings, workshops, schoolwide parent activities.

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

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to <a href="#">NYSED's memo</a>)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Fountas and Pinnell Benchmark Assessment</td>
<td>1. Leveled Literacy Intervention System (LLI) Guided small group reading</td>
<td>1. Small Group Pull Out</td>
<td>1. During the school day, 3-4 periods per week</td>
</tr>
<tr>
<td></td>
<td>IReady Diagnostic Reading</td>
<td>2. Focused reading comprehension instruction</td>
<td>2. ICT classes, Parallel teaching, station teaching, Small Group/ One on one instruction</td>
<td>Tuesdays and Wednesdays for 1 hour</td>
</tr>
<tr>
<td></td>
<td>Running records</td>
<td>3. Getting Ready for the NYSES LAT Readers Theater</td>
<td>3. ESL Afterschool Program</td>
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<tr>
<td></td>
<td></td>
<td>4. Reading Comprehension Vocabulary Development</td>
<td>4. Saturday Academy</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>IReady Diagnostic Math</td>
<td>Guided Math Lessons Math Talks Problem Solving – Polya method</td>
<td>Whole Class Instruction</td>
<td>During the school day, during math station time.</td>
</tr>
<tr>
<td></td>
<td>Engage New York Exit Tickets</td>
<td></td>
<td>ICT classes, parallel teaching, station teaching.</td>
<td>After school Tuesdays and</td>
</tr>
</tbody>
</table>

2018-19 SCEP-FL 41
<table>
<thead>
<tr>
<th></th>
<th>Skill practice</th>
<th>After schoolAIS Small Group Instruction</th>
<th>Wednesdays for 45 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>End unit assessments</td>
<td>Science content is embedded in ELA instruction</td>
<td>During the school day</td>
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<tr>
<td></td>
<td></td>
<td>Whole Class Instruction</td>
<td>ICT classes, parallel teaching, station teaching. Small Group Instruction</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>End unit assessments</td>
<td>Social Studies content is embedded in ELA instruction</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whole Class Instruction</td>
<td>ICT classes, parallel teaching, station teaching. Flexible Small Group Instruction</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Referrals from classroom teachers and SST.</td>
<td>At risk counseling by social worker Book clubs centered on social emotional learning (SEL)</td>
<td>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:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>There are currently 57 students identified in temporary housing per the temporary housing report in ATS.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
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<tr>
<td>Funding has been set aside to provide students with school supplies, uniforms and entry fees for field trips.</td>
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<tr>
<td>School Social Worker, Parent Coordinator, and Community Coordinator will initiate outreach and connect families to community resources.</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicate with an “X” your school's Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide Program (SWP)</td>
</tr>
</tbody>
</table>

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.

| Administration staff attends hiring fairs to identify and recruit highly-qualified teachers when necessary. |
| Mentors are assigned to support non-tenured teachers, when necessary. |
| Administration allocates funds to provide teachers with the resources and tools they need to support pedagogy and to ensure students meet academic standards. |
| Administration purposefully plans opportunities to celebrate staff and to acknowledge their dedication to the school community and their commitment to academic excellence. |
| Administration allocates funds and time for teachers to participate in professional development. Teachers are encouraged to submit requests for both on-site and off-site professional development that meets their individual needs and aligns with as school-wide academic initiatives. |

2b. High Quality and Ongoing Professional Development
Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

In order to ensure the effectiveness of teacher teams and professional collaborations, teachers will be provided with time to meet, observe, plan, implement, and assess. Teachers will be given material resources to ensure their teaching is effective and their students are successful. Lastly, administration will provide learning opportunities that will foster mutual respect, collaboration and interdependence.

All our staff (inclusive of teachers, paraprofessionals, support staff and administrators) is engaged in inquiry-based professional collaborations that value reflective practices.

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/information, early intervention services, etc.).

- Preschool programs are invited to tour kindergarten classes.
- Administration presents information at preschool parent meetings to give an overview of our kindergarten program and curriculum.
- Summer packets are distributed to all incoming kindergarten children to support their transition.

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 will meet in grade-level and cross functional teams to review, analyze and discuss student data gathered from periodic assessments, units of study, baseline, mid line and end-line writing pieces.
- During goal setting meetings with the administration, teachers will review, analyze and discuss student data gathered from periodic assessments, units of study, baseline, mid line and end-line writing pieces.
- Teachers periodically measure, record and share the effectiveness of the activity/strategy; and determine whether additional supports are needed.
- Teachers will meet in grade-level and cross functional teams to review, analyze and discuss student data of students at-risk that is gathered from periodic assessments, integrated units of study, baseline, mid line and end-line writing pieces.
- During goal setting meetings with the administration, all teachers will review, analyze and discuss student data gathered from periodic assessments, integrated units of study, baseline, mid line and end-line writing pieces. In addition, teachers identify students in Tiers 1, 2 or 3 and discuss interventions best suited for each student’s needs.
● Teachers servicing students participating in the After school intervention programs will measure, record and share the effectiveness of the activity/strategy; and determine whether additional support is needed.

● Teachers servicing students at-risk periodically measure, record and share the effectiveness of the activity/strategy; and determine whether additional support is needed.

● Teachers will meet in grade-level and cross functional teams to discuss and determine professional development needs.

● Teachers will complete professional development surveys periodically throughout the school year.

● Teachers will meet in grade-level and cross functional teams to help develop student learning surveys.

