2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

DBN: (i.e. 01M001): 10X246
School Name: P.S. 246 Poe Center
Principal: ANDREA JOHNSON
School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- Section 5A Framework for Great Schools Element - Rigorous Instruction
- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
### Section 1: School Information Page

#### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>PS 246 Poe Center</th>
<th>School Number (DBN):</th>
<th>10X246</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td>321000010246</td>
<td>Grades Served:</td>
<td>K-5</td>
</tr>
<tr>
<td>School Address:</td>
<td>2641 Grand Concourse, Bronx, NY 10468</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-584-6764</td>
<td>Fax:</td>
<td>718-584-7005</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:ajohnso21@schools.nyc.gov">ajohnso21@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Andrea Johnson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal:</td>
<td>Andrea Johnson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Steve Bilder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Vivian Ortiz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Samantha Camejo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Jonnely Claro</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Michelle Cuello</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### District Information

| Geographical District: | 10 |
| Superintendent: | Maribel Hulla |
| Superintendent’s Office Address: | 1 Fordham Plaza, Room 846, Bronx, NY, 10468 |
| Superintendent’s Email Address: | mhulla@schools.nyc.gov |
| Phone Number: | 718-741-5852 |
| Fax: | 718-741-7098 |

#### Field Support Center (FSC)

| FSC: | Bronx |
| Executive Director: | Jose Ruiz |
Executive Director’s Office Address: 1 Fordham Plaza, Bronx, New York, 10468

Executive Director’s Email Address: JRuiz22@schools.nyc.gov

Phone Number: 718-828-7776  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>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea Johnson</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Steve Bilder</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Vivian Ortiz</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>JonnellyClaro</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>
</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>
</tr>
<tr>
<td>Michelle Cuello</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Maria Lebron</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Elsa Santiago</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Darian Granville</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Samantha Camejo</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Kalliope Zoulis</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Maria LeBron</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
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?**

   The mission statement of P.S. 246 is embedded in our school's culture. Each morning students from K - 5 recite the mission statement as part of the morning message. Our mission statement is as follows: "Our primary focus is to create a learning environment where children, in partnership with their parents, actively participate in their education so they can be challenged to their fullest potential. We envision methodologies that allow for individual differences and learning styles. Our ultimate goal is to make all children successful learners".

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 246, Poe Center is an elementary school located in the Kingsbridge Section of the Bronx, on the corner of the Grand Concourse and East Kingsbridge Road.

   The school serves students, from Kindergarten to Grade 5. In 2018-2019 the school population of 738 includes 53% males, and 47% females. The latest school Economic Needs Index (2017) was 87.5%. The attendance rate was 92%.

   Students and their families have culturally diverse backgrounds. The latest student ethnicity data shows 83% Hispanic, 9% Black, 4% White, 3% Asian, and 1% Other.

   The school’s focus is on educating the whole child and providing a broad, appropriately challenging curriculum in a safe, supportive environment. The school leadership and community promotes a culture of high expectations and establishes partnerships between the school, families and the wider community. School leaders provide support for the staff, students and families to meet those expectations and provide ways for parents to understand their children’s progress.

   Students have many opportunities to participate in academic and creative activities both in school and out of school time. For example: art, music, technology, science, physical education, and math are taught as specialist areas within the school day. For the 2018-2019 school year we are adding a STEM and a Project Based Learning specialist to embed inquiry based thinking throughout the school day.

   Through After School, Saturday Academy and a Clubs program students can participate in many exciting and creative opportunities such a band, martial arts, video game creation, dance and art. For the 2018-2019 school year we will be adding fencing and animation creation to the list of enrichment opportunities for our students.

   **School/Community Partnerships:**

   The school has many partnerships with the community including -

   **Good Shepard Services:**

   **Montefiore Hospital:**

   **Lehman College:**

   **Poe Park:**

   **Renaissance Youth Center:**
Vision Media and Education:

Asphalt Green:

The Brooklyn Conservatory:

School Initiatives for 2018-2019:

1. A focus on providing students with a variety of online learning experiences has been enhanced with a large investment in iPads, laptops, and subscriptions to adaptive software for reading and math being introduced. Every classroom has also been updated to Promethean boards providing students with enriched learning experiences that makes differentiated learning much easier because teachers are able to accommodate different learning styles. Visual learners are able to observe the whiteboard, while tactile learners can learn by touching the board. The touchscreen option allows teachers to run programs with the tap of their finger.

2. The creation of AIS intervention periods for second and third grade students from 1:45-2:30 pm will continue in the 2018-2019 school year. Students in both grades will be grouped according to their reading levels and reading behaviors. Teachers will be assigned to teach reading level groupings of no more than two reading level bands (ex. Ms. Flannery will teach students who are an A/B in her classroom). Students will then be assigned to teachers on their grade according to their reading levels and receive intensive guided reading instruction. Groups will be fluid and will be reviewed every 6 weeks.

3. Fifth grade clubs: Teachers in every classroom in the fifth grade will create clubs that includes dance, probability games, strategy games, chess and sign language. Students will be given autonomy to sign-up for the clubs of their choice. Clubs will meet every Friday afternoon from 1:45 to 2:30 pm. Clubs will be changed every two months.

4. The creation of teacher driven committees around professional development, curriculum, hiring of staff members, health and wellness and parent engagement will continue in 2018-2019 to give teacher a voice in the instructional practices and social emotional development of the school community.

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

English Language Learners

English Language Learners (ELL) comprise 34% of the student body. Our English Language Learner’s represent over 9 countries and 12 different languages. Spanish speakers make up the largest group of ELLs and come from Honduras, Mexico, Puerto Rico, and the Dominican Republic. There are growing numbers of Arabic, French (African), Bengali, and Vietnamese speakers joining the school community. The Arabic speakers are from Yemen and Sudan.

With a variety of cultural differences, our ELL students exhibit challenges that are often unique to their individual backgrounds.

Overall, the common areas that our ELLs struggle are reading, writing and math problem solving. In 2017 the average Proficiency Level for ELL students on the New York State Test for ELA was 2.17 and in Math 2.24.

In 2017 38% of our ELLs made progress as per their NYSESLAT scores. This was a 27% increase, compared to 11% of them making progress in 2016. Following is a breakdown of Language Proficiency Levels for 2018: Entering - 6%, Emerging - 16%, Transitioning - 30%, Expanding - 36%, Commanding - 12%.
We want our ELL students to be independent readers and math problem solvers through structured and purposeful activities. Our students need multiple opportunities in their classrooms to:

- engage in structured, academic talk
- experience early, explicit, and intensive instruction in phonological awareness and phonics to develop their decoding skills.
- develop sophisticated vocabulary knowledge including strong academic language
- read challenging narrative and expository texts and improve their fluency and comprehension strategies through
- experience increased exposure to print with a good reader-text match
- participate in math problem solving where they learn to read, draw and write to solve word problems

We use data to guide instruction for ELLs within a Response to Intervention (RtI) Framework that includes 3 Tiers of Instructional Support.

The first tier involves the provision of rigorous curriculum and instruction in the general classroom. All ELL students are included in the Common Core Learning Standards aligned curriculum in all subject areas. Teachers are expected to provide appropriate scaffolds, supports, and appropriate data-driven differentiation to help all students (including ELLs) access the rigorous demands and expectations. Fountas & Pinnell Assessments & Diagnostic Assessments, State Tests (Summative), and NYSESLAT are used to drive instruction.

The 2nd tier of intervention includes small group work, provided both by the classroom teacher, and additional support personnel assigned to the classes (including AIS teacher, SETTS teacher and ESL teacher). Guided Reading, in addition to the Reading Block, Fundations/Wilson and Small Group Instruction, and Reading Recovery are scheduled. More frequent assessments are administered to monitor students’ progress.

The 3rd tier of intervention involves one-on-one instruction and tutoring. Conferring and individualized instruction occur both during the school day and after-school. This instruction is very intensive and targeted through the following programs; ENL teacher, Fundations/Wilson, and SETTS.

Students with Disabilities

In 2017 21% of our school were Students with Disabilities (SWD) and had Individualized Education Plans (IEP). They have a range of disabilities including

Students with Disabilities receive special education services including Special Education Teacher Support Services (SETSS), Integrated Co-Teaching (ICT) classes, and instruction in self-contained classes. Services include speech and language, counseling, and adaptive physical education.

Our Students with Disabilities require various entry points in the lesson in order to approximate or master the task at hand. Teachers of self-contained, ICT and general education classes weave the following explicit instructional practices into their lesson planning:

1. Setting the Stage for Learning
2. Clear explanation of what to do
3. Modeling the process
4. Guided Practice
5. Independent Practice
6. Assessment/Closure (informal or formal)
7. Use of varied resources to address learning styles and multiple intelligences
8. **Accountable talk strands**

Students in Temporary Housing (STH)

Students in Temporary Housing comprise x% of the student population. Their specific needs include a need for stable schooling and social emotional support.

---

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>

The NYS Accountability Report (2017) shows the school remains a “Focus School” in 2018-2019 because we are not meeting AYP with our subgroups on the New York State tests.

In the 2017 Quality Review Report, the school was rated Well Developed in Teacher Support and Supervision and High Expectations; Proficient in Curriculum, Assessment, and Teacher Teams; and Developing in Pedagogy. The Framework for Great Schools Report (2018), shows PS 246 is meeting the target for Strong Family-Community Ties. The school is approaching targets in Rigorous Instruction, Collaborative Teaching, Supportive Environment, Effective School Leadership, and Trust.

**School Strengths and Areas of Growth:**

**Strong Family-Community Ties, High Expectations and Supportive Environment** - The school leadership, and faculty have worked together to develop a culture of accountability for high expectations, and parent partnerships are in place to help support student progress toward these expectations. They are participating in an on-going focus to coordinate social emotional learning and incorporate a whole school approach to developing a positive, inclusive learning environment that supports student success.

Activities to extend parent participation in the school are designed to advance educational, and social emotional goals. Open visitation of families into classrooms, and rubrics aligned to goals for moving students toward the next level are embedded into the school structure. Students self-assess to measure their progress and restate next-level goals.

Regularly communicating high expectations to students and families has helped parents become more involved in student learning. It has also helped students take more initiative and have more responsibility over their own learning.

**Supportive Leadership** - School Leaders are focused on promoting distributive leadership throughout the school. School Leaders and teachers work collaboratively on making curricular decisions to promote student progress, and impact the quality of instruction across classrooms. They are also collaborating in staff selection, and provision of Professional Learning Communities run by members of the Instructional Cabinet.

**Rigorous Instruction** - Pedagogy, and teacher reflection on their practice has been elevated by the use of rubric-aligned observations and feedback systems to support professional growth throughout the school. Staff work together to understand and use Danielson’s Framework for Teaching, and through consistent written and verbal communication from administrators know the instructional and professional expectations established by the school.

A culture exists across the school where everyone is mutually accountable to improve student learning outcomes, and pedagogy.

**School Challenges:**
Area of Focus - The school continues to build the instructional capacity of teachers. Shared leadership structures have strengthened capacity and work continues in this area. Staff are working to align pedagogy to curricula and incorporate the use of scaffolding, effective questioning, and multiple entry points, to develop student work products and deepen discussions that reflect high levels of thinking and participation.

Academic Performance vs Progress - *Achievement* is a point-in-time measure that evaluates how well students perform against a standard. In contrast *progress* is measured by how much "growth" students make over time, typically from one year to the next. Both these measures are important, but they provide different information.

Buildings - Previously, a residence for the blind, the building presents challenges as it was converted into a school building housing irregular sized rooms that are not conducive to occupation as mandated by the DOE. Many classrooms are restricted in the way they can be organized for teaching and learning. For example, due to size limitations, we house 18 students in a kindergarten room which should have 25 students. There is no gymnasium or auditorium in our building.
### School Demographics and Accountability Snapshot for 10X246

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>Transition Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>0K,01,02,03,04,05,06</td>
<td>736</td>
<td>No</td>
<td>YES</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>70</td>
<td>73</td>
</tr>
<tr>
<td>22</td>
<td>64</td>
<td>75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
<th># CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- American Indian or Alaska Native: 0.4%
- Hispanic or Latino: 33.2%
- White: 4.2%
- Multi-Racial: 1.0%

#### Priorities (2015-16)

- Student Performance for Elementary and Middle Schools (2017-18)
  - ELA Performance at levels 3 & 4: 18.3%  
  - Mathematics Performance at levels 3 & 4: 18.4%

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

<table>
<thead>
<tr>
<th>Elementary/Middle School</th>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | NO |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | NO |
| Economically Disadvantaged | NO | ALL STUDENTS | NO |

#### Met Adequate Yearly Progress (AYP) in Science (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | YES |
| Economically Disadvantaged | NO | ALL STUDENTS | NO |

#### High School

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | NO |
| Economically Disadvantaged | NO | ALL STUDENTS | N/A |

#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | ALL STUDENTS | N/A |
**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Needs Assessment - Rigorous Instruction**


The Quality Reviewer (2017) noted: The school has a coherent curricula alignment to the common core, standards for practice, instructional shifts, assessments, and learning plans and activities have resulted in a well-structured instructional framework so that all learners can demonstrate their thinking.

