

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X236

School Name:

P.S. 236 LANGSTON HUGHES

Principal:

AFRINA TALUKDAR

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 236 Langston Hughes School Number (DBN): 09X236
Grades Served: PreK to 5
School Address: 1871 Walton Avenue
Phone Number: 718-299-6128 Fax: 718-299-6503
School Contact Person: Afrina Talukdar Email Address: Atalukd2@schools.nyc.gov
Principal: Afrina Talukdar
UFT Chapter Leader: Debra Wright
Parents' Association President: Arelys Alequin
SLT Chairperson: Leomar Mendez-Grullon
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Flor Luis
Student Representative(s): N/A

District Information

District: 9 Superintendent: Leticia Rodriguez-Rosario
Superintendent's Office Address: 1245 Washington Avenue, Bronx, NY 10456
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: 718-579-7143 Fax: 718-410-7017

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10457
Director's Email Address: JRUIZ2@schools.nyc.gov
Phone Number: 718-828-7776/718-741-8895 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 Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Afrina Talukdar	*Principal or Designee	
Debra Wright	*UFT Chapter Leader or Designee	
Arelys Alequin	*PA/PTA President or Designated Co-President	
Leomar Grullon-Mendez	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Flor Luis	Member/ Parent	
Jose Gaston	Member/Parent	
Stepanie Viera	Member/Parent	
Ann Marie Benjamin	Member/Parent	
Jackie Correa	Member/ Teacher	
Susan Rust	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/Teacher	
	Member/ Teacher	
	Member/ Teacher	
	Member/	
	Member/	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as 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. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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.

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 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)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

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 will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our Vision :

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

Our Mission :

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

Our Instructional Focus :

Our instructional focus this year is differentiating the needs of all our learners. We believe that all students are entitled to opportunities for individualized instruction. All classes utilize small group instruction, student conferences, and station activities informed by evaluation of work products. Teachers in integrated co-teaching classrooms strategically plan and implement the six co-teaching models to meet the diverse needs of their students. As a learning organization, adult development opportunities are valued and are also differentiated to the needs of every staff member in our school.

Our Theory of Action for Professional Development

To continually develop the instructional expertise of our teachers so that teaching will be strengthened and our students will learn in deeper more meaningful ways.

Strengths :

PS 236 is a tightly knit community with a strong school culture. According to the 2014-2015 school survey, PS 236 met or exceeded citywide averages in all six elements of the Framework for Great Schools scoring positive response rates of 93% in Rigorous Instruction, 92% in Supportive Environment, 93% in Collaborative Teachers, 85% in Effective Leadership, 87% in Strong Family Community Ties and 93% in Trust.

Last year, we implemented the Responsive Classroom approach as a school wide initiative. Responsive Classroom is a research- and evidence-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate. K-5 classes start each day with Morning Meeting, a daily gathering that helps children build community, practice academic and social skills, and warm up for a day of engaged learning.

Key Partnerships:

We have been a Teachers College Reading and Writing Project school for one year. TC Staff Developers work with teachers, administration, and support staff in planning and implementing Reading and Writing Workshop Units of Study with the goal to improve student learning outcomes in literacy.

Generation Ready Math Staff Developer, Ross Linegar has worked closely with classroom teachers for over three years in unpacking the Engage New York Math curriculum.

In addition to having a full time music teacher, PS 236 works in partnership with Young Audiences and Bronx Arts Ensemble to bring education in the arts into our curriculum. We strongly believe that it is crucial to educate the whole child, tapping into different modalities in order to provide a wide range of experiences. Art is an important facet of life, providing an outlet for self-expression and opportunities for reflection. Students have the opportunity to explore careers in art as well as other professional areas. They develop the understanding that there are many ways to affect the world around us and that people can change the world through their art work. Students can begin to appreciate the historical context of art and the many ways art allows people to leave their mark on the world.

Each artist residency begins with a professional development session during which the teachers and artist collaborate to plan integration of the CCLS and the Blueprint for the Arts into the work the students will be doing.

09X236 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	385	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	110.2%	% Attendance Rate		92.4%	
% Free Lunch	94.8%	% Reduced Lunch		2.7%	
% Limited English Proficient	9.4%	% Students with Disabilities		25.4%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American		28.1%	
% Hispanic or Latino	69.9%	% Asian or Native Hawaiian/Pacific Islander		0.5%	
% White	1.0%	% Multi-Racial		0.2%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	23.18	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.24	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	8.2%	Mathematics Performance at levels 3 & 4		17.2%	
Science Performance at levels 3 & 4 (4th Grade)	54.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The Spring 2015 NYS ELA examination results indicate that 87.8% of grade 3-5 students at our school did not meet grade level proficiency. The Spring 2015 NYS Math examination results indicate that 81.2% of grade 3-5 students at our school did not meet grade level proficiency. Our Spring 2015 Fountas and Pinnell Benchmark Assessment results for reading indicate that 30.5% of students in grades K – 5 met or exceeded grade level benchmark. The Spring 2015 I-Ready reading assessment indicates that 37% of K- 5 students scored at or above grade level expectations. Analysis of the Accuracy, Fluency, and Comprehension scores on the Fountas and Pinnell assessment along with an analysis of the same on the I-Ready assessment shows that both inadequate comprehension and fluency are barriers to students meeting grade level benchmarks.

The 2015 Framework for Great schools report indicates that PS 236 exceeds citywide averages in the common core shifts where we scored 98 in literacy and 97 in math.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will use data to differentiate Math and ELA lessons to meet the needs of all learners including SWDs and ELLs to improve the number of students performing at or above grade level expectations by 5% in ELA and 10% in Mathematics .

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher schedules will continue to be designed to allow for common planning by grade level. Time will be committed for teacher teams to plan engaging, student centered curriculum. Teacher teams will look at student work in all content areas, and monitor and assess student progress and proficiency to drive instruction. . The master schedule will be created to allow for weekly planning meetings within grade teams, in addition to the common preparation periods.</p>	<p>All students</p>	<p>September 2015 to June 2016</p>	<p>Teachers and Administration</p>
<p>Teachers will differentiate instruction to consistently include small group instruction based on data and student work.</p> <p>Classroom Teachers will modify and differentiate Core Curriculum to ensure multiple entry points for ELLs, SWDs, struggling students and high performing students.</p> <p>Teachers will implement small group targeted instruction and use student data to improve student outcomes.</p>	<p>Students</p>	<p>September 2015 to June 2016</p>	<p>Teachers and Administration</p>
<p>Literacy coaches from Teachers College Reading Writing Project (TCRWP) provide targeted professional learning for all classroom teachers and support staff. Professional development will ensure reading and writing instruction is differentiated where books are matched to readers and strategy groups are planned around formative assessments (conference notes, checklists, rubrics). In addition to 30 scheduled visits throughout the year, the literacy coach provides support through ongoing communication and resources.</p> <p>Mathematics Coach, Ross Linegar, will facilitate a professional development cycle focused on increasing differentiation in mathematics.</p>	<p>Classroom Teachers</p>	<p>September 2015 to June 2016</p>	<p>Administration, Staff Developers, Intervention Specialist and Data Specialist</p>
<p>Teachers will continue to administer beginning, mid and end year assessments to ensure consistency of grade level instruction and student learning. Teachers will consistently use formative assessments (checklist, rubrics, conference notes, exit tickets) to drive future planning and instruction.</p>	<p>All students</p>	<p>September 2015 to June 2016</p>	<p>Teachers and Administration</p>

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.											
<ul style="list-style-type: none"> • Consultancies with Teacher’s College Reading and Writing Project and Generation Ready in Literacy and Math. • Per Diem for teacher coverage during PD cycles. • Professional Texts for all classroom teachers: 35 copies of How to Differentiate Your Math Instruction, Mindsets in the Classroom and Making Thinking Visible. • Purchase 13 classroom bundles of The Units of Study for Reading 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By January 2016, 100% of teachers will demonstrate the use of assessment data in planning for small and differentiated groups as evaluated by classroom observations, post observation conferences and informal instructional walk throughs.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The 2015 Framework for Great schools report reveals a score of 100 in social emotional measures. Parent and teacher surveys indicate a safe supportive environment. We were rated well developed in culture for learning on our 2014–2015 Quality Review.