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 codes1. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated2. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<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. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>300,909.00</td>
<td>X</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>16,979.00</td>
<td>X</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>58,523.00</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>110,846.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12,366.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2,081,494.00</td>
<td>X</td>
</tr>
</tbody>
</table>

1Explanation/Background: Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and
advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.

• **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

• **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, including Title I 1003(g) SIG funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

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

**Parent and Family Engagement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 236, 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.

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

PS 236 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;

The school’s Parent Involvement

Parental Involvement and School Quality

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

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

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

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

• ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

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

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

• conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### School-Parent Compact (SPC)
PS 236, 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 Common Core State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (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 1\textsuperscript{st} 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;

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## 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;

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

● monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

● check and assist my child in completing homework tasks, when necessary;

● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

● set limits to the amount of time my child watches television or plays video games;

● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

● encourage my child to follow school rules and regulations and discuss this Compact with my child;

● volunteer in my child’s school or assist from my home as time permits;

● participate, as appropriate, in the decisions relating to my child’s education;

● communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

● respond to surveys, feedback forms and notices when requested;

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

● participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

● take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

● share responsibility for the improved academic achievement of my child;
III. Student Responsibilities

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should supplement 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>
<tr>
<td></td>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td>After school</td>
</tr>
</tbody>
</table>

| Total # of ELLs to be served: _____ | |
| Grades to be served by this program (check all that apply): | |
| K | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
## Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>Total # of teachers in this program:</th>
<th>_____</th>
</tr>
</thead>
<tbody>
<tr>
<td># of certified ESL/Bilingual teachers:</td>
<td>_____</td>
</tr>
<tr>
<td># of content area teachers:</td>
<td>_____</td>
</tr>
</tbody>
</table>

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: _____

All ELLs in Grades K-5 are invited to participate in the Title III after school program. The Title III after school program will service 46 ELLs in Kindergarten through 5th grades. The program will house all levels of ENL learners across grades K-5. There are 11 Kindergarteners who were identified as ELLs based upon the NYSITELL. Based on 2018 NYSESLAT and NYSITELL results, proficiency levels for students in Grades 1-5 break down as follows: Grade 1: 1 Entering, 4 Emerging, 5 Transitioning, 2 Expanding; Grade 2: 2 Emerging, 4 Transitioning, 1 Expanding; Grade 3: 2 Emerging, 1 Transitioning, 8 Expanding; Grade 4: 1 Emerging; Grade 5: 3 Transitioning, 1 Expanding.

The program will meet on Wednesday and Thursday afternoons for 90 minutes each day from October 19, 2018 through May 4, 2019 (50 sessions). In order to address the needs of our English Language Learners, the students will be grouped by grade level. The program will be comprised of five (5) classes divided as Kindergarten, Grade 1, Grade 2, Grades 3, and Grades 4, 5. Students will be further subgrouped by proficiency level within the classes to ensure tailored instruction according to student need.

The program will focus on promoting success on the NYSESLAT, supporting Common Core curriculum goals, and helping students overcome language barriers. The program will use direct instruction to emphasize the four language modalities as assessed by the NYSESLAT. Students will work in collaborative learning situations, which will provide them with opportunities to use language with many different audiences. We consider technology to be an integral part of the program and give the students use of SmartBoards and computer programs to enhance and reinforce learning. Each classroom has multiple computers. In addition, there are ELMOs available for use in the building to enlarge and enhance print and read-aloud experiences. We have digital recorders which students can speak into and then listen to what they have said in order to improve oral language development.

Approximately 50 minutes of each session will be devoted to literacy. In the lower grades we will focus on initial/beginning sounds, final/ending sounds, and blends using various literacy games and online activities for reinforcement. Fountas & Pinnell Leveled Literacy Intervention (LLI) will be used for supplemental intensive small group reading instruction. "Discussions 4 Learning" by Davis Publishing will be used to support oral language, and vocabulary development. Upper grade ELLs who must take the ELA test in April will participate in an ELA block to improve their literacy skills in English. "HOT Topics" (High Interest Reading) by Evan Moor Publishing will be used to give direct instruction of reading strategies through the use of engaging text. Each lesson is leveled and has a specific reading strategy, explicit teaching of key vocabulary words and text features, guided reading strategies to improve comprehension, and opportunities to reflect on the reading through discussion and written response. There is an
Part B: Direct Instruction Supplemental Program Information

accompanying audio CD specifically designed to give extra support to English Language Learners.

In addition, all grades will use the supplemental book Attanasio & Associates, Inc.'s "Getting Ready for the NYSESLAT", which is designed to replicate each section of the NYSESLAT and assist in familiarizing the students with the state assessment. This program gives practice in multiple-choice, written response, and oral-response questions through the listening, reading, writing, and speaking domains. This portion of the after-school session will last approximately 30 minutes.

Four certified ENL teachers and 1 Content Area/Common Branches teacher (co-teaching with an ENL teacher) will provide direct instruction in the after school program. Instruction will be in English, with native language support when necessary. Attendance records are maintained by the teachers and parents are notified about both the availability of the program and updates/changes to the program in their preferred languages.

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: _____

Our school's professional development program is extensive and ongoing. All teachers of English Language Learners are included in professional development opportunities, both outside the school and during the Monday Professional Development cycles. Between our Professional Development time on Mondays and outside professional development organized by various education centers, the 50% of total hours for bilingual and ENL educators will be met.

We have a literacy staff developer from Teaching Matters working closely with grades K-3. The staff developers will each provide 30 days of in-house professional development. The staff developer provides demonstration teaching and collaborative coaching within classroom lab sites for teachers to learn the structures, methods, and expectations for a rigorous reading and writing workshop. Classrooms of teachers of ELLs are included on the rotation of designated lab sites on each grade level.