**Quality Review Report 2017: Indicator 1.2 -Developing (Area of Focus)**

The Quality Reviewer (2017) noted: Pedagogy is aligned to the curricula and reflects a coherent set of beliefs about student learning. Teaching strategies are beginning to provide multiple entry points into the curricula. Impact: The
alignment of pedagogy to curricula and the use of scaffolding and effective questioning strategies, along with scaffolding and multiple entry points, enable some but not all learners to be engaged in appropriately challenging tasks.

Quality Review Report 2017: Indicator 2.2 - Proficient

The Quality Reviewer (2017) noted: Across classrooms teachers use or create assessment, rubrics, and grading policies that are aligned with the school’s curricula. The school uses common assessments to determine students’ progress toward goals and to check for understanding. Impact: Assessment practices provide students and teachers with actionable feedback regarding progress and achievement.

2. Grade 3-5 NYSED Assessment Data (data.nysed.gov)

Grade 3-5 ELA Test Results (2018)

The NYSED notes test results should not be compared from 2017 to 2018 due to changes to the test.

At PS 246 the average number of students achieving proficiency (Levels 3 and 4) in ELA was 18% in 2018, compared to 33% of students in District 10, and 45% across the state.

The subgroups showed the following changes in their ELA performance at Levels 3 and 4 from 2017 to 2018:

- Girls changed from 18% to 23% (+5%).
- Boys remained the same with 15% performing at Levels 3 & 4.
- African American/Black students results changed from 25% to 19% (-6%).
- Hispanic/Latino students changed from 13% to 19% (+6%).
- General Ed students changed from 20% to 22% (+2%).
- Students with Disabilities changed from 1% to 5% (+4%).
- Non-English Language Learners changed from 20% to 25% (+5%).
- English Language Learners maintained 5% for both years (+0%).
- Economically disadvantaged students changed from 15% to 19% (+4%)

Grade 3-5 Math Test Results (2018)

At PS 246 the average number of students achieving proficiency (Levels 3 and 4) in Math was 18% in 2018, compared to 27% of students in District 10, and 45% across the state.

The subgroups showed change in their Math performance:

- The subgroups showed the following changes in their Math performance at Levels 3 and 4 from 2017 to 2018:
  - Girls changed from 15% to 18% (+3%).
  - Boys changed from 21% to 18% performing at Levels 3 & 4 (-3%).
  - African American/Black students results changed from 19% to 24% (+5%).
  - Hispanic/Latino students changed from 17% to 18% (+1%).
  - General Ed students remained on 22% (+0%).
  - Students with Disabilities changed from 5% to 7% (+2%).
  - Non-English Language Learners changed from 24% to 25% (+1%).
  - English Language Learners changed from 6% to 7% (+1%). maintained 5% for both years (+0%).
  - Economically disadvantaged students remained at 19% for both years (+0%)

Student Attendance-

- Approaching target range.
- Attendance for 2017-2018 was 92% - 73% of students attend school 90%+ of the time

Student Lateness and Chronic Absence-

- Is closely monitored to target those frequently late (3 out of 5 days a week) because of the impact on learning. 27% of students were chronically absent in 2017-2018.

Student Achievement Rating-

ELA and Math- Approaching target range.

The priority needs addressed by the goal and action plan in Section 5a: Rigorous Instruction will focus on:

- Through the introduction of Reciprocal Teaching in ELA and Math students, including ELLs and Students with Disabilities, will be supported by broadening the variety of scaffolds, strategies, and multiple entry points into tasks and lessons.
- Increased use of online software programs that use a variety of approaches and entry points to engage students in improving their reading comprehension in ELA and their understanding of concepts, procedures and problem solving in Math.

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, there will be a 5% increase in the number of Grade 3 - 5 students who perform at Levels 3 and 4 on the 2019 NYS ELA Test, and a 3% increase in the number of students who perform at Levels 3 and 4 on the 2019 NYS Math Test compared to the 2018 NYS ELA and Math Tests.
### 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>
</table>
K-2 Universal Reading Coach  
3-5 Literacy Coach  
K-2 Math Coach  
3-5 Math Coach  
Assistant Principal K-2  
Assistant Principal 3-5  
Generation Ready Literacy Consultant  
Generation Ready Math Consultant |

The school will introduce new online diagnostic tests and systems for monitoring student progress, and looking at student data.

Throughout the year teachers will collaborate to set and assess strategic goals, track student progress, and make adjustments to curriculum plans as needed from the data analysis.

Students will have opportunities to work towards their goals, track their progress and develop independence and ownership of their own learning.

Professional Learning Communities (PLCs) will run across the year to introduce all teachers to a variety of new, and engaging, classroom practices that will impact student learning in ELA and Math.

The school will continue to use online reading and math resources for the 2018-2019 school year. The school leadership and teachers have targeted the use of technology to provide engaging, aligned online resources to enhance literacy and math learning and teaching. Each program has been selected because they are adaptive, able to be adjusted to suit the school's needs, and are aligned to the common core standards.

Teachers have found the students are engaged in the content, and are provided with suitable scaffolds and entry points. They enjoy the variety of the programs.

### 1. PLCs - Cycles of Learning

The same 6 PLCs will run in 6 week cycles across the school year to allow all teachers and paraprofessionals to attend each one in the course of the year. Teacher leaders and assistant principals will be responsible for running one of the PLC Cycles of Learning.
The topics covered are Explicit Instruction, Advanced Literacy, Reciprocal Teaching, Visual Thinking Strategies, Feedback (Conference Binders), and Growth Mindsets.

### 2. iReady Reading and Math Diagnostics

The online programs deliver student instruction, performance diagnostics and progress reports based on the K-12 Common Core State Standards (CCSS) in English Language Arts (Reading) and Math.

Students begin the program in October by taking the adaptive iReady Reading and Math diagnostics over 90 minutes (2 x 45 mins). The assessments vary in difficulty based on the student’s previous answers.

The diagnostic assigns each student a profile group based on their diagnostic grade level, which is useful for small group activities and delivering differentiated instruction.

Following the diagnostic, students work on customized online instruction that includes an interactive lesson, example problems and practice problems.

Reading and Math sub-skills cover the Common Core Standards. The school is able to adjust iReady to follow the EngageNY ‘A Story of Units’ modules and the Teachers College Reading units for each grade level.

During the year teachers will use the reports on each student’s diagnostic performance, including their overall grade-level and sub-skills, to monitor growth. Teachers can also download lessons to complement online instruction.

Students have access to iReady at home, and parents can log on to view student progress and scores on lessons.

The diagnostic will be re-administered in January and again in May as a progress monitoring tool. The reports include the Lexile levels in Reading and Quantile levels in Math, number of students on target for grade-level, as well as the number of at-risk students by school, grade or class. The school specific reports include the number of students on target for grade-level as well as the number of at-risk students by school, grade or class.

Classroom teachers will access reports in real-time and use them to support students. The Literacy and Math coaches, and members of the Instructional Cabinet, will use reports to monitor progress and determine trends and ways to address them across the year.

<table>
<thead>
<tr>
<th>Grade 2-5 teachers</th>
<th>Oct 2018-May 2019</th>
<th>K-2 Literacy Coach 3-5 Literacy Coach K-2 Math Coach 3-5 Math Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------</td>
<td>---------------------</td>
</tr>
<tr>
<td>a) HeadSprout is an online reading program for Grades K-2 where students complete interactive online episodes that continually teach critical foundational reading skills and comprehension strategies.</td>
<td>AIS teachers</td>
<td></td>
</tr>
<tr>
<td>The program was introduced to Grades K and 1 in 2017-2018 and will continue to be used as a resource to push students reading levels in 2018-2019. This year it will also be used by Grade 2 students during AIS every Tuesday and Thursday for 50 minutes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The program's instruction adapts to each student's specific needs and learning pace. It teaches early readers phonemic awareness, phonics, fluency, and critical thinking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data reports generated from the software will be used by coaches, and classroom teachers to form Guided Reading groups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Raz-Kids is an online reading program utilized by our K-2 classes for the last two years and has been purchased again for the 2018-2019 school year.</td>
<td>Grade K-5 Classroom teachers</td>
<td>Sept 2018-June 2019</td>
</tr>
<tr>
<td>Our kindergarten through fifth grade population will have access for enjoyment, and as a resource to grow readers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is being utilized independently and in small groups in the ELA block for 15 minutes 3 times a week, at home.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It will also be used by each student for 20 minutes during the 24-week Saturday Academy.

Kindergarten, Grade 1 and 2 students use it to read for enjoyment at home or on the go.

Grade 3 students use the program during small group work, Academic Intervention Services, Saturday Academy, home assignments, and as leisure reading.

Grade 4 and 5 students are using Raz-Kids for independent reading, small group (station work), during Saturday Academy, and at home or on the go.

Digital management and reporting tools allow teachers to easily track individual and class-wide reading progress. Teachers will also create assignments for their students based on their individual needs, and monitor their progress.

c) Imagine Language & Literacy- A small number of licences were purchased in 2017-2018 and used very successfully with Grade 3 Bilingual students.

There was marked growth in student reading levels in Grade 3, so we purchased the license for Grades 2-5 Bilingual classes for 2018-2019.

The program will also be used in the ELL Academy so students get more access time.

It will be used four days a week for 40 minutes to support the large percentage of students entering from overseas with little to no English, or who have attended school but come to Grade 3 with poor English language skills.

Each child receives explicit, targeted instruction with an individualized learning path that continually adjusts to their needs. They are taught critical language and literacy concepts such as reading and listening comprehension, basic vocabulary, academic language, grammar, phonological awareness, phonics, and fluency.

Reports will regularly be monitored to assess student growth and the program’s effectiveness.
d) The Reading Achievement Program (RAP) developed by our Universal Reading Coach will be used by Kindergarten, and Grade 1, in their classrooms this year.

Students will be supported by eight teachers and will use the program daily for 30 minutes. Student growth will be reviewed in 6 week cycles.

The focus will be on using the reading behaviours captured by the program to coach students based on what they are actually doing as they read.

4. Math Online Programs

a) Reflex Math focuses on developing math fact fluency. The software provides resources that have engaging formats, Spanish support, suitable scaffolds and entry points for a variety of student abilities.

Classroom, and SETTS teachers will allocate 15-20 minutes per student at least 2 times a week to the program.

Students will also be able to access the program at home.

The Reflex system consistently rewards students for their effort and progress toward automaticity; is based on a fact family approach and builds on and reinforces important mathematical concepts. Research shows students who understand conceptual connections between facts, progress to automaticity much faster.

Reflex fluency development games require students to engage in increasingly complex and fast-paced decision making.

b) Zearn is an online program supporting the school's use of EngageNY 'A Story of Units'.

<table>
<thead>
<tr>
<th>d) The Reading Achievement Program (RAP) developed by our Universal Reading Coach will be used by Kindergarten, and Grade 1, in their classrooms this year. Students will be supported by eight teachers and will use the program daily for 30 minutes. Student growth will be reviewed in 6 week cycles. The focus will be on using the reading behaviours captured by the program to coach students based on what they are actually doing as they read. 4. Math Online Programs a) Reflex Math focuses on developing math fact fluency. The software provides resources that have engaging formats, Spanish support, suitable scaffolds and entry points for a variety of student abilities. Classroom, and SETTS teachers will allocate 15-20 minutes per student at least 2 times a week to the program. Students will also be able to access the program at home. The Reflex system consistently rewards students for their effort and progress toward automaticity; is based on a fact family approach and builds on and reinforces important mathematical concepts. Research shows students who understand conceptual connections between facts, progress to automaticity much faster. Reflex fluency development games require students to engage in increasingly complex and fast-paced decision making. b) Zearn is an online program supporting the school's use of EngageNY 'A Story of Units'.</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>d) The Reading Achievement Program (RAP) developed by our Universal Reading Coach will be used by Kindergarten, and Grade 1, in their classrooms this year. Students will be supported by eight teachers and will use the program daily for 30 minutes. Student growth will be reviewed in 6 week cycles. The focus will be on using the reading behaviours captured by the program to coach students based on what they are actually doing as they read. 4. Math Online Programs a) Reflex Math focuses on developing math fact fluency. The software provides resources that have engaging formats, Spanish support, suitable scaffolds and entry points for a variety of student abilities. Classroom, and SETTS teachers will allocate 15-20 minutes per student at least 2 times a week to the program. Students will also be able to access the program at home. The Reflex system consistently rewards students for their effort and progress toward automaticity; is based on a fact family approach and builds on and reinforces important mathematical concepts. Research shows students who understand conceptual connections between facts, progress to automaticity much faster. Reflex fluency development games require students to engage in increasingly complex and fast-paced decision making. b) Zearn is an online program supporting the school's use of EngageNY 'A Story of Units'.</td>
<td>Grade K-1 teachers</td>
<td>Jan 2018-May 2019</td>
<td>K-2 Universal Reading Coach</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>d) The Reading Achievement Program (RAP) developed by our Universal Reading Coach will be used by Kindergarten, and Grade 1, in their classrooms this year. Students will be supported by eight teachers and will use the program daily for 30 minutes. Student growth will be reviewed in 6 week cycles. The focus will be on using the reading behaviours captured by the program to coach students based on what they are actually doing as they read. 4. Math Online Programs a) Reflex Math focuses on developing math fact fluency. The software provides resources that have engaging formats, Spanish support, suitable scaffolds and entry points for a variety of student abilities. Classroom, and SETTS teachers will allocate 15-20 minutes per student at least 2 times a week to the program. Students will also be able to access the program at home. The Reflex system consistently rewards students for their effort and progress toward automaticity; is based on a fact family approach and builds on and reinforces important mathematical concepts. Research shows students who understand conceptual connections between facts, progress to automaticity much faster. Reflex fluency development games require students to engage in increasingly complex and fast-paced decision making. b) Zearn is an online program supporting the school's use of EngageNY 'A Story of Units'.</td>
<td>Grade 1-5 teachers, SETTS teachers</td>
<td>Oct 2018-June 2019</td>
<td>K-2 Math Coach 3-5 Math Coach</td>
</tr>
<tr>
<td>d) The Reading Achievement Program (RAP) developed by our Universal Reading Coach will be used by Kindergarten, and Grade 1, in their classrooms this year. Students will be supported by eight teachers and will use the program daily for 30 minutes. Student growth will be reviewed in 6 week cycles. The focus will be on using the reading behaviours captured by the program to coach students based on what they are actually doing as they read. 4. Math Online Programs a) Reflex Math focuses on developing math fact fluency. The software provides resources that have engaging formats, Spanish support, suitable scaffolds and entry points for a variety of student abilities. Classroom, and SETTS teachers will allocate 15-20 minutes per student at least 2 times a week to the program. Students will also be able to access the program at home. The Reflex system consistently rewards students for their effort and progress toward automaticity; is based on a fact family approach and builds on and reinforces important mathematical concepts. Research shows students who understand conceptual connections between facts, progress to automaticity much faster. Reflex fluency development games require students to engage in increasingly complex and fast-paced decision making. b) Zearn is an online program supporting the school's use of EngageNY 'A Story of Units'.</td>
<td>Grade K-5 Classroom teachers</td>
<td>Sept 2018-June 2019</td>
<td>K-2 Math Coach 3-5 Math Coach</td>
</tr>
</tbody>
</table>
It provides independent digital lessons, materials for teacher-led instruction, reports, and assessments.