After analyzing student performance data on all grade level assessments, it was determined that our at risk students are not demonstrating adequate progress. We need to strengthen plans for screening and providing tiered instruction and interventions for students at-risk. This would ensure a culture for learning for every student.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, through school-wide differentiated instruction focused on the academic progress of the individual student, students at-risk will demonstrate growth toward achieving higher standards as measured by a 10% increase in achievement by students previously at a Level 1 scoring at Levels 2 and 3 on Fountas and Pinnell Reading Assessment and IReady ELA Diagnostic.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-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). • Engaging families through parent workshops and activities that will support their understanding of a Supportive Environment in order to assist their children at home. 	<p>Target Group(s) Who will be targeted?</p> <p>All students</p>	<p>Time-line What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The Response to Intervention Team has developed a process to screen students requiring academic and or social/emotional support, develop strategies to meet their needs and monitor student progress in meeting goals. The team will meet in 6-8 week intervals to evaluate, discuss and support teachers and students. Families are invited for a summative conference with the RTI team and the classroom teacher to review results of intervention and to create an action plan for next steps.</p>	<p>All students K – 5, including ELLs and SWD</p>	<p>September 2015 through June 2016</p>	<p>Administration, SST/SIT Team</p> <p>Classroom Teachers</p> <p>Related Service Providers</p> <p>Parents</p>
<p>Students will continue to receive academic intervention services through the use of the following research-based reading programs: Rigby PM, Levelled Literacy Intervention (LLI) (Grades K-3), Foundations (Grades K-2), My On (all students grades K-5), and IReady instruction (grades K-5). Great Leaps will be introduced to Grades 1-5.</p>	<p>Grade 1-5 students identified at risk, ELL and SWD students</p>	<p>September 2015 through June 2016</p>	<p>Administration, Classroom Teachers, Service Providers, Staff Developers, Intervention Specialists, and Data Specialist</p>
<p>School-wide communication regarding student progress and next steps in planning and instruction will occur every 6 weeks. All service providers will be responsible for the ongoing communication of student progress and next steps in planning and instruction to all stake-holders, including students, teachers and parents posting information on master calendar and Google Drive. Administration will monitor all written and oral communication.</p> <p>Personal Intervention Plans will be recorded in the ps236.org Google Drive and will continue to document student progress and student’s response to interventions, including necessary adjustments to interventions and next steps. This resource is a living document that provides important student data and allows ongoing communication with administrators, classroom teachers, parents and students .</p>	<p>Grade 1-5 students identified at risk, ELL and SWD students</p>	<p>September 2015 through June 2016</p>	<p>Administration, SST/SIT Team</p> <p>Classroom Teachers</p> <p>Related Service Providers</p>

Saturday Academy Program for grades 3-5 and Afterschool AIS program for grades 1-3 address students' individual learning needs, while utilizing student assessment data to provide differentiated small group instruction each week.	Grade 1-5 students identified at risk, ELL and SWD students	October 2015 through May 2016	Administration, Intervention Teachers Related Service Providers
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Part 4 – Budget and Resource Alignment

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

1. Teacher per session for After School Programs and Saturday Academies.
2. Teacher per session for planning will be built into each program to allow teachers to document, analyze and share data on student progress, common needs and next steps.
3. Schedule of professional development throughout the school year designed to inform teachers of available resources and strategies, and how best to use them, to support instruction and differentiated needs of students.

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

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

Part 5 – Progress Monitoring

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

By January 31, 2016, progress will be assessed using the iReady Diagnostic and TCRWP running records.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

On our Quality Review dated January 2015, we achieved a Proficient in 4.2: Engaging in structured professional collaborations. Teachers need to work collaboratively and engage in sustained professional learning to achieve continuous improvement in pedagogy and student learning. Educators need to reflect on professional practice, collaborate and share ideas, and set learning targets so that students can achieve academic success. We need to work towards building teacher capacity and building upon reflective practices. Teachers have indicated a desire to implement instructional rounds within the school.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will engage in collaborative professional learning by using data to differentiate Math and ELA lessons to meet the needs of all learners including SWDs and ELLs to improve the number of students performing at or above grade level expectations by 5% in ELA and 10% in Mathematics.

Part 3 – 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: <ul style="list-style-type: none"> • Research-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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Professional Learning committee will plan professional development cycles for the entire school staff. Teachers will select professional learning committees based on their professional learning plans.	Teachers	September 2015 through June 2016	Professional Learning committee and administration
Grade Team Leaders will facilitate team meetings using structured protocols. Team meeting notes will be shared on Google Drive .	Teachers	September 2015 through June 2016	Administration and grade team leaders
Student Support Team (SST) will create and execute a school-wide plan for supporting teachers and at risk students. Parents are invited to a conference with SST team on a 6-8 week basis where the teacher reviews results of intervention and creates an action plan for students.	Students, teachers, Parents	September 2015 through June 2016	Administration , Student Support Team, teachers
Teacher teams will engage in instructional rounds using protocols and processes for observing, analyzing, discussing and understanding instruction that can be used to improve student learning. Instructional rounds will be focused on a specific problem of practice gaining a shared understanding of what quality teaching looks like.	Teachers	September 2015 through June 2016	Administration and teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Professional texts: 35 copies of How to Differentiate Your Math Instruction, Notice and Note and Making Thinking Visible. Purchase 13 classroom bundles of The Units of Study for Reading Per Session funding for RTI team and professional development committee Program master schedule to include up to two periods a week of common planning for all teachers Consultancies with Teacher’s College and Generation Ready Per session for additional team planning time										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

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

By January 2016, 100% of teachers will demonstrate the use of assessment data in planning for small and differentiated groups as evaluated by classroom observations, post observation conferences and informal instructional walkthroughs.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Measure of Teacher Practice data is as follows:

Domain 1- Planning and Preparation: 7% of observations were rated Highly Effective, 79% were rate Effective, 7% Developing, and 5% Ineffective

Domain 2- The Classroom Environment: 35% of observations were rated Highly Effective, 62% were rate Effective, 1% Developing

Domain 3- Instruction: 6% of observations were rated Highly Effective, 65% were rate Effective, 25% Developing, and 5% Ineffective

Domain 4- Professional Responsibilities: 10% of observations were rated Highly Effective, 83% were rated Effective, 4% Developing, and 4% Ineffective

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will engage in collaborative professional learning by using data to differentiate Math and ELA lessons to meet the needs of all learners including SWDs and ELLs to improve the number of students performing at or above grade level expectations by 5% in ELA and 10% in Mathematics.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional Learning committee will plan professional development cycles for the entire school staff. Teachers will select professional learning committees based on their professional learning plans.</p>	<p>Teachers</p>	<p>September 2015 through June 2016</p>	<p>Professional Learning Committee and administration</p>
<p>Grade Team members will take turn facilitating team meetings using structured protocols. Team meeting notes will be shared on Google drive.</p>	<p>Teachers</p>	<p>September 2015 through June 2016</p>	<p>Administration and grade team members</p>
<p>Student Support Team (SST) will create and execute a school-wide plan for supporting teachers and at risk students. Parents are invited to a conference with SST on a 6-8 week basis where the teacher reviews results of intervention and creates an action plan for students.</p>	<p>Teachers</p>	<p>September 2015 through June 2016</p>	<p>Administration , SST, teachers</p>
<p>Teacher teams will engage in instructional rounds using protocols and processes for observing, analyzing, discussing and understanding instruction that can be used to improve student learning. Instructional rounds will be focused on a specific problem of practice gaining a shared understanding of what quality teaching looks like.</p>	<p>Teachers, Administration</p>	<p>September 2015 through June 2016</p>	<p>Administration and all teachers</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Community coordinator to update the website regularly Consultancies with Teacher’s College and Generation Ready Offsite professional development to augment teacher practice</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