In addition to the on-site school coaching by Teaching Matters staff developers, all teachers of ELLs are invited to participate in various Teachers College "Calendar Day" conference days on campus at Teachers College. Teachers of ELLs have participated in:

--Adapting Reading and Writing Units of Students to Support Classrooms Full of English Language Learners
--Strategies for Reading for English Language Learners Who Struggle (and for All Your Readers!)
--Small Group Work in Reading and Writing with English Language Learners: Practical and Powerful Methods for Assessment-Based Teaching Across Many Contexts
Part C: Professional Development

-- A Day for Families: Supporting a Child's Reading and Writing Takes ALL of Us, Working Together
-- UDL and the Reading Workshop: Strategies for Helping Move Students Who Currently Struggle With Reading
-- Book Clubs and Partner Talk for English Language Learners: Comprehension Through Conversation

Our staff developer not only provide in-class lab site work, but also lead a study group aligned to each grade level. Teachers work together to help our classrooms focus on data-based instruction, the Common Core standards, content area literacy, the Danielson framework, and using formative assessments to support students' progress along learning pathways. All teachers of ELLs are included in these study groups. This component is at no cost to the program.

All ENL Teachers will participate in PD during the contractual Monday Professional Development time and use an inquiry approach in planning and evaluating the instruction that is delivered to the children. In addition, we will devote Professional Development time to creating and utilizing Language Objectives during our classroom and after school instruction. We will use "Making Content Comprehensible for English Learners: The SIOP Model" by Jana J. Echevarria, MaryEllen Vogt, and Deborah J. Short as the text to guide our discussion. Our goal is for teachers to begin planning and implementing lessons incorporating the model of sheltered instruction and improve our ELLs' academic performance and academic progress.

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: ____

PS 236 has a high degree of parent involvement on the part of parents of ELLs. The relationship of our school community with our parents is one of mutual respect and cooperation. Our purpose is to provide the best possible learning environment to allow all students to achieve their highest potential. In 2017-2018, we had a 100% response rate to the Department of Education School Survey.

Based on the results of the Department of Education School Survey, which is based on the Six Elements of the Framework for Great Schools, 90% of parents agree that their child's teachers incorporate students' cultures/backgrounds into the curriculum to make learning more meaningful. 97% of parents feel that our school communicates with parents in a way and in a language that they can understand. 98% of parents feel that our Principal promotes family and community involvement in the school. And 97% of parents feel that our teachers work closely with families to meet students' needs.
Part D: Parental Engagement Activities

All materials and correspondence sent home from the school are provided in both English and Spanish and an interpreter is present at any parent-teacher meeting where it is necessary. Our entire bilingual staff has helped to develop a very dynamic group of parents who participate in all school affairs and activities and serve on the Parent Association. Parents are also a vital part of our School Leadership Team. The parents of our ELLs are afforded equal access to all school programs and are welcome to join all activities. Interpretation services in Spanish are provided at all gatherings involving parents.

Our bilingual Parent Coordinator, our bilingual Community Coordinator, and our bilingual school Social Worker are on the school premises during the day to assist Spanish speaking families with parental notifications and concerns. We also access the translation unit’s services for oral translation over the phone for languages other than Spanish. In this manner we are able to communicate to our non-English parents and students. Parents receive phone calls and letters from teachers that inform about the after school program and the student’s progress. If necessary, we provide an over-the-phone interpreter when calling parents.

We ensure that parents’ needs are met through a variety of ways: our September "Curriculum Night", Parent-Teacher Conferences, the Department of Education School Survey, Face to Face Interviews, NYC Schools app, open communication with our social worker and bilingual (Spanish) parent coordinator, and informal parent-teacher meetings and communication. This year, PS 236 has implemented the use of School CNXT, a mobile/Web-based parent engagement platform. We use it to keep up the news feed of the school, sharing news and important information, reminders, and notices. The app has the ability to translate all communication into 80 languages, as well as the ability to have communication read aloud, to overcome any literacy challenges. It has an online sign-up capacity that we are hoping to expand to include online sign-ups for parent workshops once parents become more familiar with the app and its features.

Our school has developed a close relationship with the Community Based Organization Young Audiences (YANY), and they have become an integral part of Parent Engagement and Community Engagement effort. Young Audiences provide arts enrichment activities and access to cultural experiences such as trip to Broadway shows and museums. They have also contributed to community events encompassing parent child workshops (i.e. cartooning, collage, theatre arts, dance) and live arts performances (Japanese Drumming & African Dance). Lastly, they have become visible in the community by initiating multi-agency partnerships with PS 236 and NY Parks Department and The New York Public Library.

We work very closely with many community based organizations and outside agencies to ensure that our parents' social and emotional needs are addressed and that they are well informed about topics of their interest. Parent meetings and workshops for parents of ELLs are held monthly, in the morning, and addressing the following topics: (Spanish interpretation is provided)
- October, 2018-Strengthening the Connection Between the Home and School-Discussing the school role, providing support to parents' disciplinary efforts, discussing assessments: NYSITELL, NYSESLAT, NYS ELA, NYS Math, NYS Science. Testing modifications will be discussed where applicable.
- November, 2018-The Middle School Application Process-Navigating the NYC public middle school application process and identify appropriate school choice for your child, including students with disabilities and English Language Learners.
- December, 2018-Addressing Challenging Behavior at Home-Practical tools to understand and address challenging behavior at home.
- January, 2019-No Bullying!-Minimize the risk that your child will be bullied-or will be a bully. How parents can work with the school to confront this problem.
- January, 2019-Facebook to Texting--Living a Safe and Positive Digital Life.
**Part D: Parental Engagement Activities**

- March, 2019 - Learning the essential elements of advocacy that parents need to resolve disagreement in any system, including entitlements, business, medical or education
- October, 2018 - June 2019 - ongoing monthly workshops on math and reading curriculum and addressing the shift in the Common Core Learning Standards.
- December, 2018 - June 2019 - Ongoing monthly workshop for families based on the "Cookshop" program.