It is being used by classroom teachers to reinforce and build on the lessons they are providing in the classroom.

**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.

- Engage families in monthly classroom, and workshop activities to develop their understanding of ways to support reading comprehension at home by encouraging their children to log in to, and use, the online reading programs.
- Parents will also have access to regular math workshops to introduce the software and teach about the strategies being used in the programs and the classrooms.
- Invite families via the Parent Coordinator to meet with Teacher Teams on Tuesdays to participate in classroom activities with their children that develop reading comprehension and math strategies.

**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.

- Tax Levy, Title 1 funds will be used to pay teachers per session for after school/Saturday PD. To support students with additional instruction.
- 21st Century funds will be used to fund the online software programs being used in 2018-2019.

**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>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<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.

- On the January, 2019 iReady diagnostic reading and math diagnostic, 65% of Grade 3-5 students will show progress when compared to their results on the October, 2018 iReady reading and math diagnostics.

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

- iReady reading diagnostic assessment
- 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 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 DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

<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>X</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>X</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?

Needs Assessment

School Quality Report 2018: School Conditions and Practices

- 58% of teachers responded that a lot or all the adults at their school have access to school based supports to assist in behavioral/emotional escalations compared to 78% in District 10.
- 60% of teachers say that adults at their school recognize disruptive behavior as social-emotional learning opportunities compared to 80% in District 10.
- 67% of teachers say that adults at their school teach students the skills they need to regulate their behavior (by focusing their attention, controlling their emotions, or managing their thinking, behavior, and feelings) compared to 82% in District 10.

Suspension/Incidents (OORS)
The priority needs addressed by the goal and action plan in Section 5b: Supportive Environment will focus on:

- All school stakeholders will continue to receive PBIS professional development, and work together to naturally foster social-emotional skills in students through modeling the type of behaviors we want, and monitoring student's interpersonal, and student-centered instructional interactions throughout the school day.
- School leaders will continue to establish systems that staff will use to regularly monitor data sources to respond to specific student social-emotional needs.
- Students will be provided with programs that develop their 21st Century skills of problem solving and collaboration as well as experiences that develop their resilience and social emotional learning.

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.

By April 2019, the percentage of positive responses by teachers on the School Conditions and Practices Survey to the questions about Supportive Environment- Social Emotional measures will increase by 15% when compared to the responses to the same questions on the 2018 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) 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>
</table>

1. **Growth Mind Sets PLC**

   **Actions:**
   - Develop a common understanding of the importance of positive contributions in creating a school community that is safe, conducive to learning, and fosters a sense of ownership for students.
   - Engage students in taking responsibility for their own learning, and develop their resilience and emotional intelligence.
   - From March 2018 we have worked with the Behavior Specialist Administrator of the Regional Special Education Technical Assistance Support Center to train grade leaders, guidance team and administration on how to implement PBIS as a whole school initiative.
   - PBIS not only improves achievement by an average of 11%, but it also increases pro-social behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students.
   - As a school we can naturally foster skills in students by modeling the type of behaviors we want, and monitoring student's interpersonal, and student-centered instructional interactions throughout the school day.
   - The team has put behavioral resources and instructional supports (the Second Step PBIS curriculum) in place to promote use of teacher practices that provide students with emotional support, and create opportunities for students' voice, autonomy,
and experiences that promote student engagement in the educational process.

Research shows that students are supported when our interactions with them result in positive student-teacher relationships, enable teachers to model social-emotional competencies for students, and promote student engagement. In 2018-2019 all classroom teachers will teach Social Emotional Learning lessons from the Second Step Curriculum every Friday from 1:45-2:30 pm.

3. PBIS School Aides and Asphalt Green’s Recess Enhancement Program (REP) will continue in 2018-2019 through the on-going training of paraprofessionals and school aides who supervise lunch periods in the school.

REP focuses on increasing physical activity rates for children through organized and safe recess in school.

Students will be engaged during recess with a bank of more than 150 games and activities that are appropriate for different ages and spaces inside and in the school yard.

PS 246 staff will learn from an Asphalt Green Play Coach about how to tailor games to any student, space or situation so no one is left out.

The Play Coach will be at the school to support staff 2-4 days per week for 35 weeks in 2018-2019.

4. Computer Science for All (CS4A) and Software Engineering Project Junior (SEPJr) participation.

SEPJr is a computer science program that balances rigorous and meaningful direct instruction with open-ended creative computing. In 2018-2019 we are adding a STEM cluster teacher who will introduce this program to students in Grade 1-5. Two periods a week (a total of 90 minutes) will be spent on the program's activities.

Students will increase their use of terminology, and problem solving related to programming. We hope they will improve their critical thinking, build perseverance and resilience, and apply this to other subject areas.

Students will be involved in using the 21st Century skills of collaboration and problem solving. They will develop interest, and confidence in computer science.

The year will culminate with a Computer Science 4 All Big Day. Students will share the joy and experience of learning about Computer Science with other students, parents and families.

| 3. PBIS School Aides and Asphalt Green’s Recess Enhancement Program (REP) will continue in 2018-2019 through the on-going training of paraprofessionals and school aides who supervise lunch periods in the school. | Paraprofessionals, School Aides | Sept 2018 - June 2019 | Asphalt Green Play Coach |
| 4. Computer Science for All (CS4A) and Software Engineering Project Junior (SEPJr) participation. | Selected teachers | Sept 2018 - June 2019 | STEM Coordinator |
5. Provide a variety of engaging Enrichment Programs through the 23 week Grades 3-5 Saturday Academy to build

- Programs include Band, Martial Arts, Fencing, Animation and Video Game Creation in addition to Reading and Math centers.
- The CBOs Renaissance Youth Center, and Vision Media will present their programs to students in Grades 3-5, and at a PTA meeting to explain what students will experience if they attend.

Grade 3-5 students
Oct, 2018-Mar 2019
Renaissance Youth Center
Vision Media

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.

- Grade Leaders and the Guidance Team engage families in monthly classroom, and workshop activities to develop their understanding of the social-emotional strategies being introduced by staff across the school and the behaviors being encouraged.
- Invite families via the Parent Coordinator to meet with Teacher Teams on Tuesdays to participate in classroom activities with their children that show the interpersonal, and student-centered instructional interactions being encouraged.

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.

- Tax Levy, Title 1 funds will be used to pay teachers per session for after school/Saturday PD. To support students with additional instruction.
- SEP Jr s funded through grant from the NYCDOE
- Saturday Enrichment Program is funded through the Community School Initiative.

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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Title III</td>
<td></td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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 December 2019, at least 70% of teachers will respond positively to the three focus questions asked in a school based survey, and related to the School Conditions and Practices Survey on Supportive Environment- Social Emotional measures that will be administered by the NYCDOE in March-April 2019.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
- A school based survey in December will use three questions from the School Conditions and Practices Survey on Supportive Environment-Social Emotional to measure progress toward the goal.

**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**

<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>X</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.

**Needs Assessment**

**Quality Review Report 2017: Indicator 4.2 -Proficient**

Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

The reviewer noted:

- The majority of teachers at the Poe Center participate in inquiry-based professional collaborations and analyze student work to identify standards-based next steps for the classroom.
- Inquiry-based professional collaborations and analysis of student work to identify next steps have supported student achievement by promoting the implementation of common core aligned lessons and activities, strengthening teacher practice and building teacher leadership opportunities.
- Across classrooms, there is inconsistency in providing multiple entry points into the curricula.
- Student work products and discussions reveal uneven demonstration of higher order thinking skills and uneven levels of participation.
Danielson feedback should be more impactful on teacher practice.

School Quality Report 2016-17: School Conditions and Practices Survey

- The overall rating for Collaborative Practice for 2016-2017 is not available at this stage. However under the the school Survey Measures for Collaborative Practice Professional Development received a 62% positive rating. 69% of teachers agreed or strongly agreed that overall, their professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas. 29% of teachers agreed or strongly agreed that overall, their professional development experiences this year have included opportunities to work productively with teachers from other schools.

Grade 3-5 ELA Test Results (2018 data.nysed.org)

The NYSED notes test results should not be compared from 2017 to 2018 due to changes to the test.

At PS 246 the average number of students achieving proficiency (Levels 3 and 4) in ELA was 18% in 2018, compared to 33% of students in District 10, and 45% across the state. The school is approaching it’s target in ELA.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019 there will be a 10% improvement on the Measures Of Teacher Practice on Danielson’s Domain 3c Engagement, compared to the 54% of teachers who received a rating of effective in 2018.</td>
</tr>
</tbody>
</table>
### 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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Staff</th>
<th>2x Workshops Nov 6, 2018 to June 6, 2019</th>
<th>Lead Teacher for Project- 3-5 Literacy Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6 week PLC-Visual Thinking Strategies Oct 2018- Dec 2018</td>
<td>Teacher Team (10 members)</td>
</tr>
</tbody>
</table>

**PLCs Visual Thinking Strategies and Conferencing and Feedback**

All teachers will participate in 2 PLCs- Visual Thinking Strategies, and Conferencing and Feedback by June 2019, resulting in at least MOTP student engagement. By scheduling two PLCs one for and Conferencing and Feedback that all teachers will participate in from October to May.

Continue a 2 year initiative with The National Writing Project – Assignment Matters 2.0 funded through the National Writing Project.

The aim is to build and support teacher networks in sharing Common Core-aligned tools and practices. The grant provides an opportunity for our teachers to use Literacy Design Collaborative (LDC) tools. It supports our teachers in making, using, and sharing high quality writing assignments. The process is cross curricular, applying equally to all content areas and all grade levels.

The assignments produced are student-centered, deep, rich, significant, and specifically tailored to carefully identified cognitive tasks.

The core principles of the program are:

- Teachers at every level, from kindergarten through college, are the agents of reform; universities and schools are ideal partners for investing in that reform through professional development.
- Writing can and should be taught, not just assigned, at every grade level. Professional development programs should provide opportunities for teachers to work together to
understand the full spectrum of writing development across grades and across subject area.
- Knowledge about the teaching of writing comes from many sources: theory and research, the analysis of practice, and the experience of writing.
- For the school year 2018 – 2019 our teacher team of ten members, led by the 3-5 Literacy coach, will attend 2 full day sessions NWP workshops on November 6th & June 6th and conduct a 6 week PLC from Oct 2018-Dec 2018.

### 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.

- Engage families in monthly classroom, and workshop activities to develop their understanding of the writing strategies being introduced by staff involved in the National Writing Project.
- Invite families via the Parent Coordinator to meet with Teacher Teams on Tuesdays to participate in activities with their children that show the writing behaviors being encouraged.

### 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.

The National Writing Project is funded through Grant from Lehman College and scheduled during Chancellor's calendar day and Monday Professional development sessions.

#### 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>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></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.