The Measure of Teacher Performance (MOTP) data will be used to monitor teacher growth over the course of the school year.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 families will receive specific and consistent improvement plans for students at risk resulting in 10% increase in achievement by students previously at a Level 1 scoring at Levels 2 and 3 on Fountas and Pinnell Reading Assessment and IReady ELA Diagnostic.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>A survey will be sent to families in September. Parent meetings and workshops and family events will be scheduled based on the needs of parents. We have an open door policy where parents can meet with teachers and administrators any time to discuss their child’s progress. Our school’s high expectations for student learning will be consistently communicated in variety of formats: meetings, workshops, letters, telephone outreach, family/community events.</p>	<p>Parents</p>	<p>September 2015 through June 2016</p>	<p>Parent Coordinator, Community Coordinator, School Social Worker</p> <p>Teachers</p>
<p>Parent engagement activities will be scheduled at varied times to address the diverse schedules of our families.</p> <p>Parent engagement committee will plan meaningful parent engagement/community activities during the school day, Tuesday afternoons, evenings, and Saturdays using parent surveys as a springboard for planning .</p>	<p>Parents</p>	<p>September 2015 through June 2016</p>	<p>Parent engagement committee</p> <p>Parent Coordinator, Community Coordinator, School Social Worker</p>
<p>We will strengthen outreach to community organizations in order to increase parental participation. We will continue to partner with the following Community Based Organizations: Young Audiences, Bronx Arts Ensemble, Cookshop. Activities will be planned and scheduled around the needs of our families.</p>	<p>Parents, students, teachers</p>	<p>September 2015 through June 2016</p>	<p>Parent Coordinator, Community Coordinator, School Social Worker</p>
<p>School-wide communication regarding student progress and next steps in planning and instruction will occur every 6 weeks. All service providers will be responsible for the ongoing communication of student progress and next steps in planning and instruction to all stake-holders, including students, teachers and parents posting information on master calendar and Google drive, Administration will monitor all written and oral communication.</p> <p>Personal Intervention Plans will be recorded in the ps236 Google drive and will continue to document student progress and student’s response to interventions, including necessary adjustments to interventions and next steps. This resource is a living document that provides important student data and</p>	<p>Grade 1-5 students identified at risk, ELL and SWD students,</p> <p>Families</p>	<p>September 2015 through June 2016</p>	<p>Administration, SST</p> <p>Classroom Teachers</p> <p>Related Service Providers</p>

allows ongoing communication with administrators, classroom teachers, parents and students.

Part 4 – Budget and Resource Alignment

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

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

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

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

Part 5 – Progress Monitoring

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

Attendance will be monitored on all family events inclusive of workshops, meeting, and performances.

Part 5b. In **February 2016**, 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Fountas and Pinnell Benchmark Assessment IReady Diagnostic Reading Running records	1. Leveled Literacy Intervention System(LLI) 2. Focused reading comprehension instruction IREADY Reading My On Reading 3 Getting Ready for the NYSESLAT Readers Theater 4. Reading Comprehension Vocabulary Development Constructed Response	1. Small Group Pull Out 2. ICT classes, Parallel teaching, station teaching, Small Group/ One on one instruction 3. ESL Afterschool Program 4. Saturday Academy	1. During the school day, 3-4 periods per week 2. 2 Afternoons per week 3. Saturday from 9:00 – 10:30
Mathematics	IReady Diagnostic Math Engage New York Exit Tickets	Guided Math Lessons Math Talk Problem Solving – Polya method Skill practice	Whole Class Instruction ICT classes, parallel teaching, station teaching. Saturday Academy Small Group Instruction	During the school day, during math station time. Saturday from 10:30 am– 12:00 pm
Science	End unit assessments	Science content is embedded in ELA instruction	Whole Class Instruction ICT classes, parallel teaching, station teaching. Saturday Academy Small Group Instruction	During the school day
Social Studies	End unit assessments	Social Studies content is embedded in ELA instruction	Whole Class Instruction ICT classes, parallel teaching, station teaching. Saturday Academy	During the school day

			Small Group Instruction	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referrals from classroom teachers and SST.	At risk counseling by social worker Book clubs centered on social emotional learning (SEL)	Small Group and one on one	During the school day

Section 7: 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 where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Administration staff attends hiring fairs to identify and recruit highly-qualified teachers when necessary. • Mentors are assigned to support non-tenured teachers, when necessary. • Administration allocates funds to provide teachers with the resources and tools they need to support pedagogy and to ensure students meet academic standards. • Administration purposefully plans opportunities to celebrate staff and to acknowledge their dedication to the school community and their commitment to academic excellence. • Administration allocates funds and time for teachers to participate in professional development. Teachers are encouraged to submit requests for both on-site and off-site professional development that meets their individual needs and aligns with as school-wide academic initiatives.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>In order to ensure the effectiveness of teacher teams and professional collaborations, teachers will be provided with time to meet, observe, plan, implement, and assess. Teachers will be given material resources to ensure their teaching is effective and their students are successful. Lastly, administration will provide learning opportunities that will foster mutual respect, collaboration and interdependence.</p> <p>All our staff (inclusive of teachers, paraprofessionals, support staff and administrators) is engaged in inquiry-based professional collaborations that value reflective practices.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	345,227.00	X	12,14, 17, 19, 21
Title II, Part A	Federal	157,554.00		
Title III, Part A	Federal	11,200.00	X	12,14, 17, 19, 21
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,160,205.00	X	12,14, 17, 19, 21

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. 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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP 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 PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current 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 Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 236**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, 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. **PS 236** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind 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;

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) Template

PS 236, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, 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:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

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;

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;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 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](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Langston Hughes Young Explorer</u>	DBN: <u>09x236</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>34</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: All ELLs are invited to participate in the Title III after school program. The Title III after school program will service 34 ELLs in Kindergarten through 5th grade. The program will house all levels of ESL learners across grades K-5. There are 8 Kindergarteners who were identified as ELLs based upon the NYSITELL. Based on 2014 NYSESLAT results, proficiency levels for students in Grades 1-5 break down as follows: Grade 1: 2 Beginners, 2 Intermediates, 4 Advanced; Grade 2: 1 Beginner, 3 Intermediates; Grade 3: 1 Beginner, 2 Intermediates, 2 Advanced; Grade 4: 4 Advanced; Grade 5: 1 Intermediate, 4 Advanced.

The program will meet on Wednesday and Thursday afternoons for 80 minutes each day from January 7, 2015 through April 30, 2015. In order to address the needs of our English Language Learners, the students will be grouped by grade level. The program will be comprised of four (4) classes divided as Grade K, Grades 1-2, and Grades 3,4 & 5. Students will be further subgrouped by proficiency level in Grades 1-2 and Grades 3, 4, & 5 to ensure tailored instruction according to student need.

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

Approximately 50 minutes of each session will be devoted to literacy. In the lower grades we will focus on initial/beginning sounds, final/ending sounds, and blends using various literacy games and online activities for reinforcement. Rigby leveled readers will be used for guided reading instruction. "Let's Talk About It" by Mondo Publishing will be used to support oral language, vocabulary development and shared and independent writing. Upper grade ELLs who must take the ELA test in April will participate in an ELA block to improve their literacy skills in English. "HOT Topics" (High Interest Reading) by Evan Moor Publishing will be used to give direct instruction of reading strategies through the use of engaging text. Each lesson is leveled and has a specific reading strategy, explicit teaching of key vocabulary words and text features, guided reading strategies to improve comprehension, and opportunities to reflect on the reading through discussion and written response. There is an accompanying audio CD specifically designed to give extra support to English Language Learners.

In addition, all grades will use Continental Press' Empire State NYSESLAT, which is designed to replicate each section of the NYSESLAT and assist in familiarizing the students with the state assessment. This program gives practice in multiple-choice, written response, and oral-response questions through the listening, reading, writing, and speaking domains. This portion of the after-school session will last approximately 30 minutes.

Four teachers will provide direct instruction in the after school program--three certified ESL teachers and a certified bilingual (Spanish) teacher. Instruction will be in English, with native language support when necessary.

