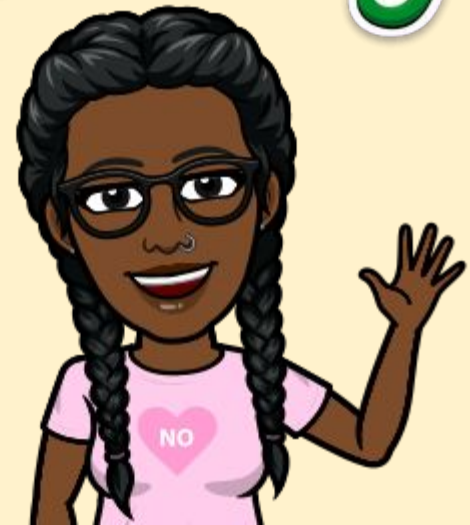


Welcome/ Bienvenidos
SLT: 2025-2026

Agenda:

- **School Climate**
 - Spirit Days
 - Winter Concert
 - D9 assessment
 - Middle School applications
 - Debate Club
 - Student Government
 - Upstream Program
- **CEP : Step 2**
 - Looking at data points
 - We will be taking a closer look at the school survey done for the 24-25 school year
 - TITLE 1
- **Announcements**
 - Feedback from community?
 - SLT documents (Website)
- **PA News/Updates**
 - Movie Night
- **Conclusion**
 - SLT January
 - Vision for CEP work

Greetings





Let's quickly go around
the room and say your
name.

NORMS: Smooth meetings



Please feel free to step out and make a call. We are adults.

No dudes en salir y hacer una llamada. Somos adultos.



One person speaks at time. Everyone's voice is important.

Una persona habla a la vez. La voz de todos es importante.



Ask questions without JUDGEMENT.

Haga preguntas sin JUZGAR.



BE patient. Some of us speak different languages and technology may not work... give grace.

TENGA paciencia. Algunos de nosotros hablamos diferentes idiomas y la tecnología puede no funcionar... sea paciente.

School Culture and Climate

| Winter Concert | Spirit Days | D9 Assessments | After School program |
|--|--|---|---|
| <p>Dress Rehearsal (Thursday 11th)</p> <p>Winter Concert Where: M.S. 117 Time: 9:15 am</p> | <p>We had 'Wear Your Favorite Fall Color' day</p> | <p>3rd-5th grade are having an practice exam in math. The exam will include previous state test questions that will measure how much students have learned so far.</p> | <p>The Debate Club had their first meet today.</p> <p>Student Government is holding elections for President and Vice President this Friday!</p> |



School Culture and Climate

Middle School*

5th grade Families:

Middle School Applications are due **THIS FRIDAY!**
(December 12th)

Please make sure if your child is in the 5th grade that
YOU have completed the application.

If you need help please contact the school and they will
set up an appointment with Ms.Camilo to support your.

- Middle school offer letters start to come in around
April 15th.

School Culture and Climate

SEL Curriculum

Social Emotional Learning



**BITE-SIZED
TOOLS FOR
STUDENT
WELL-BEING**

A company that has created SEL tools for adults and students in the classroom to support community and emotional well - being.

Our goal:

To have students authentically and independently use a tool to support their emotions.