Progress will be measured across content, and sub-groups as follows:

- ESL- students will be able to label objects and important events thus providing students with an opportunity to learn new vocabulary which is then used again in the writing.
- Social Studies - Students can map historical events and times.
- Literature - Students can map a character’s journey or an important time in a character’s life.
- Science - Students can prepare a map of a habitat, an environmental issue, or a food chain.
- Math - Students can create a map of a word problem, a math concept/operation, or a unit.
Survey participating teacher's about their understanding, and use of mapping as a writing across the curriculum strategy in October 2018, again in February 2019, and in June 2019 seeing a 60% growth by March and a 90% growth in June.

Analyze student work samples as a team at regular intervals across the project to assess impact and areas of need.

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

- Internal teacher survey x 3 December, March, and June 2019
- Student work samples

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

### Needs Assessment

**Quality Review Report 2017: Indicator 3.4 - Well Developed**

- The Reviewer noted: The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote the achievement of school goals. Leadership structures provide a means for teachers to have input on key decisions about curricula and teaching practices. The work of teacher teams has strengthened the instructional capacity of teachers. Shared leadership structures build capacity that positively affect student learning across the school.

**Quality Review Report 2017: Indicator 5.1 - Proficient**

- Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS
The overall rating for Effective School Leadership for 2016-2017 is not available at this stage. However under the the School Survey Measures for Effective School Leadership Teacher Influence received a 64% positive rating. 37% of teachers reported that they have a moderate to great deal of influence over school policy in selecting instructional materials used in classrooms. 62% of teachers reported that they have a moderate to great deal of influence over school policy in developing instructional materials.

In the Additional Survey Questions section 17% of teachers reported that they have a moderate to great deal of influence over school policy in the of hiring new professional personnel. 17% of teachers reported that they have a moderate to great deal of influence over school policy in the planning how discretionary school funds should be used.

**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 80% of staff will be participate in a committee so there can be direct staff input into decision making processes. Committees will recommend decisions that have an impact on the way the school functions and decision making around resources.

Practices 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., average/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Staff</td>
<td>Sept 2018 - June 2019</td>
<td>Ms. Johnson, Ms. Rivera</td>
</tr>
</tbody>
</table>

We value the voice and input of each and every member of our school community and so a number of committees will be established to allow input into decision making from all staff. Committees will recommend decisions that have an impact on the way the school functions and decision making around resources. All committees will meet on a rotating basis on Tuesdays from 3:00 – 3:55 pm.

All staff will join one of the committees (they can also suggest committees that they would like to see at PS 246). Members will vote on who will chair the committee they are on.

The following committees have been established:

- **Curriculum Committee:** The Curriculum Committee’s primary purpose is to continuously improve the educational program, in line with NYCDOE Framework for Great schools and PS 246’s vision and mission via research, curriculum development, and a review of recommendations for changes in curriculum and/or primary learning materials brought to the committee by grade liaisons and/or coaches/specialists. A member of administration, literacy coach(s), math specialist(s) and at least one teacher from each grade and out of classroom specialist are encouraged to serve as committee members.

- **Health and Wellness Committee:** The School Health and Wellness Committee serves as an advisory group concerned with the health and wellbeing of staff and students. The committee will assess current healthy initiatives in the school and make recommendations and/or changes and suggest activities to promote school wide mental, social and emotional health. The committee will comprise of an administrative team member and up to five staff members.

- **Professional Development Committee:** The professional development committee will consist of the UFT chapter leader and an equal number of members chosen by the union and by the principal. The committee will meet regularly with administration to plan and review
professional development activities based on data driven needs of teachers.

- **Parent Engagement Committee:** The purpose of Parent Involvement Committees is to support, encourage and enhance meaningful parent involvement activities and programs to improve student achievement and well-being.
- **Social Committee:** This committee is comprised of any interested staff member. The committee purpose is to maintain a sense of community among staff through the creation of a variety of staff functions.

Selected staff will join a Hiring Committee so there is a staff voice in making recommendations to the Administration Team around appropriate new hires to the school.  

### 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.

The creation of these committees serve as a point of holistic professional development for our staff. Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children’s education. Indicators:

- Professional development provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.
- Professional development enhances educators’ knowledge of varying cultural backgrounds of students, families, and the community, and of how the diversity of these cultural backgrounds can serve as foundations and resources for student learning and success.
- Professional development includes opportunities for educators to develop skills and strategies that use technology to strengthen partnerships with parents, families, and the community.

### 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.

Teachers will meet on Tuesdays from 3:15 to 3:55 on a bi-weekly basis to address the tasks of each respective committee. We will use book clubs, on-line webinars and surveys to support our goals.

#### 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>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></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.
- Resources are provided to plan and conduct ongoing evaluation of impact of committees.
- The evaluations will use multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning (such as the use of new learning in instructional planning, the use of student data for the development and adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy).
- Committee evaluation will include the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience (such as participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance).
- Evaluation results are reported to the administrative team and all staff in a manner that promotes effective use of the evaluation data for improving both individual educator practice, student academic and emotional growth and building professional development plans.

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

- Lesson plans showing use of new learning in instructional planning,
- Student data used for the development and adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy.
- Participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance indicing quality of professional development and effectiveness of committees.
- Evaluation results are reported to the administrative team and all staff in a manner that promotes effective use of the evaluation data for improving both individual educator practice, student academic and emotional growth and building professional development plans.

### 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>
</tr>
</thead>
<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>
<td></td>
</tr>
<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>
<td>X</td>
</tr>
<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>
<td>X</td>
</tr>
<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></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.

Needs Assessment

Quality Review Report 2017: Indicator 3.4 -Well Developed

School leaders consistently communicate high expectations to the entire staff and to families and provide support for the staff to meet those expectations and ways for parents to understand their children’s progress. Due to the clear communication of high expectations for all, staff and families support each other towards student achievement and college and career readiness.

- The reviewer shared: Every parent at the parent meeting gave examples of how they communicate with or receive information from the school (newsletter, calls, fliers, making an appointment with the teachers). They all spoke about how open the teachers were to supporting their children at home. One parent said through a translator “my child needed help with math and the teacher gave her some websites she could use at home”.

School Quality Report 2016-17: School Conditions and Practices
• The overall rating for Strong Family and Community Ties for 2016-2017 is not available at this stage. However, under the specific School Survey Measures for Strong Family and Community Ties Outreach to Parents received an 87% positive rating. 73% of parents/guardians agreed or strongly agreed that they are invited to visit classrooms to observe instruction. 52% of teachers agreed or strongly agreed that, at their school, parents/guardians are invited to visit classrooms to observe the instructional program.
• Under the specific School Survey Measures for Strong Family and Community Ties Parent Involvement in School, 58% of parents/guardians responded that, since the beginning of the school year, they have been asked or had the opportunity to volunteer time to support their school (for example, spent time helping in classrooms, helped with school-wide events, etc.) sometimes or often.

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, we will increase the level of parental involvement in our school, as measured by 1) a 30% increase in attendance at bi-monthly parent workshops in literacy and math and 2) Sign-in and feedback forms indicating, the workshops met the needs of parents.
### 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 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>
</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). | Parents, guardians and students within the school community | September 2018 – June 2019 | Administration, Parent Coordinator, Guidance Counselor, Social Worker, and Instructional Coaches, Specialists, Consultant |

Ongoing workshops will be offered to parents to inform and educate in the following areas, but not limited to:

- Provide training and materials for parents with students in K – 5 on how to improve children’s study skills, or learning in various academic subjects,
- Provide a directory of community resources and activities that link to student learning skills and talents, including summer programs for students,
- Offer workshops to inform families of the high expectations and standards children are expected to meet in each grade level covered by the NYS Common Core Standards. Provide ways for families to support the expectations and learning at home,
- Engage families in opportunities to work with their children in setting their annual academic goals in math and reading.
- Through school-community partnerships, facilitate families’ access to community-based programs (e.g., health care and human services) to ensure that families have resources to be involved in their children’s education.
- Provide Grade 5 families with information on Middle School articulation, and Drop-Out prevention
- Invite community partners to share resources at annual open houses or parent-teacher conferences.
- Offer workshops covering social media issues, social and emotional development, bullying prevention, health and nutrition, and mental illness.

- On a weekly basis, allot time for teachers to call, e-mail or have face-to-face conference with parents to discuss their child’s social and/or academic progress.

| Parents and Students | September 2018 – June 2019 | Administration, Teachers, Guidance Counselor |

| Monthly open forum titled “Parent Talk” to network and discuss various pertinent issues regarding parenting, social issues and educational issues. | Parents and Students | September 2018 – June 2019 | Administration, Parent Coordinator, Guidance Counselor |
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.

N/A

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.

Title I TA, Per session for teachers facilitating workshops, materials needed to distribute, consultant fees and supplies.

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>__</th>
<th>Title I SWP</th>
<th>__</th>
<th>Title I TA</th>
<th>__</th>
<th>P/F Set-aside</th>
<th>__</th>
<th>21st Century</th>
<th>__</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>__</td>
<td>Title I</td>
<td>__</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>__</td>
<td>1003(a)</td>
<td>__</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>__</td>
<td>Title III</td>
<td>__</td>
<td>PTA</td>
<td>__</td>
<td>SIG Grant</td>
<td></td>
<td>School</td>
<td>__</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>__</td>
<td></td>
<td></td>
<td>Funded</td>
<td></td>
<td>Achievement</td>
<td></td>
<td>Funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>__</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other</td>
<td></td>
<td></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, the parent coordinator will check attendance monthly to analyze parent participation at all events and determine if the school is on track to meet our goal.
- Review/prioritize feedback provided on workshop evaluation forms monthly, and adjust planned workshops as necessary.

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

In February 2019, review sign-in sheets and feedback forms to determine progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

(Required for All Schools)

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED's memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>1. Target Lowest 1/3, Level 1 and 2 students based on the NYS ELA 2018 data and September Baseline 2. To prepare students to address increasingly demanding content and sources instruction allows students to demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development, and organization of ideas. 3. Focus on the lowest 1/3 from TC Running Records data</td>
<td>1. SMART Writing Academy 2. Writing analysis. 3. Reading Rescue a K-1 a Guided Reading &amp; Reading by trained Paraprofessionals 4. RTI</td>
<td>Small group instruction (Grades 3–5) Small group instruction (K – 5)</td>
<td>During School day - Saturday Academy During the school day During the school day During the school day</td>
</tr>
</tbody>
</table>
### Mathematics

1. Target
   - Lowest 1/3, Level 1 and 2 students based on the NYS Math 2017 data and September Baseline

2. Small group instruction helps students to access concepts from different perspectives demonstrating conceptual understanding of core math concepts. Students learn to apply these concepts to new situations and write and speak about their understanding.

<p>| SMART Academy, Small group instruction (Grade 3-5) | Small group instruction (K – 5) | During school day, Saturday Academy |</p>
<table>
<thead>
<tr>
<th>Services</th>
<th>Explorer’s Academy Instruction (Grade K-5)</th>
<th>After school collaboration with Good Shepherd Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Explorer’s Academy provide students with the opportunity to construct new knowledge and problem-solving skills through the process of creating, testing and evaluating hypothesis through a series of open-ended, hands-on science activities.</td>
<td>Small group Instruction (Grade K-5).</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Integration of social studies components into the ELA, and various content areas, in order to support authentic learning.</td>
<td>Group and individual counseling sessions.</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>The guidance team meets regularly with small groups of students who have been identified by the administrators, teachers, family and others. Through the utilization of structured intervention methodologies, students are engaged in social/emotional activities focused on strengthening coping skills, improving interpersonal relationships, solving problems, improving academic performance, and building on one's strengths. Progress monitoring is done through collection of data both in and outside of the classroom.</td>
<td>Group and individual counseling sessions.</td>
</tr>
</tbody>
</table>

Grade K – 5 during school day.
| counseling environment |   |   |
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)

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

| PS 246 currently has 136 Students in Temporary Housing (STH). |

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

<table>
<thead>
<tr>
<th>The school offers the following to students and their families:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Free donations of book bags with school supplies</td>
<td></td>
</tr>
<tr>
<td>- Huge discounts on uniforms</td>
<td></td>
</tr>
<tr>
<td>- Free school trips</td>
<td></td>
</tr>
<tr>
<td>- Families are also supplied with the fixings for Thanksgiving</td>
<td></td>
</tr>
<tr>
<td>- Grade 5 senior dues</td>
<td></td>
</tr>
<tr>
<td>- Parents are offered workshops on understanding what to expect when moving children from one school to another so they realize that the curriculum across the city is similar from school to school.</td>
<td></td>
</tr>
</tbody>
</table>

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

| N/A |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
Free donations of book bags with school supplies

- Huge discounts on uniforms
- Free school trips
- Families are also supplied with the fixings for Thanksgiving
- Grade 5 senior dues
- Parents are offered workshops on understanding what to expect when moving children from one school to another so they realize that the curriculum across the city is similar from school to school.

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

137 students $14,000
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>X 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.

We employ a rigorous interview process at our school in order to attract HQT. Initial interviews are conducted by assistant principal, followed by principal interview. Candidates are then asked to conduct a demonstration lesson before decision is made.

- Attending citywide or District 10 recruitment fairs, whenever offered
- Use DOE’s Open Market staffing function to collect a wide range of resumes when filling vacancies
- Collect and review candidates who submit resumes from outside of the DOE, for shortage areas such as Special Education and ESL
- We hire Teaching Fellows
- We utilize the open market hiring system.
- We reach out to colleges for specialty licenses, and interns and student teachers are utilized.