Part C: Professional Development

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

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

Begin description here: _

Our school's professional development program is extensive and ongoing. All teachers of English Language Learners are included in the professional development opportunities. Teachers who work in the Title III after school program will participate in a study group once a week after school and use an inquiry approach in planning and evaluating the instruction that is delivered to the children. We will use "Making Content Comprehensible for English Learners: The SIOP Model" by Jana J. Echevarria, MaryEllen Vogt, and Deborah J. Short as the text to guide our discussion. Our goal is for teachers to begin planning and implementing lessons incorporating the model of sheltered instruction.

- In addition to the study group, Title III staff who attend workshops and conferences offered by Children First Network 109 and New York City Department of English Language Learners and Student Support (DELLSS) are required to turn-key information learned.

- As of the 2014-2015 school year, we have joined the Teachers College Reading and Writing Project (TCRWP). We have two TCRWP site-based staff developers, 1 for grades K-2, and 1 for grades 3-5. The staff developers will each provide 10 days of in-house professional development. Each staff developer provides demonstration teaching and collaborative coaching within classroom lab sites for teachers to learn the structures, methods, and expectations for a rigorous reading and writing workshop. Classrooms of teachers of ELLs are the designated lab sites on each grade level.

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

--Strategies for Reading for English Language Learners Who Struggle (and for All Your Readers!)

--Small Group Work in Reading and Writing with English Language Learners: Practical and Powerful Methods for Assessment-Based Teaching Across Many Contexts

--A Day for Families: Supporting a Child's Reading and Writing Takes ALL of Us, Working Together

--UDL and the Reading Workshop: Strategies for Helping Move Students Who Currently Struggle With Reading

--Book Clubs and Partner Talk for English Language Learners: Comprehension Through Conversation

— Our TCRWP staff developers not only provide in-class lab site work, but also lead a study group aligned to each grade level. Teachers work together to help our classrooms focus on data-based instruction, the Common Core standards, content area literacy, the Danielson framework, and using formative assessments to support students' progress along learning pathways. All teachers of ELLs are included in these study groups.

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

Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _____

PS 236 has a high degree of parent involvement on the part of parents of ELLs. The relationship of our school community with our parents is one of mutual respect and cooperation. Our purpose is to provide the best possible learning environment to allow all students to achieve their highest potential. Last year we had 299 parents (83%) respond to our Learning Environment Survey. In 2013-2014, we had 250 parents (75%) respond to the Department of Education School Survey. 96% of parents surveyed said they strongly agree or agree that "the school keeps me informed about services for me or my child, such as tutoring, after-school programs, or workshops at school". 99% of parents surveyed strongly agree that our school communicates with them in a language that they can understand. All materials and correspondence sent home from the school are provided in both English and Spanish and an interpreter is present at any parent-teacher meeting where it is necessary. Our entire bilingual staff has helped to develop a very dynamic group of parents who participate in all school affairs and activities and serve on the Parent Association. The parents of our ELLs are afforded equal access to all school programs and are welcome to join all activities. Interpretation services in Spanish are provided at all gatherings involving parents.

We ensure that parents' needs are met through a variety of ways: our September "Curriculum Night", Parent-Teacher Conferences, the Department of Education School Survey, Face to Face Interviews, ARIS Parent Link, open communication with our social worker and bilingual (Spanish) parent coordinator, and informal parent-teacher meetings and communication.

Our school works very closely with many community based organizations and outside agencies to ensure that our parents' social and emotional needs are addressed and that they are well informed about topics of their interest. Parent meetings and workshops for parents of ELLs are held monthly, in the morning, and address the following topics: (Spanish interpretation is provided)

- October, 2014-Strengthening the Connection Between the Home and School-Discussing the school role, providing support to parents' disciplinary efforts, discussing assessments: NYSITELL, NYSESLAT, NYS ELA, NYS Math, NYS Science. Testing modifications will be discussed where applicable.

- November, 2014-The Middle School Application Process-Navigating the NYC public middle school application process and identify appropriate school choice for your child, including students with disabilities and English Language Learners

- December, 2014-Addressing Challenging Behavior at Home-Practical tools to understand and address challenging behavior at home.

- January, 2015-No Bullying!-Minimize the risk that your child will be bullied-or will be a bully. How parents can work with the school to confront this problem.

- January, 2015-Facebook to Texting--Living a Safe and Positive Digital Life.

- March, 2015-Learning the essential elements of advocacy that parents need to resolve disagreement in any system, including entitlements, business, medical or education

-December, 2014-Ongoing monthly workshop for families based on the "Cookshop" program.

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

Based on the communication that the social worker and parent coordinator have with parents, topics for future parent workshops are solicited and encouraged. 98% of parents responded in the 2013-2014

Part D: Parental Engagement Activities

Department of Education School Survey that they strongly agree or agree that our school is responsive to parent feedback. All materials and correspondence sent home about the workshops is provided in both English and Spanish and meetings are conducted in both languages.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing 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 serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 09	Borough Bronx	School Number 236
School Name Langston Hughes Young Explorers Academy		

B. Language Allocation Policy Team Composition

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

Principal Afrina Talukdar, I.A.	Assistant Principal Donna Wright-Bauer, I.A.
Coach Susan Tasch	Coach type here
ENL (English as a New Language)/Bilingual Teacher Susan Rust	School Counselor Rosa Camilo
Teacher/Subject Area J. Ramirez/Gr. 1	Parent Arelys Alequin
Teacher/Subject Area J. Torres/Gr. 2	Parent Coordinator Gilberto Valette
Related-Service Provider R. Thomas	Borough Field Support Center Staff Member type here
Superintendent Leticia Rodriguez-Rosario	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	5	Number of certified bilingual teachers not currently teaching in a bilingual program	4	Number of teachers who hold both content area/common branch and TESOL certification	5
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	3
Number of certified ENL teachers not currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	314	Total number of ELLs	37	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	34	ELL Students with Disabilities	12
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	34			3			0			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	9	5	1	5	3								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	0	1	3	0	0								0
Emerging (Low Intermediate)	3	1	0	0	0	0								0
Transitioning (High Intermediate)	5	1	0	0	0	1								0
Expanding (Advanced)	1	4	1	2	3	3								0
Commanding (Proficient)	0	0	0	0	1	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total					3	2								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	0	0	0	0
4	3	1	0	0	0
5	5	2	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	4		0		0		0		0
4	1		3		0		0		0
5	6		1		0		0		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	4		0		0		0		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Early literacy skills of ELLs in grades K - 3 were assessed using the Fountas and Pinnell and the I-Ready online assessment along with frequent teacher observations and informal running records for the 2015-2016 school year. The total school population scored 72% at levels 1 and 2 and 28% at levels 3 and 4 on the Spring 2015 Fountas and Pinnell Assessment. Our ELL population scored 97% at levels 1 and 2 and 3% at levels 3 and 4 for the same assessment. The I-Ready results back this data up and provide a more detailed breakdown of the specific skills that our students still need to master. This indicates that there is a discrepancy between the reading achievement of our ELLs and our general population.

Our instructional program is based on a balanced literacy approach. Students are assessed and their needs are addressed through mini lessons, small group instruction, individual assistance, and computer assisted learning activities. An examination of the data for our ELLs indicates that more Tier II interventions are appropriate and will be provided through our day program, Afterschool AIS Program, and Saturday Academy for grades 3 - 5. ELL students are included in all RTI Tier I and II activities on their grades. All ELL students will receive customized online intervention utilizing the IReady instructional program. ELL students will also receive targeted intervention as part of an ESL Afterschool Program beginning in November, 2015.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The following is an analysis of the Spring 2015 NYSELAT results: One student performing at the beginning level in Spring 2014 performed at the Emerging level in Spring 2015. Two students performing at the Intermediate Level in Spring 2014 performed at the Entering Level in Spring 2015, two students performing at the Intermediate Level in Spring 2014 performed at the Emerging Level in Spring 2015, one student performing at the Intermediate Level in Spring 2014 performed at the Transitioning Level in Spring 2015, and one student performing at the Intermediate Level in Spring 2014 performed at the Expanding Level in Spring 2015. Seven students performing at the Advanced Level in Spring 2014 performed at the Expanding Level in Spring 2015 and one student performing at the Advanced Level in Spring 2014 performed at the Commanding Level in Spring 2015. Twentythree students were identified as students who speak a language other than English and were administered the NYSITELL. One student performed at the Entering Level, one student performed at the Emerging Level, two students performed at the Transitioning Level,

eight students performed at the Expanding Level, and eleven students performed at the Commanding level. One ELL student, who is also a student with a disability, is repeating Kindergarten and performed at the Intermediate Level on the Fall 2014 NYSITELL. 20% of our ELLs are students with disabilities.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

An examination of our Annual Measurable Achievement Objectives (AMAO) reveals that our ELLs are not meeting our AMAO each year. While many of our ELLs make progress within the proficiency levels, not enough students are achieving English language proficiency. A deeper analysis of our ELL population reveals that 25% of ELLs are also Students with Disabilities (SWDs), 62% have received 2 or less years of ENL service, 26% have received 3 years of ENL service, and 12% have received more than 3 years of ENL service. We can see progress within the proficiency levels and between proficiency levels, but few students are achieving English Language proficiency. We are using our ELL data to target specific instructional areas for additional support and to structure our Afterschool ENL Program.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Our program provides ENL service, which is conducted entirely in English, therefore no assessment nor comparison is conducted in the native language.