Other topics as they arise throughout the year, as well as health issues, may also be addressed through parent meetings. The meetings are held by our bilingual (Spanish) social worker and in the past we have collaborated with the following organizations: Bank Street College, Parent Resource Center, New York City Department of Health, New York City Libraries (Bronx Branches), Citizen's Advice Bureau, La Peninsula Head Start, New York City Department of Environmental Protection, Young Audiences New York (YANY) and the Domestic Violence Intervention Center. All notices of the meetings and materials are provided in both English and Spanish.

Based on the communication that the social worker and parent coordinator have with parents, topics for future parent workshops are solicited and encouraged. 100% of parents who responded to the 2017-2018 Department of Education School Survey indicated that they strongly agree or agree that they are satisfied with the response they get when they contact our school. All materials and correspondence sent home about the workshops is provided in both English and Spanish and meetings are conducted in both languages. Records such as agendas, attendance sheets, and invitations in parent's preferred language will be maintained in a binder in the parent coordinator's office.

**Part E: Budget**

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

<table>
<thead>
<tr>
<th>Allocation Amount: $</th>
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<tbody>
<tr>
<td><strong>Budget Category</strong></td>
<td><strong>Budgeted Amount</strong></td>
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<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
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<td>- Per session</td>
<td>375 hours Per session</td>
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<tr>
<td>- Per diem</td>
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<tr>
<td>Purchased services</td>
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<tr>
<td>- High quality staff and curriculum development contracts.</td>
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<tr>
<td>Supplies and materials</td>
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<td>- Must be supplemental.</td>
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<tr>
<td>- Additional curricula, instructional materials.</td>
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</tbody>
</table>
### 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>
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<tbody>
<tr>
<td>Educational Software</td>
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<td>(Object Code 199)</td>
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<td>Travel</td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16,875</strong> (supplemented with other funds)</td>
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</table>
**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*.

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**Part I: School ELL Profile**

**A. School Information**

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>09</td>
<td>Bronx</td>
<td>236</td>
</tr>
</tbody>
</table>

**School Name**  Langston Hughes Young Explorers Academy

**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>Afrina Talukdar</th>
<th>Assistant Principal</th>
<th>Donna Wright-Bauer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>Chestine Florian</td>
<td>Coach type here</td>
<td></td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Chestine Florian</td>
<td>School Counselor</td>
<td>Rosa Camilo</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>J. Ramirez/Gr. 1</td>
<td>Parent</td>
<td>Arelys Alequin</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>M. Lennon /Gr. K</td>
<td>Parent Coordinator</td>
<td>Gilberto Valette</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>R. Thomas</td>
<td>Field Support Center Staff Member</td>
<td>type here</td>
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</tbody>
</table>

**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.

| Number of certified ENL teachers currently teaching in the ENL program | 5 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 4 |
| Number of teachers who hold both content area/common branch and TESOL certification | 5 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 3 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| 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) | 0 |
| Number of special education teachers with bilingual extensions | 0 |

**D. Student Demographics**
Part II: ELL Demographics

A. ELL Programs

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

- Transitional bilingual education program (TBE) [ ] Yes [ ] No
- Dual language program (DL) [ ] Yes [ ] No
- Freestanding ENL [ ] Yes [ ] No

This school offers (check all that apply):

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<th>10</th>
<th>11</th>
<th>12</th>
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<td>TBE</td>
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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?

Early literacy skills of ELLs in grades K - 3 were assessed using the Fountas and Pinnell and the I-Ready online assessment along with frequent teacher observations and informal running records for the 2016-2017 school year. The total school population scored 51% at levels 1 and 2 and 49% at levels 3 and 4 on the Spring 2017 Fountas and Pinnell Assessment. Our ELL population scored 66% at levels 1 and 2 and 34% at levels 3 and 4 for the same assessment. The I-Ready results back this data up and provide a more detailed breakdown of the specific skills that our students still need to master. This indicates that there is a discrepancy between the reading achievement of our ELLs and our general population.
2. **What structures do you have in place to support this effort?**

Our instructional program is based on a balanced literacy approach. Students are assessed and their needs are addressed through mini lessons, small group instruction, individual assistance, and computer assisted learning activities. An examination of the data for our ELLs indicates that more Tier II interventions are appropriate and will be provided through our day program, Afterschool AIS Program, and individualized tutoring using Reading Rescue process (grades 1 & 2). ELL students are included in all RTI Tier I and II activities on their grades. All ELL students will receive customized online intervention utilizing the IReady instructional program. ELL students will also receive targeted intervention as part of an ENL Afterschool Program beginning in October 24, 2018.

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

We examine all data for ELLs; NYS ELA and Math, NYSESLAT, and grade 4 Science on grades 3 - 5 and Fountas and Pinnell, TC Writing, and Math Formative Assessments on grades K - 2. We compare data from year to year to track individual student progress as well as trends across the subgroup. We note students who have made progress as well as students who have remained at the same level or who have moved down a level. We examine our AYPs with a specific focus on our ELLs. The results of this data is used to determine next steps for our programs for ELLs, allowing us to continue successful initiatives and to discontinue unsuccessful ones. We are able to examine needs to plan for Professional Development for our staff that will strengthen our core instructional program as well as our ENL program.