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).

Staff are supported by an ELA coach, Math specialist teachers, Administrative Team, in school mentors and Generation Ready and Teachers College consultants in further developing their skills.

The Principal and teachers set and monitor collaborative goals using the competencies from the Danielson Framework for Teaching

- Use 5% set aside as required under Title I to Improve Teacher Quality
- Use BEDS survey data to track teacher progress towards “highly qualified” as defined by NCLB
- Mentors are assigned to support, new, struggling and under-qualified teachers
- Monthly Mentor/Mentee meetings with Assistant Principal and consultant to support new teachers
- Mentors/Mentees meet 2 periods per week to discuss teaching and learning
- Teachers are assigned to their area of certification.
- Mentor teachers are utilized for new staff members.
- Parents are notified when a non-highly qualified teacher teaches their child for more than four weeks.
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.).

Smart Start Program offers incoming kindergartners and their parents a preview of school, routines and curriculum
- Offered 2 days in late June early July
- Extensive parent/child interviews
- Parent workshops
- Classroom participation/observation
- Observation of student interaction

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.
- MOSL committee selects local measures
- Grade level professional learning community meetings discuss resources and assessments per units of study
- Professional development is decided via results of survey responses

4c. “Conceptual” Consolidation of Funds in SWP Schools
**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds 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 consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verification with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$636,735</td>
<td>X</td>
<td>5A, 5E</td>
<td></td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>$16,979</td>
<td>X</td>
<td>5D</td>
<td></td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>$107,956</td>
<td>X</td>
<td>5B, 5B</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$137,887</td>
<td>X</td>
<td>5B</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$32,846</td>
<td>X</td>
<td>5B, 5C, 5D</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$4,731,102</td>
<td>X</td>
<td>5A, 5B, 5C, 5D</td>
<td></td>
</tr>
</tbody>
</table>

1**Explanation/Background:**

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

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

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:
• Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

• A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **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 or SIF 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 246 Poe Center**, 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.

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.

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

**PS 246 Poe Center** will support parents and families of Title I students by:
• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
• providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
• providing assistance to parents in understanding City, State and Federal standards and assessments;
• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
• providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Parental Involvement and School Quality

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, Progress Report, Quality Review Report, Learning Environment Survey Report;
• host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act;
• schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
• translate all critical school documents and provide interpretation during meetings and events as needed;
• conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;
Encouraging School-Level Parental Involvement

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

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

School-Parent Compact (SPC)

P.S. 246 Poe Center, 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

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 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will 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 the Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading 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 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.

Addendum: Community School Partnerships

Directions: The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

Part 1 – Community School Partnerships Goal(s)

How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?

Good Shepherd Services (GSS) will be the lead CBO at P.S. 246. The Community School Director (CSD) will work in collaboration with the entire school in an effort to improve attendance. A Success Mentor Program will be implemented to increase attendance, in particular with the chronically absent cohort. The CSD will work in collaboration with the School social worker, guidance staff and teachers to case conference and ensure students’ needs are being met. The CSD will also work to increase the parent involvement within the school by offering services such as support groups, resources and whatever else is determined to be of need through a parental survey. As requested by administration, Good Shepard afterschool staff will be integrated into weekly ELA and math prep to strengthen their skills in order to effectively assist students academically. With these strategies in place, GSS will help to improve students’ individual attendance, class grades and parent involvement.

Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.
By June 2019 Success Mentors will create and implement attendance improvement plans for our ENL and special education students who were chronically absent the previous year resulting in 80% of the targeted students missing fewer days than the previous year.

Please answer the following Question as it relates to meeting your Community School Annual Goal(s):
How will achieving your Community School Goal(s)—in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness—support your academic goals for students?

PS 246 in collaboration with GSS will work towards our goal of improving student attendance by providing a menu of services including: identifying chronically absent/high risk students, family conferencing and case conferencing with collateral contacts. Attendance data will be reviewed regularly, reports will be run to identify at risk students and an individualized action plan will be implemented on a case to case basis for each student who is at risk. We plan to take a proactive approach towards attendance to help address the needs of our students and increase academic success. Working diligently to engage students and families to increase attendance will in turn will improve academic performance.

Part 2 – Community School Partnerships Core Services Action Plan

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Shepard Services</td>
<td>At risk, ELL, Sped. Ed.</td>
<td>Focus on establishing success mentors to increase attendance of chronically absent students with a special focus on ENL and special education students. Provision of varied enrichment programs as an incentive for students to attend Saturday Academy Programs aimed at increasing reading levels and number</td>
<td>By June 2019, PS 246 and Good Shepard services will provide our ELL, Special Ed. and at-risk students with attendance supports academic and enrichment programs aimed at increasing student performance in math and ELA.</td>
</tr>
</tbody>
</table>
Part 3 – Budget and Resource Alignment

Part 3a. Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

GSS will use the services of our CBO’s (Renaissance Youth Center, Vision Media and Education, the Department of Health, Montefiore Hospital) to provide support services to families of chronically absent students to assist them in getting the assistance they need in order to facilitate students attendance on a regular basis at school.

Part 3b. 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>X</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>

Part 3c. Describe how the school will partner with the Lead CBO to do the following:

1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

1. The CSD (Community School Director) will be integrated into all aspects of the work at P.S. 246. The CSD will participate in any parent meetings, attendance meetings, CST meetings and safety meetings. The CSD will conduct a needs assessment with various people and departments throughout the school as well as hold a Community School Forum in the Spring.

2. The CSD will have access to Data Sorter and will work closely with GSS’ internal Program, Evaluation and Planning Department (PEP). This data base allows GSS to track and monitor students’ individual attendance as well as detect patterns etc. The data base allows for reports to be generated. This information will also helped direct students to ELT
opportunities available within the building and will be used in school wide meetings to identify students who are in need of other social emotional supports.

3. Parent Engagement is currently held once a week with a concentration on academics, the CSD will be present to ensure parents also have the opportunity to advocate for their children and discuss the school’s climate and culture. If need be, the CSD can implement a monthly meeting for parents where this will be the sole focus. These meetings will be a safe and welcoming place for parents to share their ideas and raise issues that affect the school culture and surrounding community. The School forum will be held in the spring.

4. Weekly meetings will be held between Principal, CSD, AP's, key staff and other CBO’s as necessary. The CSD and any pertinent staff will be trained in Data Sorter, and the data collected will be brought into the schoolwide attendance meeting.

Part 4 – Community School Partnerships Oversight

<table>
<thead>
<tr>
<th>Part 4a. Key Staff and Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)</td>
</tr>
<tr>
<td>2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.</td>
</tr>
<tr>
<td>3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students</td>
</tr>
</tbody>
</table>

1. GSS and the CSD work in collaboration with the administrative team, the School social worker, guidance staff and teachers to case conference and ensure students’ needs are being met.

2. The members of our Community School Team are Andrea Johnson (Principal), Wendy Pena (CSD Director), Michelle Cuello (GSS Supervisor), Pam Smith (Attendance Coordinator), Mario Robles (Parent Coordinator). Meetings are held every Tuesday morning at 11:00 am to review attendance from the week before, review success mentor assignments and results, discuss attendance initiatives and supports for families of chronically absent student.

3. The attendance results from the data sorter is used as follows:

- The percentage and number of students who are severely chronically absent (missing 20 percent or more of school), indicating the number of students requiring intensive supports

- The percentage of students who are at the cusp of becoming attendance issues

- The percentage and number of students with satisfactory attendance (missing 5 percent or less of school.

- Attendance patterns by sub-populations including for student on free and reduced price meals, English Language Learners and ethnic and racial groups

- Identify where relevant resources available from the district or public agencies or community agencies could be targeted in order to improve attendance
<table>
<thead>
<tr>
<th><strong>Part 4b.</strong> Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All programs that are under the umbrella of the community schools grant are conceived of as beginning at the end of our normal school day and on the weekend. As such there are no changes in our normal school schedule. Human resources required are in two main categories. For the organization of the Saturday Academy program we will hire 12 teachers to work 5 hours targeting our special education, ENL and at risk student population. The day will be divided into two sessions: 9:00 - 11:30 for levels 1 and 2.4 students and 12:00 - 2:30 for levels 2.5 - 4 students. The second main category of human resources related to the personnel required for the running of the Saturday enrichment activities. These are done through our community school partner, GSS.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 4c.</strong> Timeline for implementation and completion, including start and end dates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program start date is October 13, 2018 and the end date is May 11, 2019. There are 23 sessions for the program with every student getting 1 hour and half of enrichment and 2 hours and half of instruction. Ensuring that we meet the criteria of 90 hours for 215 students over the course of the 2018 - 2019 school year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 4d.</strong> Mental Health Work Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.</td>
</tr>
</tbody>
</table>
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### Part B: Direct Instruction Supplemental Program Information

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

Total # of ELLs to be served: __________

Grades to be served by this program (check all that apply):
<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

100
Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: ______
# of certified ESL/Bilingual teachers: ______
# of content area teachers: ______

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: ______

PS 246's goal this year is to improve our student's reading and writing skills; to this end, our ELL Afterschool Academy will focus on promoting English Language Proficiency in Listening, Speaking, Reading and Writing. The program will be held from October 2018 - March 2019. Selected students approximately 100 who are at the emerging and transitioning levels from grades 1-5 will develop their listening, reading, writing and speaking skills through read alouds, shared and guided reading, and peer/group discussions. Teachers will plan strategic thematic lessons to help students become better readers and writers as they explore and utilize the types of questions found on the NYSESLAT exam. NYSESLAT preparation materials such as the FINISH LINE NY ELLs from Continental Press and Imagine learning will be purchased to be used during the program to supplement our current resources. In a team teaching approach, an ENL or Bilingual certified teacher will work with a Certified Common Branch teacher during this program. They will use a variety of techniques to address student needs. They will use manipulatives, models, multiple representations and technology to engage students in phonemic awareness activities, build vocabulary, identifying and comprehending main ideas in reading and writing, identifying details, and developing reading fluency. Students will be able to use voice in their writing, make inferences, use figurative language all through a variety of texts and genres shared, interactive, guided and independent reading and writing. Teachers will use the NYS Common Core Standards and ENL Standards to plan and develop these targeted activities to address the language, reading and writing needs of each student. Every month we will focus on a particular theme such as explorers, multicultural celebrations, seasons and use biographies, folktales, poetry, music, to enhance our unit of study. As a culminating activity, parents of ELL students will be invited to an assembly program where their child will perform a reading or poem or song with their classmates in the program. All correspondence with parents will be communicated in English, Spanish and other languages as available. Translation and interpretation services will be available to all parents to ensure their full participation in this program. We envision the following schedule for our ELL After school Academy:

Wednesdays:3:00-3:10- Social interaction with snacks- use guided questions with different partners3:10-3:25- Group A- Guided Reading Group B-Center work Group C-Center work3:25-3:50- Group B- Guided Reading Group C- Center work Group A- Center work3:50-4:20- Mini lesson in Reading (theme based) & Guided/independent practice4:20-4:50- Mini lesson in Reading using Empire State NYSESLAT & Guided/independent practice4:50-5:00- Share Time

Thursdays:2:45-3:00- Social interaction with snacks- use guided questions with different partners3:00-3:25- Group C- Guided Reading Group A-Center work Group B-Center work3:25-3:50- Group A- Guided Reading Group B-Center
Part B: Direct Instruction Supplemental Program Information

work Group C - Center work 3:50-4:20 - Mini lesson in Writing (theme based) & Guided/independent practice 4:20-4:50 - Mini lesson in Writing using Empire State NYSESLAT & Guided/independent practice 4:50-5:00 - Share Time

Reading groups will rotate throughout the weeks of the program so that each group works specifically with the teacher in a guided reading session. Center work will emphasize listening skills, vocabulary development, accountable talk, fluency reading, sentence completion, phonics word work. Our Bilingual Certified Common Branch teachers will work alongside the ENL teacher with planning and co-teaching during reading groups. Our ENL certified teacher will assist in order to further support language development.

We will hire 10 teacher (ESL/Bilingual Certified), one Assistant Principal will supervise the entire program from October 2018 to February 2019 and run and organize the Professional Development as well as the Parent workshops scheduled from October 2018 to March 2019. She will ensure that all correspondence with Spanish speaking parents are translated and interpretation services will be available to all parents to ensure their full participation in this program.