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

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

Number of years of instruction in a bilingual education or English as a new language program

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

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

6. How do you make sure that a student's new language development is considered in instructional decisions?
- Instructional decisions involving ELLs are made with input from ENL or Bilingual teachers and our Bilingual Coordinator. Inclusion in programs during the school day and afterschool is determined based upon both ELA and Math data as well as NYSESLAT/NYSITELL data. Unit planning is done using a collaborative model, providing entry points and opportunities for success for ELLs as well as SWDs. ENL teachers use best practices in ENL education when planning instruction for their ELL students.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

n/a

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

For students who are new to the NYC Public School system, 09X236 administers the Home Language Survey (HLIS) to determine the student’s home language as part of the enrollment and registration process. The HLIS is completed in the parent’s native language, if available, and an interview is conducted with both the parent and student in English and the home language. Our school’s ELL coordinator, Ms. Susan Rust, conducts the interview with parents and students to ensure proper completion of the HLIS and Other Than English Language Exposure (OTELE) Alpha code. Ms. Rust is proficient in Spanish and can conduct the interview with Spanish speaking parents in their home language. For other languages, we make use of qualified interpreters and translators of the language, including over-the-phone interpretation services available through the DOE’s Translation and Interpretation Unit. Completed HLIS forms are placed in the student’s cumulative file and remain on file in the Main Office.

Based on the interview, reviewing the student’s school work (if available) and/or reviewing the student’s Individualized Education Program (if applicable), NYSITELL eligibility is determined. If an initial determination is made that the child is NYSITELL eligible, the parent is informed that the child will be assessed using the NYSITELL and explained its purpose. The NYSITELL is administered within 10 days of the student’s enrollment in the NYC Public Schools. If the student’s home language is Spanish and he/she is newly identified as an ELL based on the NYSITELL results, the Spanish LAB is administered during the same 10 day testing window. Within 5 school days of ELL determination, 09X236 informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents’ preferred language.)

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

At this time, we have not had any students enroll at 09X236 who are students identified as SIFE (Students with Interrupted/Inconsistent Formal Education). Should that occur in the future, we will follow all steps outlined in the “ELL Policy and Reference Guide” for identifying SIFE students within 30 days of their enrollment. Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

Within 30 school days from initial enrollment the school will make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We follow all of the same steps as outlined on the preceding pages to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we will proceed with the SIFE Identification Process as outlined below for students who are

- Newly identified ELLs, and
- In grades 3 to 5, and
- At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results

SIFE Identification Process

1. We will administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS)

Initial SIFE status must be indicated in the DOE’s data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

At PS 09X236, newly enrolled students with IEPs are required to follow the same general intake procedures as students without IEPs. The parent must complete the HLIS and the ELL coordinator interviews both the parent and the student. However, if it is determined that the child with an IEP has a home language other than English, a Language Proficiency Team (LPT) is formed and the team reviews evidence of the student’s language development. At 09X236, the LPT is comprised of: our I.A. Principal Ms. Talukdar, our ELL coordinator Ms. Rust, our IEP teacher Ms. Perkins, the student’s classroom teacher, and the student’s parent or guardian. An interpreter or translator of the language the parent best understands is present at each meeting of the LPT. The “Language Proficiency Team NYSITELL Determination Form” is completed during the meeting. The LPT determines whether the student should take

the NYSITELL and considers evidence of the student's English language development. Evidence can include the student's history of language use in school and at home, the results of the student's IEP assessments, and information provided by CSE as to whether the student's disability is the primary factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the LPT determines whether the student should take the NYSITELL or whether the student's disability is the primary factor affecting whether the student can demonstrate proficiency in English and should not take the NYSITELL. The recommendation is then sent to the superintendent and the superintendent has 10 days to accept or reject the LPT's recommendation. Depending on the superintendent's decision, the student is administered the NYSITELL (or not) and the parent is notified. The "NYSITELL Determination Form" is completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement and non-entitlement parent notification letters are distributed by Ms. Rust, our school's ELL coordinator within 5 school days after the NYSITELL is scanned and score is determined. Ms. Rust generates the NYCDOE standard parent notification letters in the parents' preferred language and distributes them to the students' classroom teachers to be given to parents. If parents have any questions about their child's entitlement or non-entitlement, the letter directs them to contact Ms. Rust or Mr. Valette, the parent coordinator (who will, in turn, give the message to Ms. Rust) at the school.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

Parents are informed that they have the right to appeal ELL status within 45 days of enrollment within the body of the entitlement parent notification letter. The parent receives this letter in their preferred language within 5 school days after the NYSITELL is scanned and the score is determined. The letter encourages the parent to contact Ms. Rust or Mr. Valette, the parent coordinator (who will give the message to Ms. Rust) at their earliest convenience to discuss if the parent feels their child's ELL status should be reviewed and/or reassessed. The letter states explicitly that this contact must be made within 45 days of their child's enrollment in school in order for the review to occur.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

a. During the first ten days of school, after the NYSITELL has been administered and scanned and score has been determined, an invitation to the parent orientation is given to the parents of eligible students in their native language (if available). Ms. Rust, our ELL coordinator, conducted the orientation in Spanish and English during our "Meet the Teachers" evening in September. Common Core Learning Standards, assessments, and school expectations for English Language Learners were also discussed.

Orientation was held on a one-to-one basis for parents who had not been able to attend the first orientation. As new students register throughout the year, the orientation will be provided on a one-to-one/small group basis with translation as necessary/available.

During orientation, parents of the eligible students viewed the "Parent Orientation" video provided online by the NYC Department of Education's Department of English Language Learners and Student Support (DELLSS). At the conclusion of the video, the three program choices, (TBE, Dual Language, and Freestanding ESL) were reviewed and explained and parents were provided the opportunity to ask questions.

Descriptions of each program model were reviewed with parents so that they could make an informed choice as to which program they would prefer to select for their child. In order to ensure parents understand all three program choices, all necessary forms were available in their native language (as available). Parents completed the program selection forms immediately after viewing the video and having the opportunity to ask questions and after the review of the three program choices. Parents are encouraged to fill out the Parent Survey and Program Selection forms immediately following orientation so that their child can be placed in the correct age-appropriate class as soon as possible within the 10-day window. Up to this point, we have not had any parents who have not complied and not filled out the Parent Survey and Program Selection forms while not in the presence of Ms. Rust.

is point, we have not had any enrolled students identified as SIFE. Should we have any future students enroll who we initially determine to be SIFE students, we will follow the procedures set forth in the English Language Learner Policy and Reference Guide.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The parents of our newly enrolled and newly identified ELLs at 09X236 are encouraged to fill out the Parent Survey and Program Selection form immediately after attending the orientation and viewing the "Parent Orientation" video. After the parents complete the program selection forms, Ms. Rust explains to the parents that although there are three programs offered within the NYC Public Schools for ELL students, 09X236 currently only offers one program choice, ENL. She provides more detailed information regarding our ENL program and the number of periods of standalone and integrated ENL their child will be eligible for, as per the CR Part 154 mandates for language instruction. She also explains that if any parent made a first choice selection of programs not currently offered in our school, that they are eligible to transfer their child to another school where the parent's selection is currently available

(and that our school would work with the parent to contact the Office of Student Enrollment and DELLSS). However, if the parent opts to remain in our school, they are informed their child will be immediately placed in our school's ENL program and will immediately begin receiving ENL services.