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

Teachers analyze data and determine overall strengths and weaknesses and develop action plans and make curricular adjustments to meet specific needs of students.

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

For each English language learner who scores below specified levels of performance on the annual New York State ELA assessment, we determine what additional support services to provide the student, taking into consideration evidence such as the following:

- Number of years of instruction in a bilingual education or English as a new language program
- English and home language literacy needs of long-term ELLs
- Results on the annual NYS ELA exam
- English as a New language teacher recommendation
- Content area teacher recommendation
- Parent or guardian request
- Sample of student work in English
- Bilingual educational evaluation, if the student has or is suspected of having a disability

The support services provided are fully aligned to any intervention plans (e.g., Academic Intervention Services) we are providing to all 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].)

The following is an analysis of the Spring 2018 NYSESLAT results: One student performing at the Entering level in Spring 2017 performed at the Entering level in Spring 2018. Four students performing at the Emerging level in Spring 2018 performed at the Emerging level in Spring 2018. Two students performing at the Transitioning Level in Spring 2015 performed at the Emerging Level in Spring 2016, four students performing at the Transitioning Level in Spring 2015 performed at the
Transitioning Level in Spring 2016 two student performing at the Expanding Level in Spring 2015 performed at the Transitioning Level in Spring 2016, and nine students performing at the Expanding Level in Spring 2015 performed at the Expanding Level in Spring 2016. One student performing at the Expanding Level in Spring 2015 performed at the Transitioning Level in Spring 2016 and one student performing at the Advanced Level in Spring 2014 performed at the Commanding Level in Spring 2015. Twenty two students were identified as students who speak a language other than English and were administered the NYSITELL. One student performed at the Entering level, one student performed at the Emerging Level, eight students performed at the Expanding Level, and eleven students performed at the Commanding level. 38% of our ELLs are Students with Disabilities.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Upon August release of NYSESLAT data, Administrators review and ensure students are programmed for the mandated periods of ENL instruction. Teachers and administrators meet at the beginning of the year to review current NYSESLAT data to ensure instruction in targeted in all four modalities.

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 school employs an integrated ENL model for our Freestanding ENL program. Our ELLs in grades K, 1, and 2 are instructed in ICT classes with a dually certified ESOL and Common Branch (K-6) teacher partnered with a Special Education teacher. The students in the classes are a mix of general education students, general education heterogeneous [mixed proficiency levels] ELLs, special education students, and special education heterogeneous [mixed proficiency levels] students. Our ELLs in grades 3 and 4 are also instructed in ICT classes with a mix of general education students, general education ELLs [mixed proficiency levels] special education students, and special education ELLs [mixed proficiency levels], with the push-in services from an ESOL/Common Branches teacher. The Grade 5 ELLs are all general education homogeneous [Expanding proficiency level] students in a general education class and also receive push-in services from an ESOL/Common Branches teacher. There is also one Commanding level student in that class who receives additional services from the push-in teacher.
   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)?
      The ENL teacher in each class is aware of the proficiency level of each ELL. She provides weekly either 180 or 360 minutes of ENL as appropriate. In grades K, 1, & 2, the ENL instruction is embedded into regular classroom instruction since the ENL teacher is in the class full time. The ENL periods are noted on the class program card and in the teacher’s plans for those periods. Entering level students receive 180 minutes of instruction specifically devoted to ENL and 180 minutes of instruction in ENL/ELA. Emerging level students receive 90 minutes of instruction specifically devoted to ENL and 180 minutes of instruction in ENL/ELA.
of instruction in ENL/ELA, with 90 minutes of instruction in Integrated ENL/content area. Transitioning level students receive 90 minutes of instruction in ENL/ELA and 90 minutes of instruction in Integrated ENL/content area. Expanding level students receive 190 minutes of instruction in ENL/ELA and in a content area.

In grades 3, 4, and 5 the students receive services weekly from the push-in ESOL/Common Branches teacher. Entering level students receive 180 minutes of instruction specifically devoted to ENL and 180 minutes of instruction in ENL/ELA. Emerging level students receive 90 minutes of instruction specifically devoted to ENL, 180 minutes in ENL/ELA, and 90 minutes of instruction in Integrated ENL/content area. There are no Transitioning level students in Grades 3, 4, or 5. Expanding level students receive 180 minutes of instruction in ENL/ELA or other content areas. Our one Commanding level student receives 90 minutes of instruction in a content area.

Students who are enrolled in an ENL program do not receive Home Language Arts (HLA) instruction.

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.

Core content instruction in our all push-in ENL program is delivered in an English Language Development model, which provides instruction in English with supports to help ELLs with the acquisition of English Language vocabulary in each content area. In order to target language and literacy development across content areas, ELLs work in small groups with the ENL teacher to review vocabulary, discuss and reinforce concepts, and see visual displays to enhance ELA and content area understanding. The ENL teacher uses strategies to scaffold the instruction of the class to help make content accessible and comprehensible and to meet the demands of the Common Core Learning Standards. The push-in model also has the benefit of English-proficient peers who are able to act as language models to the ELLs.