Title III After School Program:

Total number of students being serviced: Approximately 125 Students
• Grades of students participating in the program: 1st – 5th Grade (10 Classes)
• Total number of student in each class participating:

1. 1st Grade: 25 Students
2. 2nd Grade: 25 Students
3. 3rd Grade: 25 Students
4. 4th Grade: 25 Students
5. 5th Grade: 25 Students

• Total number of teachers participating: 10 Teachers
• Certification:
  5 ENL Teachers (TESOL CERTIFIED)
  5 Bilingual Teachers (Common Branch with Bilingual Extension)
• Program Start and End Date for grades 1 - 5: Start: October 17, 2018  End: March 28, 2018
• Schedule: Time for grades 1 - 5: 3:00 pm – 5:00 pm Days: Wednesday & Thursday
  30 Sessions for grades 1 - 5
• Grades 1 - 5 - 2 sessions per week 4 hours per week @ 10 teachers = total of $30,078.00 for Teachers. 1 Assistant principal for a total of $2,967.60

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
Part C: Professional Development

After an extensive itemized data analysis and walkthroughs of our bilingual programs during the 2017-2018 academic year, it was determined that there was a need for quality professional development focused on the integration of data and policy to improve the quality of instruction for our English Language Learners, specifically in Writing. Planning time for teacher teams is provided horizontally and vertically with the purpose of increasing rigor of lessons and differentiation instruction to meet the needs of our English language learner population. Throughout the year, all teachers, including ESL and bilingual certified teachers are provided with ongoing professional development based on their individual needs and interests. These professional development sessions have been scheduled for the allotted professional development time on Mondays, and during teacher teams meetings. An array of professional development opportunities will also be provided by NYC Doe, our ELL and literacy specialist from our Borough Field Office, PS 246 administrator, instructional coaches and Bilingual coordinator.

The 10 teachers involved in the program will engage in 4 professional development sessions which will take place on the first Monday of the month as indicated during the Monday PD block, led by our Supervising Bilingual Assistant Principal and certified ENL Coordinator (at no additional cost). The first professional development session will take place in November 2018 to focus on the use of a pre-writing rubric to benchmark students strengths and needs and create a comprehensive form to monitor individual student progress, discuss goals and design schedule of activities to be used in the program. At this time program goals will be discussed and a schedule of activities to be used in the program will be created. The second professional development session will take place in January 2019 and will highlight student engagement and growth, develop a midline and end assessment that simulates the NYSESLAT components and design rubric to inform instructional practice. During the following week, the third professional development session (to take place during a Monday PD block) will center on the interpretation of the data gathered from the midline assessment to make any necessary changes to our program. Our fourth and final professional development in March 2019 will focus on norming and scoring the end of year assessment that should inform us on how well our students have acquired skills in listening, speaking, reading and writing; this data will be shared with the day teacher of each student so that they can continue to support our ELL students after the program has ended.

There is no additional cost for teachers or assistant principal associated with these PD's.

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
Part D: Parental Engagement Activities

Begin description here: 
Our Bilingual and ENL teachers, ENL Coordinator, and bilingual supervisor involved in our after school program will host a parent orientation before the start of the program in order to inform the parents of the program’s components and expected student outcomes. During this time, parents will become acclimated to the expectation of the NYS Common Core Standards and alignment with the NYSESLAT assessment. The Supervising Bilingual Assistant Principal, ENL Coordinator, Parent Coordinator, and Family Community Liaison will conduct a second workshop in December on how parents can further support their child’s English language development at home through hands-on activities that parents can replicate at home with their children. In understanding the needs of the diversified families we service, an additional Parent Workshop will be offered by the Parent Coordinator and Bilingual Assistant Principal that will focus on how to prepare for different types of interviews; such as job interviewing, parent-teacher conferences, face-to-face interviews, and hospital-intake. The 3 sessions/workshops will take place on Tuesdays from 3:00 pm – 4:00 pm in December 2018, February 2019 and March 2019. Finally, parents will be invited to a culminating activity, where they will share and hear their child perform a reading, or a personal authentic piece of writing, song or poem learned.

Parents will be notified of these activities by flyers, letters, phone mail, and the PS 246 monthly calendar which will all be translated in Spanish and interpretation services will be available for parents for each workshop.

Parent orientation will be held at no additional cost.

Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional curricula.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 SCEP-FL
### Part E: Budget

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

Allocation Amount: $_____  

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Travel</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Other</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</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.

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>10</td>
<td>Bronx</td>
<td>246</td>
</tr>
</tbody>
</table>

School Name: P.S. 246 Poe Center

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>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Andrea A. Johnson</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Susan Rivera</td>
</tr>
<tr>
<td>Coach</td>
<td>Stacey Moyler</td>
</tr>
<tr>
<td>Coach</td>
<td>Lito Verdeflor</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Vanessa Livingston-Prince</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Tara Cannistraci</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Darian Granville</td>
</tr>
<tr>
<td>Parent</td>
<td>Vivian Ortiz</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Ivelisse Ortega</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Mario Robles</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Wanda Roman</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Jill Schimmel</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Maribel Torres Hulla</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>Florentino Rosa, SCEPS</td>
</tr>
</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.

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>3</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>2</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>6</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>1</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>1</td>
</tr>
</tbody>
</table>

D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

- Transitional bilingual education program (TBE)  Yes ☒  No ☐  If yes, indicate language(s): Spanish
- 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>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>Spanish</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   P.S. 246 utilizes the Teachers College Running Reading Record Assessment as part of its instructionally targeted assessment. The results of this assessment are used to further the planning and instruction for our ELLs focusing on language proficiency and differentiation. This assessment method provides the staff with a more consistent assessment tool that aligns more appropriately with the progress measures used at our school. Also, the Teachers College Reading and Writing Project (TCRWP) assessments give us the ability to analyze student work so to target the specific skills and needs of our ELLs in reading and writing. After analysis, teachers are able to confer and develop lesson plans to target the needs of individual students as well as note trends across the board with students and grade levels as a whole. Analysis of assessments show that ELL students
struggle the most in the writing modality. ELLs consistently score lowest, on average, on the writing portion of the NYSESLAT as well as on other assessments. In efforts to better the writing skills of ELLs, all lesson plans designed by the ENL teacher feature writing assignments, often times with a prompt to help scaffold the lessons. At professional development and teacher team meetings, an analysis of the students' writing ability is conducted and ELLs are compared to their non-ELL peers. Certain interventions such as further use of graphic organizers, methods of organizing information for essays (i.e. boxes and bullets), and the use of visuals to aid in the writing process are discussed and then applied. The mainstream classroom teachers share both formative and summative assessments as well as lesson plans, so that the ENL teacher can then plan accordingly to make instruction more accessible to ELLs. Some of the strategies include methods as highlighting and providing visuals for certain vocabulary, expanding on syntactic and structural issues in writing, and increasing phonemic awareness.

In addition, moving forward ELLs at PS246 will be administered two periodic assessments to inform the instructions for ELLs. They will be assessed in the four modalities: reading, writing, listening, and speaking. This assessment is designed to measure students' progress toward English proficiency for students whose first language is not English. The results of the assessments will be entered into SchoolNet.com. The data gathered will be utilized in teacher teams to adjust the instructions for the students.

2. What structures do you have in place to support this effort?
   At PS 246, the structures in place to support this effort is that all classroom teachers maintain a Running Record binder, and teachers are able to share documents to track running records results. The objectives for using data is for teachers to engage in quality professional learning at least weekly to ensure delivery of effective instruction for students, and to collect student data from several sources such as responses on standardized tests, writing tasks, teacher-student one-on-one conferences and other formative and summative assessments to meet weekly to analyze, interpret, and use the data to adjust instruction and plan lessons.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   The success of the programs for ELLs are evaluated according to a number of criteria. The Bilingual/ENL leadership team and teachers, especially the Bilingual Assistant Principal and the ENL Coordinator used the EDAT tool in the fall in order to evaluate the strengths and weaknesses of ELLs to prepare them for the NYSESLAT and ELA exams and test structures. The NYSESLAT, ELA, and MoSL (Measure of Student Learning) exams help the school get a better idea how successful programs for ELLs are and what their shortcomings may be. In the past, results have showed that programs for ELLs need to further emphasize practice with reading and writing. These successes and shortcomings are discussed at weekly teacher team meetings and professional developments with teachers as well as during AYP meetings.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   The structure in place to address interventions once the summative data has been gathered is as follows:
   1. ENL teachers meet weekly during teacher team meetings to discuss students progress, and to address weaknesses address student needs and implement academic interventions. In addition, grade level teams meet weekly to plan and discuss Tier 1 and 2 instruction. During these weekly meetings

   The results of the NYSESLAT and ELL Period Assessments allow the teacher teams to identify specific areas of need in the four language modalities (listening, speaking, reading and writing). This data is used throughout the school year to inform our instruction and adjust the curriculum. The NYSESLAT exam is also used to plan for upcoming school year and create strategic groupings according to proficiency levels.
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.]

P.S.246 follows the RtI framework in that there is a universal screening which influences instruction. That core instruction then becomes more specialized for those ELLs who are at a very low proficiency level and who need the extra academic intervention services. With all ELLs, progress is consistently and closely monitored. The school’s data for ELLs shows that our ELLs need the most work in their reading and writing. Therefore, the Core of Instruction (Tier 1) consistently focuses on activities such as read alouds, guided readings, independent reading as well as writing responses to reading, summarizing texts, writing essays, and other writing activities to help strengthen these two modalities for ELLs. These types of assignments benefit all of the ELLs, but especially the 85-90% or so that have greater BICS than CALP. Tier II Instruction, focuses mostly on newcomers who are at a low proficiency in all modalities, but usually have a significant degree of communicative competence when it comes to speaking. Much of what these students are exposed to in the mainstream classroom can be overwhelming. So to accommodate and address this issue, the data from all of their classes must be analyzed and these students benefit from lessons that have strong language objectives to help them to access the information. There is often very little data to show for these students since they have very low abilities with the language in all of the modalities, so often times beginning with the (Total Physical Response) TPR method, phonemic awareness lesson or flash cards may be the most beneficial.

As per CR Part 154, we take a number of things into consideration when identifying students who need academic intervention. Examples of such considerations include:
* Number of years of instruction in a bilingual education in a bilingual education or English as a new language program
* English and home language literacy
* Content areas and socio-emotional support needs of students with inconsistent/interrupted formal education (SIFE)
* English and home language literacy needs of long-term ELLs
* Results on the annual English language proficiency assessment exam
* Bilingual education or English as a New Language teacher recommendation
* Content area teacher recommendation
* Parent or guardian request
* Sample of student work in English and, if possible, in the home language
* Bilingual education evaluation, if the student has or is suspected of having a disability

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].)

At PS 246 the NYSESLAT and ELA scores are used to inform our ELL programming.

At the beginning of the school year and throughout, the RLAT report is used to keep track of students who are eligible to take the NYSESLAT exam.

The ELL Data Analysis Tool (EDAT) is used to review multiple sources of student performance data and informs student programming, supports and instruction.

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

At PS 246 the structures we have in place to disseminate these findings in order to make adjustments to our programs are the following:
* The ENL teachers maintain documents that describe the NYSESLAT performance, including proximity to cut scores. Scores are disaggregated by modality.
* The ENL teachers provide the school staff with professional development to share the NYSESLAT results.
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.

   At P.S.246 both the integrated and stand-alone classroom models are used in the ENL program. In the integrated (co-teaching) ENL model, students are taught by both the certified ENL instructor as well as by the content teacher – in the mainstream classroom, simultaneously. In the stand-alone model, students are taught in heterogeneous groups either in the classroom designated for ENL instruction groups or the library. Most of the stand-alone classes are according to grade level. Ideally, and which is achieved in some cases, is to have a heterogeneous group of students all at the same grade level. In some cases the stand-alone groups are comprised of heterogeneous bands of students in two consecutive grades. Approximately 60% of the classes for ELL students are conducted via the integrated model. The other 40% are conducted via the stand-alone model. It is the school’s goal to move more and more towards the Freestanding ENL classes being conducted via the integrated model with collaborative team teaching so that ELLs do not miss out on content area instruction. Instruction is aligned with the NYS standards and is geared towards extending and supporting classroom study in the content areas. The amount of instruction an ELL student receives per week is determined by the student’s NYSiTELL, Spanish LAB or NYSESLAT exams. As described in CR Part 154.2, students who are designated entering or emerging receive 360 minutes of instruction per week. Students who are designated transitioning or expanding receive 180 minutes of instruction per week. Students who are designated commanding receive 90 minutes of instruction per week.

   b. TBE program. If applicable.

   The TBE program provides instruction in English and Spanish to develop English proficiency, by gradually reducing the amount of instruction in their native languages. Schools provide English Language Arts (ELA), Home Language Arts (HLA), and subject area classes in Spanish and English. As students develop English proficiency, time spent learning in English increases and Spanish instruction decreases.

   c. DL program. If applicable.

   N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   Our ENL program follows the guidelines set for CR Part 154.2. In the integrated (co-teaching) ENL model, students are taught by both the certified ENL instructor as well as by the content teacher – in the mainstream classroom, simultaneously – to ensure students are receiving ELA instruction. In the stand-alone model, students are taught in heterogeneous groups in the classroom designated for ENL instruction. This model allows the ENL teacher the ability to deliver specific ENL instruction – using HLA strategies when necessary. Students at the entering and emerging levels receive 360 instructional minutes. through both integrated and standalone instruction. Students at the transitioning and expanding levels receive 180 instructional minutes through either a combination of integrated and standalone, or only integrated. Students at the commanding level receive 90 instructional minutes through integrated instruction only.

   In the TBE program ENL, ELA and HLA instructional minutes are incorporated into core content instruction as well as designated into periods throughout the week for SSL and ENL instruction. To provide standalone minutes to entering and emerging students, the ENL teacher works with a small group in the classroom or in another room.
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.