Parents are informed that their program selection is for one school year, however, staying in the same program that they select until their child is no longer entitled to receive services will help their child succeed. Once the student's program has been determined, 09X236 sends a placement letter (in the parents' preferred language) to the parent, indicating the program in which their child has been placed.

We understand as per CR Part 154.2 that if a form is not completed or returned, the student may be placed in a bilingual program if there are sufficient numbers of students in the school to do so. Otherwise, the student will be placed in a Freestanding ENL/ESL program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Our school, 09X236, makes every effort to have parents complete the Parent Survey and Program Selection forms in a timely manner, in the presence of a staff member who is available to answer any questions the parent might have during completion of the forms. We think this is the most efficient way to monitor their completion and return, while still giving parents the opportunity to ask any questions that might arise. Up to this point, we have not had any parents view the "Parent Orientation" video and then not return the Parent Survey and Program Selection forms immediately.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notification letters are immediately distributed to the parent at the time of completion of the Parent Survey and Program Selection forms. If, during the time of program selection, a parent's program choice is not currently available at the school, the parent is informed that their selection is not currently available. The parent is provided with the following options: keep the student enrolled at 09X236 in our available program, ESL/ENL, or transfer their child to a different school where the parent's selection is currently available. 100% of our parents have chosen to keep their child enrolled at 09X236.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
As according to the ELL Policy and Reference Guide, all ELL related documents are kept in the student's cumulative record. Additionally, an ELL binder is kept in a central location. The binder includes dated and signed copies of each student's: HLIS, Parent Survey and Selection Form, Program Placement Letter, Entitlement Letter (for newly identified ELLs), Continued Entitlement Letter (for continuing ELLs), Non Entitlement Letter, and Language Proficiency Team NYSITELL Determination Form (as applicable).
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Each spring, 09X236 administers all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. The RLER report generated from ATS identifies all NYSESLAT-eligible students. All subtests are administered during the administration window. The ESL teachers administer the exam as per the regulations from the State and follow a schedule for testing as provided by the Testing and ELL coordinators. All security procedures regarding State tests are followed and teachers administering the exams sign out the test booklets before testing administration and sign them back in when test administration is completed each day. The ELL and Testing coordinators work together to make sure that all students are tested on each day of testing and that all students absent for any part of the exam receive a make-up exam during the test administration window. All students with disabilities are provided with the testing accommodations authorized by their IEP or 504 plan, with the exceptions of: Reading questions may not be read to any student and Writing questions may not be corrected for spelling, grammar, paragraphing, or punctuation, nor may students receive assistance with their Writing responses.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support parent notification letters in English and Spanish were distributed by Ms. Rust to the students' classroom teachers to be given to parents to inform them of their child's continued entitlement for ESL services. The parents we asked to sign and return the letters and Ms. Rust returned a copy to parents and retained the original for ELL binder. A copy was also placed in the students' cumulative records.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Over the past few years, the program choices of our currently enrolled ELLs have trended this way: 2013-2014: TBE—0 DL—0 ESL—4 2014-2015: TBE—1 DL—2 ESL—5 2015-2016: TBE—2 DL—7 ESL—3
In past years, our school program has provided ESL/ENL to reflect the first choice of the majority of parents of our newly enrolled ELLs. This year, the results trended toward an interest in a Dual Language program. When parents were informed that a Dual Language program was not currently available in the school, 100% elected to keep their child enrolled at our school in our available program, ESL/ENL. At this time, our school will continue with our ESL/ENL program, as it would be disruptive to our students' success to change programs mid-year. However, a Dual Language program will be considered for future programming to reflect parents' preference

Part V: ELL Programming

A. Programming and Scheduling Information

- 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]).
 - Freestanding ENL program.
Our school employs an integrated ENL model for our Freestanding ENL program. Our ELLs in grades K, 1, and 2 are instructed in ICT classes with a dually certified ESOL and Common Branch (K-6) teacher partnered with a Special Education teacher. The students in the classes are a mix of general education students, general education heterogeneous [mixed proficiency levels] ELLs, special education students, and special education heterogeneous [mixed proficiency levels] students. Our ELLs in grades 3 and 4 are also instructed in ICT classes with a mix of general education students, general education ELLs [mixed proficiency levels] special education students, and special education ELLs [mixed proficiency levels], with the push-in services from an ESOL/Common Branches teacher. The Grade 5 ELLs are all general education homogeneous [Expanding proficiency level] students in a general education class and also receive push-in services from an ESOL/Common Branches teacher. There is also one Commanding level student in that class who receives additional services from the push-in teacher.
 - TBE program. *If applicable.*
n/a
 - DL program. *If applicable.*
n/a
- How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
The ENL teacher in each class is aware of the proficiency level of each ELL. She provides weekly either 180 or 360 minutes of ENL as appropriate. In grades K, 1, & 2, the ENL instruction is embedded into regular classroom instruction since the ENL teacher is in the class full time. The ENL periods are noted on the class program card and in the teacher's plans for those periods. Entering level students receive 180 minutes of instruction specifically devoted to ENL and 180 minutes of instruction in ENL/ELA. Emerging level students receive 90 minutes of instruction specifically devoted to ENL and 180 minutes of instruction in ENL/ELA, with 90 minutes of instruction in Integrated ENL/content area. Transitioning level students receive 90 minutes of instruction in ENL/ELA and 90 minutes of instruction in Integrated ENL/content area. Expanding level students receive 190 minutes of instruction in ENL/ELA and in a content area.
In grades 3, 4, and 5 the students receive services weekly from the push-in ESOL/Common Branches teacher. Entering level students receive 180 minutes of instruction specifically devoted to ENL and 180 minutes of instruction in ENL/ELA. Emerging level students receive 90 minutes of instruction specifically devoted to ENL, 180 minutes in ENL/ELA, and 90 minutes of instruction in Integrated ENL/content area. There are no Transitioning level students in Grades 3, 4, or 5. Expanding level students receive 180 minutes of instruction in ENL/ELA or other content areas. Our one Commanding level student receives 90 minutes of instruction in a content area. Students who are enrolled in an ENL program do not receive Home Language Arts (HLA) instruction.
- Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Core content instruction in our all push-in ENL program is delivered in an English Language Development model, which provides instruction in English with supports to help ELLs with the acquisition of English Language vocabulary in each content area. In order to target language and literacy development across content areas, ELLs work in small groups with the ENL teacher to review vocabulary, discuss and reinforce concepts, and see visual displays to enhance ELA and content area understanding. The ENL teacher uses strategies to scaffold the instruction of the class to help make content accessible and comprehensible and to meet the demands of the Common Core Learning Standards. The push-in model also has the benefit of English-proficient peers who are able to act as language models to the ELLs.
- How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our balanced literacy program, the Teacher's College Reading and Writing Project (TCRWP) provides instruction in all four modalities. Students listen to reading, write about reading, independently read and reflect on their reading, participate in guided reading groups, and work on many cooperative class projects and classwork throughout the day. The ESOL teachers are aware of the specific needs of the ELLs and provide additional support by grouping them during work periods. The teachers assess their skills in all four modalities by using formative assessments, daily classwork, homework as well as unit assessments and other summative assessments, like MOSLs and benchmark reading assessments.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

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

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

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

d. Long Term - The academic progress of long term ELLs will be tracked and examined to identify trends, patterns, and barriers to language acquisition. These students will receive very focused instruction designed to meet their specific learning needs as identified by both formative and summative assessment. They will be included in all school programs for which they qualify and every effort will be made to identify learning gaps that may be contributing toward their lack of adequate progress in language acquisition.

e. Former ELLs up to two years after exiting ELL status - All students who achieve a proficient language acquisition level on the NYSESLAT will continue to receive support from an ENL teacher for two years after exiting the ELL status. They will receive 90 minutes of support instruction each week with frequent progress monitoring to ensure that the student continues to have adequate access to all curriculum areas.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

Teachers of ELLs and SWDs provide comprehensible input (speak more slowly, use gestures and body language, etc) to get meaning across to their students. Many visual representations are used to for vocabulary and to introduce new concepts. Teachers link new information to prior knowledge as well as the students' personal, cultural, and world experiences. Key concepts for a unit are presented in child friendly language and language objectives are set for their students. Vocabulary instruction is modified to provide more direct instruction including practice in pronouncing new and content related words. Small group instruction allows ELLs and SWDs to be included in all learning in the

Chart classroom. Cooperative group work gives the ELLs authentic reasons to use academic vocabulary and real reasons to discuss key concepts with their peers. Additionally, homework and assessment is modified as necessary to allow ELLs and SWDs better access. Alternative types of assessment that allow for more oral, visual, or physical responses may better suit the needs of students who are still acquiring English language. All instruction is based upon assessed needs through the evaluation of student work, formative assessments, and summative assessments.