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

Since our program consists of only ENL instruction, all instruction takes place in English. We do not evaluate students in their home language because we do not instruct them in their home language.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

   a. SIFE - We do not currently have any SIFE students but, if we should get a student who fits into this category we would provide instruction based upon assessed needs as well as conducting more frequent progress monitoring through running records, I Ready, unit midpoint and endpoint testing, as well as other formative assessment.

   b. Newcomer - The needs of a newcomer ELL will require more explicit instruction in English Language Acquisition, especially around functional language. The newcomer would be partnered with a proficient English speaker who also speaks his/her native language in a “buddy” system to help the newcomer acclimate and form relationships. Native language support will be provided by the teacher and/or a paraprofessional. The specific learning needs of the newcomer will be assessed and instruction will be provided to meet those needs. Frequent progress monitoring will be used to track student progress toward language acquisition as well as in all academic areas.

   c. Developing - The needs of developing ELLs will be assessed through both summative and formative assessment instruments and grouping for instruction will take place based upon the identified needs. Adjustments can be made within the guidelines of Part 154-2. Progress monitoring will be used to track progress toward language acquisition as well as in all academic areas.

   d. Long Term - The academic progress of long term ELLs will be tracked and examined to identify trends, patterns, and barriers to language acquisition. These students will receive very focused instruction designed to meet their specific learning needs as identified by both formative and summative assessment. They will be included in all school programs for which they qualify and every effort will be made to identify learning gaps that may be contributing toward their lack of adequate progress in language acquisition.
e. Former ELLs up to two years after exiting ELL status - All students who achieve a proficient language acquisition level on the NYSESLAT will continue to receive support from an ENL teacher for two years after exiting the ELL status. The will receive 90 minutes of support instruction each week with frequent progress monitoring to ensure that the student continues to have adequate access to all curriculum areas.

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?

Teachers of ELLs and SWDs provide comprehensible input (speak more slowly, use gestures and body language, etc) to get meaning across to their students. Many visual representations are used to for vocabulary and to introduce new concepts. Teachers link new information to prior knowledge as well as the students' personal, cultural, and world experiences. Key concepts for a unit are presented in child friendly language and language objectives are set for their students. Vocabulary instruction is modified to provide more direct instruction including practice in pronouncing new and content related words. Small group instruction allows ELLs and SWDs to be included in all learning in the classroom. Cooperative group work gives the ELLs authentic reasons to use academic vocabulary and real reasons to discuss key concepts with their peers. Additionally, homework and assessment is modified as necessary to allow ELLs and SWDs better access. Alternative types of assessment that allow for more oral, visual, or physical responses may better suit the needs of students who are still acquiring English language. All instruction is based upon assessed needs through the evaluation of student work, formative assessments, and summative assessments.

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?

All ELLs are placed in the ICT classes, either as a general education student or an SWD as appropriate. The class is staffed by both a special education teacher and a general education ENL teacher or by a special education teacher and a general education teacher with push in instruction provided by a licensed ENL teacher following the guidelines in Part 154-2. In this way the needs of the ELL and their IEP needs can be met within their regular program, without disruption to the educational process.

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.

At PS 236 we understand the importance of targeting all learning modalities of students by using many manipulatives and hands-on activities to teach content area curriculum. Our content area curriculum is based on NYCCLS standards with instruction tailored to the proficiency levels of the ELLs. As per the CCLS, Social Studies and Science content is embedded in our literacy instruction. Students targeted for additional support in Social Studies or Science receive Tier I interventions within the regular classroom. Student ability and progress in Mathematics is monitored through the Engage NY program baseline assessments along with the checkpoint assessments for each unit. ELLs who are found to be in need of intervention receive instruction as follows: Grades 1 - 3 receive RTI Tier II intervention two times per week during our AIS after school program, Grades 3 - 5 students receive RTI Tier II interventions during our Saturday Academy. Students who can not attend on Saturday receive RTI interventions three times per week on a push in basis. Our ELLs are supported by scaffolded lessons that allow them to demonstrate their learning with a variety of activities such as: role-playing, presentations, experiments, and theme-culminating projects. The language of instruction is English, as guided by the program models. The students work in groups and their tasks and assignments are project based with language and content objectives. Content specific word walls with visual representations of words aid in the understanding of content area vocabulary and comprehension. Assessments, tasks, and instruction are differentiated to give all students an opportunity to demonstrate learning and knowledge of concepts. Students who are identified as at risk and in need of additional academic intervention are referred to our Student Support Team (SST) where a team comprised of the classroom teacher, literacy coach, social worker, principal, and an ENL teacher develop an academic intervention action plan with specific goals and timelines for the individual student. Parents are included in the goal setting and take an active role in helping their child to continue to develop language skills at home. These goals are
reviewed and revisited periodically and modifications are made as necessary.

All ELLs K-5 are invited to participate in the Title III after school program. Students are grouped by grade and proficiency level to meet their instructional needs. Lessons focus on specific skills determined by the analysis of the data of previous NYSESLAT results, as well as formative and summative classroom assessments along with the Spring 2015 ELA results. The program also addresses the needs of the students in preparation for the NYSESLAT.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
We will be implementing the Teacher’s College Reading and Writing Project curriculum in both writing and reading this year. While planning for the Units of Study the distinct needs of the ELLs will be considered and appropriate instructional modifications will be made. Students will be registered and will use the IXL online program for extra support in mathematics. This program can present content in both English and Spanish, which may help to support better content understanding for many of our ELLs.