For the TBE program, there is a gradual release of instruction in the students' home language as proficiency in English increases. The content areas are approached through the development and delivery of lessons for ELLs that have both language and content objectives. The content objective would be the theme or subject with which the ENL teacher works for that (i.e. Westward Expansion in Social Studies). The language objective would be a compliment to the content objective, in that it will help to make accessible to the students the language that they would need to interact with the content (i.e. students will write in the past tense when retelling a story). For example, the grammar point of writing in the past progressive might be a good compliment do discussing what was happening during a particular period of history. The Common Core Learning Standards are very beneficial in creating ENL curriculum in that they are heavily focused on ELA and specific language goals and can easily be translated into language objectives for lessons. Also, co-planning and collaboration between the ENL and mainstream classroom teachers provides the ENL teacher with further knowledge of the content that the mainstream classroom teachers are addressing. This helps the ENL teacher to further scaffold the material to make it more accessible to English language learners. Methods such as frontloading vocabulary for reading and using visuals to support vocabulary comprehension have proven very effective in helping to make the content more accessible for ELLs.

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

For our TBE program, students receive instruction and assessment in core subjects regularly in both English and Spanish. An assortment of methods are used to ensure that ELLs are appropriately evaluated in their native language. When an ELLs native language is Spanish, the ENL teacher will conduct the Spanish LAB (after conducting the NYSITELL) to assess the student’s proficiency level. Since over 50% of the ELLs in P.S. 246 have Spanish as their L1, this method is particularly effective as it gives the ENL teacher some understanding of what literacy skills are in the L1. This is a good indicator of the literacy potential in the L2. Based on this assessment and the students’ NYSITELL, Spanish LAB and NYSESLAT results, the teacher determines when the students should utilize translations available for state level tests and resources such as translated tests or translators to read the questions to students in their native language. The teacher also have access to Engage NY Math materials in the students’ Native Language to further evaluate the students’ native 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. The plan for SIFE students is as follows: Currently, there are no SIFE student at P.S. The plan for SIFE students is as follows: -Identify SIFE students upon their entrance into the school. -Pair students in class who speak their native language. -Utilize follow-along audio tapes with print support. -Provide at risk services from bilingual speech teacher. -Purchase picture dictionaries and high interest, picture support texts. -Parent support and meetings to facilitate the transition process. b. The plan for ELLs in U.S. schools for less than three years is as follows: -Total Physical Response (TPR), basic conversation, and vocabulary development are part of their instructional program. More advanced students receive ENL through the content areas. -Newcomers to this country receive the mandated 360 minutes or ESL instruction per week. -Taught in groups for maximum opportunities to work on listening, speaking, reading, and writing. -Given instruction in developing both BICS and CALP. -Interactive regalia, supported and interactive instruction. -All newcomers will receive additional instructional support after school as part of extended day programs. c. Differentiated instruction for developing ELLs is as follows: -Create graphic organizers for use in content classroom as well as ENL classroom- Provide visual glossaries and other visual supplements for text heavy readings- Group students with other students on similar development levels for direct instruction from a content or ENL teacher. -Differentiated instruction for long-term ELLs is as follows: -Provide high-interest; low-level books- Further development of Tier 2 and 3 words- Further grammar instruction to assist in writing development. -Differentiated instruction methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
for former ELLs is as follows: - Provide instruction and supports for up to two years after scoring ‘Commanding’ on NYSESLAT - As necessary, provide one-on-one support with writing - Provide plenty of models and examples of exemplary work

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?

Identified ELL-SWDs receive individualized academic support both within and outside of the classroom. Scaffolded instruction is provided to them with instruction tailored to the needs of each student. The specific needs of each student and best practices of instruction reflect the needs outlined on students’ Individualized Education Plan (IEP). Classroom teachers and the ENL teacher work together to provide the best instructional strategies and to help maintain instructional consistency inside and outside of the mainstream classroom. These practices provide access to content areas in addition to accelerating ELL-SWDs language development. Such instructional strategies and grade-level materials include but is not limited to: adapted readings and lessons from curriculums and texts, increased use of visuals and video, small group instruction, repeated directions, modified directions. Additionally, bilingual dictionaries are provided to students to support their native language development. Our ENL and special education teachers work together to provide each student with the appropriate content and instruction through the use of these materials and strategies.

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?

The school has all necessary services to meet the needs of all of the students in the school who have IEPs, including ELL students. The ENL teacher collaborates closely with special education teachers to give students extra support for the ELA test. In addition, the ENL program has meetings with the School Based Support Team (SBST) to closely monitor the ELL students who have Individualized Education Plans (IEPs). This collaboration allows us to focus on our students specific academic needs, to monitor their progress, and adjust instruction as needed. Teachers of ELL/SWD students use accommodations such as charts, preferential seating, break schedules, individual schedules, supportive checklists, on-task prompt cards, graphic organizers, and visuals to create instruction accessible to each student according to their needs. Teachers employ specific, familiar vocabulary and use technology to provide instruction that allows students to engage in learning through the academic content areas as well as to accelerate their English language development. P.S. 246 provides the least restrictive environment for ELL/SWD students through placement in ICT classrooms and classes that are collaboratively taught between the certified ESL instructor and the mainstream classroom teacher. ICT classes are taught by two teachers - one Common Branch-certified teacher and one Special Education-certified teacher. Both teachers have attended and continue to attend Professional Development (PD) days at which the best practices for ESL instruction are discussed and strategized. The ENL teacher push into these classrooms to provide ENL services in a small group setting right outside of the classroom. This instruction is coordinated with the other service providers in the school, including Physical and Occupational Therapy, Speech Therapy, and AIS and SETSS services.

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.

In both the ENL classroom and students’ mainstream classroom, assessments are used to guide instruction and inform teachers of present levels of performance. Teachers College Running Records are used to indicate a students reading level and the particulars of the language (i.e. syntax, interpreting meaning) with which a student may be struggling. Also, Measures of Student Learning (MOSL) tests are administered toward the beginning of each year to assess students’ skills in ELA and math. In regards to ELLs, many of the interventions occur in small groups, whether in a intergrated or stand alone. The ENL then makes the language more accessible in a number of ways. For example, in a math lesson in which ELLs are working with word
problems, the ENL teacher will highlight key vocabulary words in efforts to lead the students to choosing the correct operation to solve a problem. In the case of an ELA lesson, the ESL teacher will often frontload certain vocabulary words and use employ visuals more so than in a mainstream classroom. Subgroups such as "Entering" and "Emerging" ELLs will sometimes be provided with a bilingual glossary for certain tasks. For ELLs with IEPs, the ENL teacher will meet with the special education coordinator in efforts to accommodate not only the linguistic needs of the students, but other needs as well. For example, if a student needs a certain amount of breaks over a period or if a student works with a paraprofessional, space and accommodations can be made. In the case of one student, a paraprofessional accompanies him to the classroom and I can have a lesson in which I utilize the paraprofessional and modify the lesson (i.e. highlighted vocabulary, having the directions read aloud) so to make it more accessible to the student.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year? The results from the ELL Periodic Assessment indicate that in writing student's perform relatively less in the degree of response. Therefore, the ENL instruction for the upcoming year will target analysis and elaboration in student's writing.

10. If you had a bilingual program, what was the reason you closed it? There are no plans to discontinue the bilingual programs or any programs servicing ELL's.

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

ELLs are afforded equal access to multiple school-wide enrichment and after school programs, including Saturday Academy, Writing Club, P.S. 246 Choir, and our CBO Good Shepherd's After school program. Additionally they participate in African Drumming and Choir via the Brooklyn Conservatory of Music, Tap Dancing via Encouragement and Enrichment and 2nd graders are involved in the Swim for Life Program. Our Title III funds administer our after school program called ELL Academy. This program, which is staffed by certified ENL teachers, provides ENL students with additional support in English language development through instructional activities that are language-based and designed with research-based scaffolds. The school is continuing in its efforts to improve the program by focusing on providing the ELLs with extra support in writing, the area of the NYSESLAT on which they perform lowest. The school invites ENL students to participate in enrichment and after school programming by distributing communication to families through flyers, which are translated into Spanish by the parent coordinator. Classroom teachers, ENL teachers, and administrators may recommend students to these programs during their communication with families, including formal family engagement programming such as Curriculum Night. Administrators send daily reminders to staff via e-mail about deadlines for program applications, which are then communicated to students and families.

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.

ENL teachers design and create scaffolded instructional materials for ELLs in both content area classes and standalone instruction. Scaffolds may include: graphic organizers, guided notes, anchor charts, manipulatives, exemplars and anchor texts, glossaries of key discipline-specific terms and Tier 2 words that include translations, videos with subtitles, and additional comprehensible input such as Powerpoint presentations. ENL teachers use Raz Kids building literacy fluency and comprehension in English and as a support for TBE classrooms. As well, Imagine Learning Literacy program where every child receives explicit, targeted instruction within an individualized learning path that continually adjusts to their needs. There are over 4,300 engaging activities that teach critical language and literacy concepts such as reading and listening comprehension, basic vocabulary, academic language, grammar, phonological awareness, phonics, and fluency. BrainPop ESL provides informational videos and enrichment activities that resemble gaming. The ESL extension utilizes ENL-specific strategies by presenting material with increased comprehensible input such as a slower pace of speaking and subtitles. Translation applications and web-based services such as Google Translate are frequently used by ENL teachers to scaffold instruction, especially when targeting vocabulary acquisition. Students are encouraged to use these tools as well in their production of
language. In speaking activities, students occasionally use the web-based Vocaroo, which allows them to record their speaking and distribute the recording as an audio file or hyperlink, or to immediately listen to their speaking. ENL teachers will translate portions of instructional materials into students’ native language based on English language proficiencies and corresponding levels of needed support. The ENL office and resource room includes a library with dictionaries in Spanish, French, and Arabic, as well as an extensive collection of bilingual books in English and Spanish and monolingual Spanish books.

The following instructional material are used to support the ELLs in the standalone program:
1. Decodable readers (newcomers, SIFE)
2. Audiobooks, (newcomers, SIFE)
3. RAZ Kids
4. Imagine Learning
5. Scaffolded reading
6. Graphic Organizers
7. Exemplars

The following materials are used to support our ELL students across multiple content areas:
1. Scaffolded reading (developing, long-term, former)
2. Graphic organizers (newcomers, developing, long-term, former)
3. Exemplars (all subgroups)
4. Manipulatives (all subgroups)

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Home language support is delivered in the Freestanding ENL program through prompts in Spanish if needed by the ENL teacher. The teacher may also translate prompts or other components of instructional materials into students’ home languages. There is also a sizeable assortment of bilingual (English and Spanish) and Spanish monolingual books available in the ENL resource room and office. The approximately 8% of ENL students who speak French, Arabic, Albanian, Bengali, Fulani, Mandinka, Soninke, Thai, & Vietnamese are permitted to use bilingual dictionaries for translation purposes when necessary, as well as web- or app-based translation services. When taking standardized math and science tests, ELLs have the option of receiving a test booklet in their native language as well as access to bilingual glossaries. They can also have the questions and directions read to them in their native language. The school currently has to use The Big Word for translation and interpretation services for state exams.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
The required services support, and resources correspond to ELLs’ grade levels more than they do to ages. This is the case because certain students have been left back one or more grades or have returned to their country of origin for some years, which has interrupted their schooling in the United States. Service and resources correspond to grade level because the ESL teacher remains in close contact with mainstream classroom teachers and utilizes themes and texts from the content area to inform pull-out instruction. This provides a situation in which ELL students are engaging more deeply with the material with which they are working in their mainstream classes. The instruction of the material is re-conceptualized by the ENL teacher and is broken down into lessons which take into consideration not only content learning objectives, but language learning objectives as well. The type of language that the content employs and that the ELL students must use to respond to the content or content assessments is considered more deeply and made more accessible for the students. Also, in the integrated model, the services and resources correspond to the ELLs’ grade level even more directly as the content area is being co-taught by the mainstream classroom teacher as well as the ENL teacher. The language is made more accessible in real time by the ESL teacher as instruction by the mainstream classroom teacher is taking place. Through both the stand alone and integrated instruction, students are interacting with the content they are learning about at their grade level, while developing the linguistic tools to engage with that content more deeply.

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

To assist newly enrolled ENL students before the beginning of the school year, they are invited to the school for a tour of and to meet with the ENL teachers as well as any of their other administrators, teachers, and staff that are on the premises, such as classroom teachers, specialists, special area teachers, school safety officers, and front office staff. ENL teachers and available administrators conduct the tours. Throughout the school year, newly enrolled ENL students and their families are offered a similar tour to assist in their transition to the school. Throughout the year, we have a host of activities to help ENL students and their families become familiar with the school. Such activities include orientations, parent teacher nights, dances, and other cultural events. Also, all ELL students are entitled to take part in the Title III-sponsored after school program, which aids in enriching their English language skills and is staffed by certified ENL teachers.

17. What language electives are offered to ELLs?
N/A

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

   N/A, We do not have a dual language program.