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

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

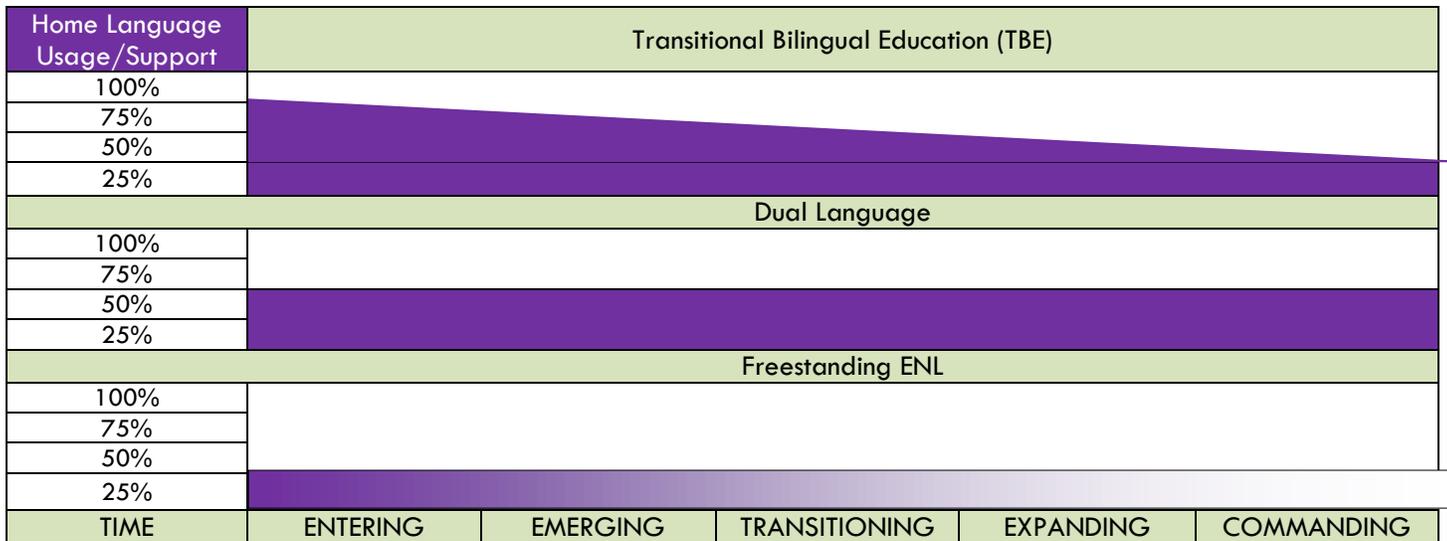


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. At PS 236/173 we understand the importance of targeting all learning modalities of students by using many manipulatives and hands-on activities to teach content area curriculum. Our content area curriculum is based on NYCCLS standards with instruction tailored to the proficiency levels of the ELLs. As per the CCLS, Social Studies and Science content is embedded in our literacy instruction. Students targeted for additional support in Social Studies or Science receive Tier I interventions within the regular classroom. Student ability and progress in Mathematics is monitored through the Engage NY program baseline assessments along with the checkpoint assessments for each unit. ELLs who are found to be in need of intervention receive instruction as follows: Grades 1 - 3 receive RTI Tier II intervention two times per week during our AIS after school program, Grades 3 - 5 students receive RTI Tier II interventions during our Saturday Academy. Students who can not attend on Saturday receive RTI interventions three times per week on a push in basis. Our ELLs are supported by scaffolded lessons that allow them to demonstrate their learning with a variety of activities such as: role-playing, presentations, experiments, and theme-culminating projects. The language of instruction is English, as guided by the program models. The students work in groups and their tasks and assignments are project based with language and content objectives. Content specific word walls with visual representations of words aid in the understanding of content area vocabulary and comprehension. Assessments, tasks, and instruction are differentiated to give all students an opportunity to demonstrate learning and knowledge of concepts.
- Students who are identified as at risk and in need of additional academic intervention are referred to our Student Support Team (SST) where a team comprised of the classroom teacher, literacy coach, social worker, principal, and an ESL teacher develop an academic intervention action plan with specific goals and timelines for the individual student. Parents are included in the goal setting and take an active role in helping their child to continue to develop language skills at home. These goals are reviewed and revisited periodically and modifications are made as necessary.
- All ELLs K-5 are invited to participate in the Title III after school program. Students are grouped by grade and proficiency level to meet their instructional needs. Lessons focus on specific skills determined by the analysis of the data of previous NYSESLAT results, as well as formative and summative classroom assessments along with the Spring 2015 ELA results. The program also addresses the needs of the students in preparation for the NYSESLAT.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- An examination of our NYSESLAT data indicates that we are meeting the speaking and reading needs of the ELLs in our program. The NYSESLAT results of the listening and the writing modalities indicate that greater support is needed in the modalities of listening and writing. As of the 2014-2015 school year, we joined the Teacher's College Reading and Writing Project (TCRWP), which provides instruction in all four modalities. Students listen to reading, write about reading, independently read and reflect on their reading, participate in guided reading groups, and work on many cooperative class projects and classwork throughout the day. We have 2 site based TCRWP staff developers, one for grades K-2, and one for grades 3-5. The staff developers will each provide 15 days of in-house professional development. Each staff developer provides demonstration teaching and collaborative coaching within classroom lab sites for teachers to learn the structures, methods, and expectations for a rigorous reading and writing workshop. Kindergarten and grade 1 classes participate in "WOW", a vocabulary program with increased read aloud activities and a deeper look at comprehension which requires the use of DOK level 3 and 4 skills.
- All teachers of ELLs have identified the ELL students by proficiency level and plan appropriately for them during all lessons. The ESL teacher works with the ELL students full time, so best practices in ESL can be incorporated into reading, writing, mathematics, social studies, and science as well as art, music, and drama. Additionally, ESL instruction is provided during the specified ESL periods as per CR Part 154-2 mandates for minutes of instruction; 2 units of study per week for Entering and Emerging learners, and 1 unit of study per week for Transitioning and Expanding learners as indicated on each ESL teacher's program card.
12. What new programs or improvements will be considered for the upcoming school year?
- We will be implementing the Teacher's College Reading and Writing Project curriculum in both writing and reading this year. While planning for the Units of Study the distinct needs of the ELLs will be considered and appropriate instructional modifications will be made. Students will be registered and will use the Mathletics online program for extra support in mathematics. This program can present content in both English and Spanish, which may help to support better content understanding for many of our ELLs.
13. What programs/services for ELLs will be discontinued and why?
- We will not be discontinuing any programs/services for ELLs this year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELL students are afforded equal access and participation in all academic and extracurricular activities. Our ELLs are given the opportunity to participate in enrichment activities during the school day. Our school participates in a visiting artist program through Young Audiences, and each class in the school has a residency with an artist. We have also partnered with Young Audiences and Teachers College to provide after school enrichment programs in Technology, Dance, Art, and Pottery. In addition there is a PS

236 after school chorus and band that some of our ELLs are invited to join. The programs offer extended learning opportunities that address oral language development, building vocabulary, reading, listening, and following directions.