10. If you had a bilingual program, what was the reason you closed it?
We will not be discontinuing any programs/services for ELLs this year.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ELL students are afforded equal access and participation in all academic and extracurricular activities. Our ELLs are given the opportunity to participate in enrichment activities during the school day. Our school participates in a visiting artist program through Young Audiences, and each class in the school has a residency with an artist. We have also partnered with Young Audiences and Teachers College to provide after school enrichment programs in Technology, Dance, Art, and Pottery. In addition there is a PS 236 after school chorus and band that some of our ELLs are invited to join. The programs offer extended learning opportunities that address oral language development, building vocabulary, reading, listening, and following directions.

There is an academic intervention Title III after school program which targets our ELL population directly. The program is instructed by a qualified pedagogue two times a week for ninety minutes. All ELL students are targeted to participate in the program. Students will be grouped by proficiency level to enhance their instructional needs. The program focuses on the development of oral language proficiency and vocabulary acquisition. Later, the after school program focuses on providing students with more targeted instruction in the Reading and Writing modalities prior to beginning test preparation for taking the NYSESLAT exam.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
All classrooms utilize visual supports in the form of pictures, videos, and games to support vocabulary development. Teachers also utilize Sheltered Instruction Observation Protocol (SIOP) Model- a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners. We use Language Power for our afterschool program.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
At this time, all content area instruction takes place in English with support from the ENL teacher. Many of the classroom teachers are licensed bilingual teachers who are able to provide native language support for conceptual clarification. In addition, many paraprofessionals and members of the educational support staff in our school are bilingual in Spanish. The native language support given is social in nature, allowing students to express personal needs in Spanish until they are comfortable expressing them in English. No specialized materials or programs are utilized. Take home books are available in Spanish. All academic subjects are taught in English as per the ENL model.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
All required services and resources support and correspond to ELL’s ages and grade levels. We understand the importance of targeting all learning modalities of students by using many manipulatives and hands-on activities to teach content area
curriculum. Our ELLs are supported by scaffolded lessons that allow them to demonstrate their learning with a variety of activities such as: role-playing, presentations, experiments, and theme-culminating projects. The language of instruction is English in the ENL classes. The students work in groups and their tasks and assignments are project based with language and content objectives. Assessments, tasks, and instruction are differentiated to give all students an opportunity to demonstrate learning and knowledge of concepts.

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?
   All classrooms utilize visual supports in the form of pictures, videos, and games to support vocabulary development. We use Language Power for our afterschool.

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).
   For all pre-registered Kindergarten students, an orientation is held at the end of the previous school year. Parents are invited to visit the classrooms and inquire about the school’s curriculum and expectations. Pamphlets about the state curriculum and a parent handbook are distributed in both English and Spanish. Translation services are available during this time. In addition, our school holds a “Curriculum Night” in September, when both currently enrolled and newly enrolled students’ parents have an opportunity to visit their child's classroom, meet the teachers, learn about what their child will learn during the school year, and learn about the expectations of the school and their child's teachers. Pamphlets about the state curriculum and the New York City Schools' discipline code are distributed in both English and Spanish. Translation services are available during this time. A meeting is held after the NYSITELL exam is administered that allows parents to view the NYCDOE Parent Orientation video for the parents of ELLs. The programs are explained and discussed and the parents complete the Parent Choice form and survey indicating their preference of program for their children.

17. What language electives are offered to ELLs?
   Our school does not offer language electives.

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)?

   Paste response to question here:

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?
   We have purchased the consultant services of several expert consultants to assist us in our professional development regarding ELLs and all students at our school. The teachers of ELLs to write Units of Study that are differentiated for our ELLs and take part in Professional Development throughout the year. Teachers of ELLs and the Assistant Principals attend outside workshops and conferences that will help to build their core knowledge about effective practices in teaching ELLs. Our professional development program is designed not only to support the learning of the classroom teachers but also serves as an inquiry model for our staff. Our teachers will have the opportunity to engage in learning activities that will give them the tools to build the students' language proficiency, vocabulary, reading comprehension and fluency; and they will begin to focus on...
using data to support their instruction. All staff members are provided opportunities to attend outside professional
development offered by the Department of Education’s Office of English Language Learners and New York State Bronx
BETAC. Staff members are offered the opportunity to attend a series of workshops centering on providing RTI services for
ELLS.
The staff members servicing the students in the Title III after school program will participate in study groups and collaborative
planning for instruction for 60 minutes per week when our after school program begins in November. The collaborative
planning sessions are designed to give the teachers the opportunity to examine student work and plan appropriate learning
opportunities based on student needs and proficiency levels aimed at meeting the CCLS in all four modalities of learning.
During the meetings teachers are able to share their best practices as well as present issues to the group for assistance or clarification.
Our staff is provided with access to outside workshops and we conduct training during grade level meetings on the
implementation of the Common Core Learning Standards. All instruction is linked to the standards and assessment is linked as
well. Teachers of ELLs are provided with opportunities to apply best practices in core instruction along with best practices in the
teaching of ENL to their instruction. Teachers of ELLs are expected to provide appropriate differentiation as is evident
during classroom observations and through lesson plans.

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.

PS 236 provides professional development to all teachers and administrators that specifically addresses the needs of English
language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers
prescribed by CR Part 80 is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and
integrating language and content instruction for English language learners. For all bilingual and English as a new language
teachers, a minimum of fifty percent (50%) of the required professional development hours is dedicated to language
acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and
integrating language and content instruction for English language learners. Copies of sign in sheets and meeting agendas are
kept as a record of the professional development provided.

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?