### 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?

ENL teachers attend various professional development opportunities (PDs) hosted by the District, specifically the Division of English Language Learners and Support Services. Trainings and workshops cover broad topics related to ENL administration and instruction, such as intake protocol, policy changes, or linguistic properties of mathematics or science discourse. The assistant principal also attends these PDs on occasion, and classroom teachers may be asked to attend. The school employs a consultant with an ENL teaching background who is available multiple days a week to meet with both ENL and classroom teachers to discuss instruction. There are regular school-wide professional development meetings, held every Monday, during which ENL teachers occasionally present to classroom teachers and staff about instructional strategies or resources for ENL students, including new learning from District PDs. On an upcoming school-wide professional development day, ENL teachers will host an "information session" for staff and classroom teachers followed by allotted time for co-planning every Tuesday. Administrators and ENL teachers are responsible for updating administrative staff about updates to ENL-related protocol following District trainings. District staff and the Division of English Language Learners hosts multiple professional development days throughout the year during which aligning instruction with the Common Core Learning Standards is the primary objective. Activities within these PD opportunities may include: reviewing both seminal and recent literature related to ENL learning, applying theoretical frameworks to teaching hypotheticals that involve CCLS-based tasks to determine possible challenges or barriers to entry, exploring how Common Core standards engage students in language, and discussing specific strategies for scaffolding instruction and learning activities that are CCLS-aligned. Administrators suggest relevant trainings to teachers of ELLs, including ENL and bilingual teachers.
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.

Administrators inform teachers and staff of relevant PD opportunities, including those facilitated by the Division of English Language Learners. They further ensure that the stipulations of Part 154 are met by prioritizing trainings and workshops that are specifically for the integration of ENL learning frameworks and instructional strategies with discipline-specific content and practices. For example, an ENL teacher was directed by administrators to attend two trainings in the linguistic considerations of math and science discourse, both of which were offered by the Division of English Language Learners. These trainings aligned with the mandate for professional development that strengthens' educators' understanding of the integration of ENL instruction with content learning. Administrators also allot a portion of in-school professional development to ENL-specific themes. For example, for an upcoming professional development day, an ENL teacher will host an information session for all classroom teachers and staff, followed by weekly meetings about instructional strategies for ENL students. Engaging ENL teachers in school-wide PD this way supports efforts to meet the stipulation that 15% of hours for all teachers relate to the instruction of ELLs. All staff members maintain records by filing agendas from professional development hours, including school-wide PDs, as these include a portion of the ENL-specific training. Agendas from District trainings are similarly filed by individual staff members. Administrators maintain attendance sheets for each PD session, and when staff attend trainings and workshops off-site they sign any available attendance sheets. For teachers who meet with the school's instructional consultant, including ENL teachers discussing issues related specifically to the teaching of ELLs, the consultant maintains records of dates and times that she meets with teachers.

**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?

Meetings for families of ELLs include but are not limited to: incoming student orientations, school curriculum nights, PTA meetings, and IEP meetings. Additionally, the ENL Coordinator hosts parent meetings to provide information about programming and student progress. Throughout the year, ENL teachers will schedule individual meetings with families of ELLs to discuss goals, current performance, and next steps. All teachers use their Tuesday afternoon designated parent outreach time to meet or speak individually with family members about students’ progress. For ENL students, this outreach might include discussion of language development and further needs. The staff includes a number of personnel who are fluent or proficient in Spanish and if needed these staff members may provide translation during interactions with families. The school also utilizes the Office of Translation and Interpretation to provide translations for documents for families as well as for translating purposes over the phone for in-person meetings. In the past, the school has outsourced translation services to The Big Word. When parents attend individual meetings, they sign a sign-in log that includes the date and their name. A powerpoint presentation is presented around the topics discussed. The ENL Coordinator keeps the sign-in log, information around what is discussed at the meetings, and maintain records of these individual meetings. If meetings include a survey or form related to ENL compliance, such as the Parent Survey & Program Selection Form for incoming ELLs, the ENL Coordinator keeps a copy of these completed forms in the ENL Compliance binder for the current school year and place a copy in the student’s permanent record. An agenda of these meetings is also kept by the ENL Coordinator and and shared with the assistant principal and if possible shared with the ENL teachers and any other staff in attendance. The ENL Coordinator logs when entitlement letters were distributed to students, as well as any reminders to students about returning the letters. All correspondence, including letters that are to be signed and returned, letters that are not required to be returned, as well as copies of any flyers to families, in the ENL Compliance binder.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The school holds monthly meetings for parents and families in the Bilingual/ENL program. These meetings provide refreshments, are scheduled at a time that families report is convenient, and are conducted in both English and Spanish. These
meetings typically inform parents about the current and upcoming curriculum, teacher observations of student progress, and ample opportunity for parents to ask questions or report their own observation of the child's language development, as well as any concerns they may have. The school's parent coordinator schedules multiple events with the specific objective to support families. For example, the coordinator will schedule a morning or afterschool informational fair in the school's cafeteria to inform families about current opportunities for students and local community resources. Outreach for this event included bilingual flyers and phone calls to students' homes from the coordinator, who is bilingual (English and Spanish). The parent coordinator also assists with translating notifications of school events, such as an upcoming Brooklyn Music Conservatory events, ELL Academy afterschool and Saturday Academy programs and Zumba class, into Spanish. There are also periodic school-wide meetings for families like Curriculum Night to reach out to parents and keep them informed of the school's activities.

Additional Information

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

Paste response here:
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, Andrea A. Johnson, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea A. Johnson</td>
<td>Principal</td>
<td></td>
<td>6/30/19</td>
</tr>
<tr>
<td>Susan Rivera</td>
<td>Assistant Principal</td>
<td></td>
<td>6/30/19</td>
</tr>
<tr>
<td>Mario Robles</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/30/19</td>
</tr>
<tr>
<td>Vanessa Livingston-Prince</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/30/19</td>
</tr>
<tr>
<td>Vivian Ortiz</td>
<td>Parent</td>
<td></td>
<td>6/30/19</td>
</tr>
<tr>
<td>Darian Granville</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/30/19</td>
</tr>
<tr>
<td>Ivelisse Ortega</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/30/19</td>
</tr>
<tr>
<td>Stacey Moyler</td>
<td>Coach</td>
<td></td>
<td>6/30/19</td>
</tr>
<tr>
<td>Lito Verdeflor</td>
<td>Coach</td>
<td></td>
<td>6/30/19</td>
</tr>
<tr>
<td>Tara Cannistraci</td>
<td>School Counselor</td>
<td></td>
<td>6/30/19</td>
</tr>
<tr>
<td>Maribel Torres Hulla</td>
<td>Superintendent</td>
<td></td>
<td>6/30/19</td>
</tr>
<tr>
<td>Jill Schimmel</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>6/30/19</td>
</tr>
<tr>
<td>Florentino Rosa</td>
<td>Other Senior ELL compliance Specialist</td>
<td></td>
<td>6/30/19</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 10X246  School Name: The Poe Center, PS 246  Superintendent: Maribel Hull

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>Andrea</td>
<td>Johnson</td>
<td>Principal</td>
<td>no</td>
<td>Yes</td>
</tr>
<tr>
<td>Susan</td>
<td>Rivera</td>
<td>Assistant Principal</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Vanessa</td>
<td>Livingston-Prince</td>
<td>ELL Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Mario</td>
<td>Robles</td>
<td>Parent Coordinator</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

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

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:
   - Part III of the Home Language Identification Survey (HLIS)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

The following data and methodologies are used to assess the school’s written translation and oral interpretation needs:

1. The parents of newly admitted students to the NYCDOE complete the Home Language Identification Survey (HLIS). Part III of the HLIS lists the preferred language of the parent for both written and oral communication.
2. All Parents complete the emergency contact cards and the school’s Learning Environment Survey, they are supported in this through the interpretation and translation services of the Parent Coordinator and other bilingual members of the staff.

3. The school maintains a record of the primary language of each student and this information is maintained in ATS and on the students' emergency card. The majority of the parents request information in Spanish which is easily covered by a staff member. However, for other languages requested, the school utilizes Language Line to communicate with parents in their language of choice.

4. As part of the school’s CEP planning with the School Leadership Team, the school addresses the language assistance needs, including: regular provision of translated documents through either existing resources or the Translation and Interpretation Unit, timely provision of interpretation services at group or individual meetings upon request, will engage the services of Language Line when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child’s education. Parents are informed of the availability of translation and interpretation services when visiting the school.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaanas</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.13</td>
</tr>
<tr>
<td>Albanian</td>
<td>1</td>
<td>0.13</td>
<td>2</td>
<td>0.27</td>
</tr>
<tr>
<td>Arabic</td>
<td>13</td>
<td>1.73</td>
<td>11</td>
<td>1.46</td>
</tr>
<tr>
<td>Bengali</td>
<td>1</td>
<td>0.13</td>
<td>1</td>
<td>0.13</td>
</tr>
<tr>
<td>Estonian</td>
<td>1</td>
<td>0.13</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fulani</td>
<td>1</td>
<td>0.13</td>
<td>1</td>
<td>0.13</td>
</tr>
<tr>
<td>Lao</td>
<td>1</td>
<td>0.13</td>
<td>1</td>
<td>0.13</td>
</tr>
<tr>
<td>English</td>
<td>286</td>
<td>37.98</td>
<td>281</td>
<td>37.32</td>
</tr>
<tr>
<td>Spanish</td>
<td>445</td>
<td>59.1</td>
<td>451</td>
<td>59.89</td>
</tr>
<tr>
<td>Thai</td>
<td>1</td>
<td>0.13</td>
<td>1</td>
<td>0.13</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>4</td>
<td>0.53</td>
<td>4</td>
<td>0.53</td>
</tr>
</tbody>
</table>
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Handbook</td>
<td>September</td>
<td>All disseminated documents are translated by the Parent Coordinator and other bilingual members of the staff at least a week prior to being disseminated. All other large document language translations are done by the DOE or one of its approved vendors.</td>
</tr>
<tr>
<td>Parent-Teacher Conferences,</td>
<td>September, November</td>
<td></td>
</tr>
<tr>
<td>Memos, Daily/Weekly Announcements, Calendars</td>
<td>March &amp; May</td>
<td>September - June</td>
</tr>
<tr>
<td>After school and Saturday School Program Information</td>
<td>October-May</td>
<td>Over-the-phone interpretation, parent volunteers, and in-person interpretation are all utilized. All documents requiring translation from the Translation and Interpretation Unit are sent out at least two-four weeks prior to dissemination ensuring the translation is completed in a timely manner.</td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.
### Meeting Name | Month/Frequency of Meetings | How does your school plan to provide interpretation service(s)?
---|---|---
Curriculum Night | September | We use over-the-phone interpretation service and bilingual school personnel as needed.
Parent-Teacher Conferences | November | We use over-the-phone interpretation service and bilingual school personnel as needed.
 | March | We use over-the-phone interpretation service and bilingual school personnel as needed.
 | May | We use over-the-phone interpretation service and bilingual school personnel as needed.
Daily interactions with school staff, including teachers, guidance counselors, parent coordinator, and school administration. | As needed | We use over-the-phone interpretation service and bilingual school personnel as needed.
Parent Orientation | On-Going | We use bilingual school personnel and/or translation unit.
Parent Workshops | Bi-Weekly | We use bilingual school personnel and/or translation unit.
IEP & IST Parent Meetings | On-Going | We use over-the-phone interpretation service and bilingual school personnel as needed.
Middle School Articulation Meetings | November - March | We use over-the-phone interpretation service and bilingual school personnel as needed.

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

In the event of an emergency all parents including limited English proficient families will be contacted via telephone using School Messenger in English and Spanish. Additionally teachers submit their list of parent languages to one of the office secretaries and other staff members who calls the interpretation service.

**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.

To ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663, the school provides information via professional development, signs are posted in each of the most prominent covered languages, indicating the availability of interpretation services. The Language Access Coordinator will turnkey training on language access to all staff members. A list of staff members who are able to assist with interpretation and translation...
is available to all staff, including the school's safety officers. The School's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. The Staff is also informed of the Translation and Interpretation Unit, Language Line and the Department's website which provides information in each of the covered languages concerning the rights of parents to translation and interpretation services.

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.)

Citywide provides signage information annually informing parents of their rights to information regardless of their language. We extend that information poster by adding languages not identified but specific to our school. We obtain translated versions of this document, in the covered languages, through [http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/default.htm](http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/default.htm) and additionally via a DOE vendor service.

The school posts a sign in each of the most prominent parent areas of the building about covered languages, indicating the readily availability of interpretation services. A list of staff members who are able to assist with interpretation and translation is available to all staff, including the school’s safety officers. When more than 10% of the parents at the school speak a preferred language that is neither English nor a covered language, we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

Part E: Monitoring Provision of Language Services

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

Our Parent Coordinator and PTA work closely with parents and have several parent workshops each month gathering feedback from families. Our parent coordinator maintains an attendance sheet indicating parents needing other language interpretation in order to engage an interpreter subsequent events. Parents are given the annual parent survey which includes a comment section and asks them to describe the availability and quality of translation services throughout the year. Phone surveys are provided for those families not under a DOE covered language via their preferred language translation. Also, feedback from parents on the quality and availability of services is gathered from parent surveys and parent reflections from parent workshops, as well as informal feedback from parents. Based on informal feedback, the school has provided additional support for parents to complete documents via the assistance of our parent coordinator, parent volunteers, Language Line and DOE services.