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

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
All classrooms utilize visual supports in the form of pictures, videos, and games to support vocabulary development, We use Language Power for our afterschool
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
At this time, all content area instruction takes place in English with support from the ESL teacher. Many of the classroom teachers are licensed bilingual teachers who are able to provide native language support for conceptual clarification. In addition, many paraprofessionals and members of the educational support staff in our school are bilingual in Spanish. The native language support given is social in nature, allowing students to express personal needs in Spanish until they are comfortable expressing them in English. No specialized materials or programs are utilized. Take home books are available in Spanish. All academic subjects are taught in English as per the ENL model.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required services and resources support and correspond to ELL's ages and grade levels. We understand the importance of targeting all learning modalities of students by using many manipulatives and hands-on activities to teach content area curriculum. Our ELLs are supported by scaffolded lessons that allow them to demonstrate their learning with a variety of activities such as: role-playing, presentations, experiments, and theme-culminating projects. The language of instruction is English in the ENL classes. The students work in groups and their tasks and assignments are project based with language and content objectives. Assessments, tasks, and instruction are differentiated to give all students an opportunity to demonstrate learning and knowledge of concepts.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
For all pre-registered Kindergarten students, an orientation is held at the end of the previous school year. Parents are invited to visit the classrooms and inquire about the school's curriculum and expectations. Pamphlets about the state curriculum and a parent handbook are distributed in both English and Spanish. Translation services are available during this time. In addition, our school holds a "Curriculum Night" in September, when both currently enrolled and newly enrolled students' parents have an opportunity to visit their child's classroom, meet the teachers, learn about what their child will learn during the school year, and learn about the expectations of the school and their child's teachers. Pamphlets about the state curriculum and the New York City Schools' discipline code are distributed in both English and Spanish. Translation services are available during this time. A meeting is held after the NYSITELL exam is administered that allows parents to view the NYCDOE Parent Orientation video for the parents of ELLs. The programs are explained and discussed and the parents complete the Parent Choice form and survey indicating their preference of program for their children.
19. What language electives are offered to ELLs?
Our school does not offer language electives.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. 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.)

We have purchased the consultant services of several expert consultants to assist us in our professional development regarding ELLs and all students at our school. The teachers of ELLs to write Units of Study that are differentiated for our ELLs and take part in Professional Development throughout the year. Teachers of ELLs and the Assistant Principals attend outside workshops and conferences that will help to build their core knowledge about effective practices in teaching ELLs. Our professional development program is designed not only to support the learning of the classroom teachers but also serves as an inquiry model for our staff. Our teachers will have the opportunity to engage in learning activities that will give them the tools to build the students' language proficiency, vocabulary, reading comprehension and fluency; and they will begin to focus on using data to support their instruction. All staff members are provided opportunities to attend outside professional development offered by the Department of Education's Office of English Language Learners and New York State Bronx BETAC. Staff members are offered the opportunity to attend a series of workshops centering on providing RTI services for ELLS.

The staff members servicing the students in the Title III after school program will participate in study groups and collaborative planning for instruction for 60 minutes per week when our after school program begins in November. The collaborative planning sessions are designed to give the teachers the opportunity to examine student work and plan appropriate learning opportunities based on student needs and proficiency levels aimed at meeting the CCLS in all four modalities of learning. During the meetings teachers are able to share their best practices as well as present issues to the group for assistance or clarification.
2. 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?

Our staff is provided with access to outside workshops and we conduct training during grade level meetings on the implementation of the Common Core Learning Standards. All instruction is linked to the standards and assessment is linked as well. Teachers of ELLs are provided with opportunities to apply best practices in core instruction along with best practices in the teaching of ENL to their instruction. Teachers of ELLs are expected to provide appropriate differentiation as is evident during classroom observations and through lesson plans.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

We hold parent information meetings to discuss the availability of programs for ELLs within the available middle schools. Our parent coordinator works with individual families to help them find a middle school that will be appropriate to the needs and interests of their children. We invite some of the most popular middle schools serving our students to an assembly program to present their programs to our students.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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

C. Parental Involvement

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

Teachers of ELLs schedule meetings with the parents of their ELLs to discuss language development and the goals of the program, assessment results, and language development needs in the content area during the parent engagement time provided each Tuesday. Additional meetings are scheduled as the year progresses to discuss changes in goals and in needs due to progress within the program.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Copies of the letters sent home scheduling the meetings as well as sign in sheets indicating parent attendance at the meeting are kept in the ESL compliance binder. All parent contact is recorded on the Parent Contact Form in use in the school.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The Parents of our ELLs are very active participants in school events, on school committees, and with the Parent Association. They are invited to attend all scheduled parent involvement workshops and interpretation services are provided at all workshops and meetings. Special information sessions are held to ensure that the needs of our ELLs are being met.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We partner with Young Audiences in providing workshops for ELL parents on the integration of the Arts into our instruction. Our Generation Ready consultant provides mathematics workshops for our parents.

5. How do you evaluate the needs of the parents?

School generated parent surveys and questionnaires along with the Learning Environment Survey results. We also use input from our PA and parents serving on our committees to help determine need.

6. How do your parental involvement activities address the needs of the parents?

Our formal parental involvement activities are offered once a month and address particular topics that are mandated by the Department of Education, such as the Home-School Connection and how you can help your child succeed in school; bullying; understanding developmental stages and disciplining your child; and ACS Reporting. Based on the communication that the social worker and parent coordinator have with parents, topics for future parent workshops are solicited and encouraged. We provided a parents' Artist Residency in dramatic expression last year and hope to continue this association. In response to parent requests about help in providing more healthy snacks and meals for children at home we provide a workshop series in the winter with a nutritional consultant about cooking for and with your children. Our Literacy Coach and Math Consultant provide informational sessions for parents in ELA and Math several times per year. All materials and correspondence sent home about the workshops is provided in both English and Spanish and meetings are conducted in both languages. 98% of parents responded in the 2014-2015 Department of Education School Survey that were satisfied or very satisfied with how the school communicates with them.

D. 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.

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Afrina Talukdar	Principal		10/30/15
Donna Wright-Bauer	Assistant Principal		10/30/15
Gilberto Vallete	Parent Coordinator		10/30/15
Susan Rust	ENL/Bilingual Teacher		10/30/15
Arelys Alequin	Parent		10/30/15
Jaqueline Ramirez	Teacher/Subject Area		10/30/15
Juanita Torres	Teacher/Subject Area		10/30/15
Susan Tasch	Coach		10/30/15
	Coach		1/1/01
	School Counselor		1/1/01
Leticia Rodriguez-Rosario	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

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

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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 who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

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), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

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

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English - 283
Spanish - 163
French - 3
Mandinka - 2
Akan - 1

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Back to School Night - September
Parent Teacher Conferences - November, March, June
Holdover Meetings - February
SST/SIT Meetings - As needed for student intervention
Parent Contact Calls - Tuesdays 2:20 - 3:00 as needed and any other time it is necessary to contact a parent
Class Trip Chaperones
Academic Progress Meetings - As necessary throughout the year

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The documents indicated in Part B are translated by in-house school staff. Some documents are provided in translation from the DOE and are available online. Documents that will need to be translated are given to the appropriate staff member well in advance of the anticipated distribution date. This ensures that the translated material goes out along with the English Language version so that all parents receive communications in a timely manner.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our interpretation services are handled by in-house school staff. We have been notified that the Translation and Interpretation Unit will no longer provide telephone interpretation services, so we will have to arrange for in-house school staff to be available during parent teacher conferences and for all parent meetings and workshops.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff will be informed during a staff meeting of the availability of translation and interpretation services. They will be provided with the telephone number of the Translation and Interpretation Unit, the names of in-house school staff who can translate and interpret, and are apprised of the location of the poster providing this information in the building.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Section VII: Description of Services Provided

VII A :

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

VII B

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

VII C

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

VII D

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

VII E

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

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