Teachers of ELLs schedule meetings with the parents of their ELLs to discuss language development and the goals of the
program, assessment results, and language development needs in the content area during the parent engagement time
provided each Tuesday. Additional meetings are scheduled as the year progresses to discuss changes in goals and in needs due
to progress within the program.
We also hold parent information meetings to discuss the availability of programs for ELLs within the available middle
schools. Our parent coordinator works with individual families to help them find a middle school that will be appropriate to
the needs and interests of their children. We invite some of the most popular middle schools serving our students to an
assembly program to present their programs to our students.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
The Parents of our ELLs are very active participants in school events, on school committees, and with the Parent
Association. They are invited to attend all scheduled parent involvement workshops and interpretation services are provided
at all workshops and meetings. Special information sessions are held to ensure that the needs of our ELLs are being met.
<table>
<thead>
<tr>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.</td>
</tr>
</tbody>
</table>
## 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, Afrina Talukdar, 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

**School Name:** PS 236  
**School DBN:** 09X236  

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrina Talukdar</td>
<td>Principal</td>
<td></td>
<td>10/19/18</td>
</tr>
<tr>
<td>Donna Wright-Bauer</td>
<td>Assistant Principal</td>
<td></td>
<td>10/19/18</td>
</tr>
<tr>
<td>Gilberto Vallete</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/19/18</td>
</tr>
<tr>
<td>Chestine Florian</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/19/18</td>
</tr>
<tr>
<td>Arelys Alequin</td>
<td>Parent</td>
<td></td>
<td>10/19/18</td>
</tr>
<tr>
<td>Jaqueline Ramirez</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/19/18</td>
</tr>
<tr>
<td>Meryl Lennon</td>
<td>Teacher/Subject Area</td>
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<td>10/19/18</td>
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<tr>
<td></td>
<td>Coach</td>
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<td></td>
<td>Coach</td>
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<tr>
<td>Rosa Camilo</td>
<td>School Counselor</td>
<td></td>
<td>10/19/18</td>
</tr>
<tr>
<td>Leticia Rodriguez-Rosario</td>
<td>Superintendent</td>
<td></td>
<td>10/19/18</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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<tr>
<td></td>
<td>Other</td>
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<td>Other</td>
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</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 09X236  School Name: PS 236  Superintendent: D. 09

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>(*Primary)</td>
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</tr>
<tr>
<td>Gilberto</td>
<td>Valette</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Leomar</td>
<td>Grullon-Mendez</td>
<td>Community Coordinator</td>
<td>Yes</td>
<td>Yes</td>
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</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.

A review of the demographic data on ethnic background and the Home Language Surveys as well as the face to face contact with parents indicates that many families within our school community speak Spanish as their primary language. All communications with the home are sent in both English and Spanish as standard practice.

The preferred home language as identified on the Home Language Survey is entered into ATS for each student in the school. This data, along with the preferred language for communications indicated by the Home Language Survey completed at registration, is used to determine which students need home communications in Spanish.
There are 320 students in the school. 283 parents’ preferred home language is English, 163 parents’ preferred home language is Spanish, 3 parents’ preferred home language is French, 2 parents’ preferred home language is Mandinka, and 1 parent’s preferred home language is Akan. All communications are sent home in both English and Spanish. We do not currently have the ability to provide translations in Mandinka or Akan.

A copy of the Home Language Survey is kept in the students’ permanent record cards and a copy of the Home Language Survey is kept on file. The Adult Preferred Language Report (RAPL) is kept on file. Each teacher receives a copy of this report for his/her class so that they can make sure that the parents receive report cards and progress reports in Spanish. All other communications are sent home in both English and Spanish. The preferred home language is entered on the blue emergency cards that are kept in the classrooms and in the main office.

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>
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</thead>
<tbody>
<tr>
<td>English - 283</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Spanish - 163</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>French - 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandinka - 2</td>
<td></td>
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<tr>
<td>Akan - 1</td>
<td></td>
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</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.

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.
Parent Teacher Compact -  
Code of Conduct - November PTC  
Monthly Calendar of School Events - Monthly  
PTC Notification - September, November, March, and June  
Afterschool Program Notification and Information - October and as needed  
NYS Testing Information - March through May  
Curriculum Information - September and as needed  
Parent Meeting/Workshop Announcements - Monthly and as needed  
School Leadership Team Announcements - Monthly and as needed

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>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back to School Night - September</td>
<td></td>
</tr>
<tr>
<td>Parent Teacher Conferences - November, March, June</td>
<td></td>
</tr>
<tr>
<td>Holdover Meetings - February</td>
<td></td>
</tr>
</tbody>
</table>
SST/SIT Meetings - As needed for student intervention

Parent Contact Calls - Tuesdays 2:20 - 3:00 as needed and any other time it is necessary to contact a parent

Class Trip Chaperones

Academic Progress Meetings - As necessary throughout the year

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

---

**Part C: Training Staff on Policies and Procedure**

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

---

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

**Section VII: Description of Services Provided**

**VII A:**

A letter will be sent home in September and will be provided to newly registered families informing them of their rights regarding language assistance and explaining procedures for obtaining such services.

**VII B**

A notice is posted next to the security desk at the main entrance to the school.

**VII C**
The school safety plan has been modified to include procedures for allowing parents who do not speak English the same access to the administrative offices as other parents.

VII D

We do not have a population of more than 10% of the school population which speaks a language other than those covered.

VII E

The web address of the translation unit is posted on the notice by the main entrance.

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?

We gather feedback from parents regarding the quality and availability of services through our PA, the Learning Environment Survey conducted by the Dept. of Education yearly, parent contact questionnaires, and through face to face contact with parents.