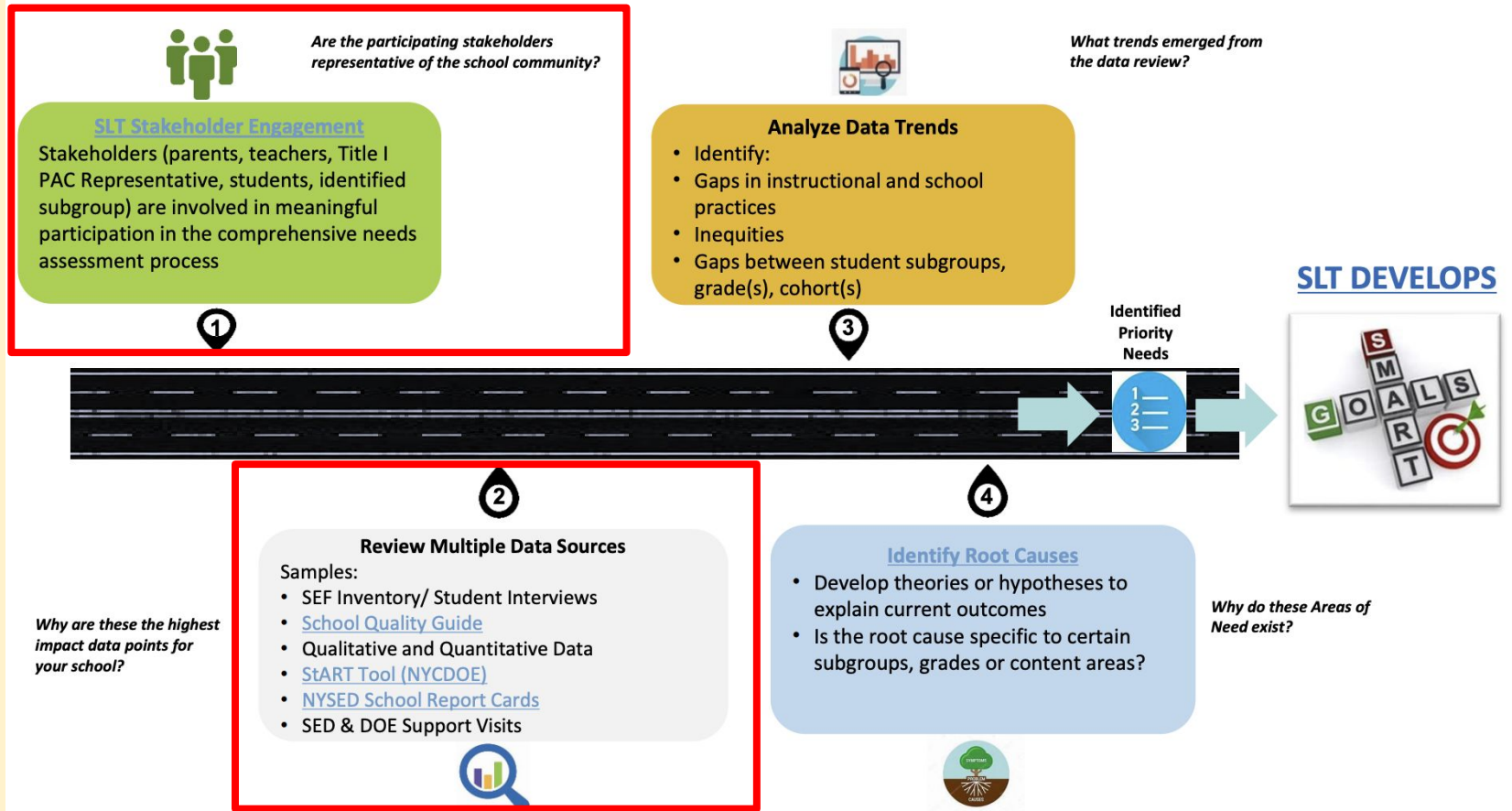
Title 1



**Our school has a
very unique
population of
families. We
receive monies
that supports
our community.**

CEP: STEP 2

Roadmap to Conducting a Comprehensive Needs Assessment



Note: You can use the [5 Whys Method](#) or other methods for identifying root causes. For additional guidance and resources click the following [CEP Guidance on Conducting a Comprehensive Needs Assessment](#).

CEP: What are our school goals? ¿Cuales son nuestros objetivos escolares?

Priority 1: All students learn to read well

Priority 2: All students are physically and emotionally safe

Priority 3: All students have a high-quality academic experience

Priority 4: All students graduate college and career ready and have a strong plan and pathway to economic security

Priority 5: All districts and schools are more inclusive and responsive for parents and families, including having more families choose NYC Public Schools

**All Students are
physically and
emotionally safe**



CEP: What are our school goals? ¿Cuales son nuestros objetivos escolares?

Social-Emotional

Based on **26** responses

The school works to develop norms that can proactively support student learning, setting high standards for students, encouraging supportive peer norms, and providing strong guidance. (Element: Supportive Environment)

What are the results for this topic?



94%

responded favorably



CEP: What are our school goals? ¿Cuales son nuestros objetivos escolares?

QUESTION



At this school my child is safe.

98% 

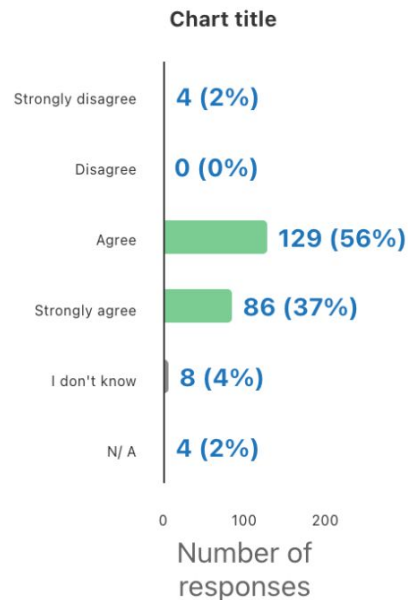
responded
favorably

 3

from NYC School
Survey 2022

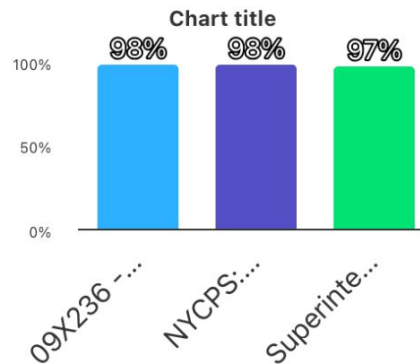


Answer distribution



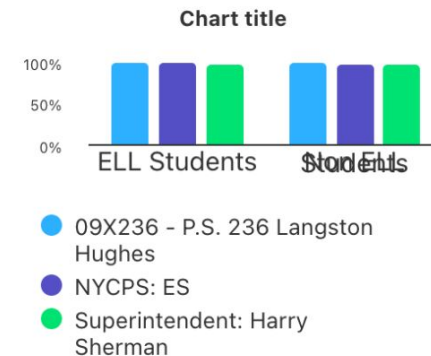
Favorability compared with others

Percentage favorable responses for this question



Breakdown by Student ELL Status

Percentage favorable responses for this question



CEP: What are our school goals? ¿Cuales son nuestros objetivos escolares?

QUESTION



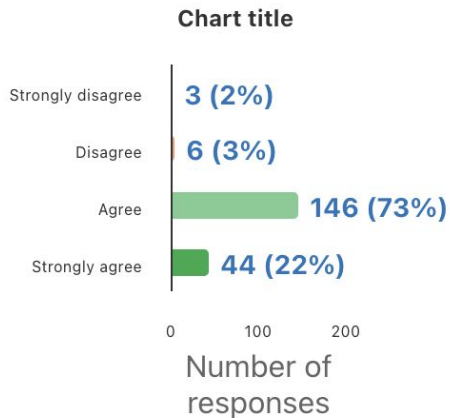
Conflicts are resolved fairly at my child's school. [Grades K-5]

95% 

responded
favorably

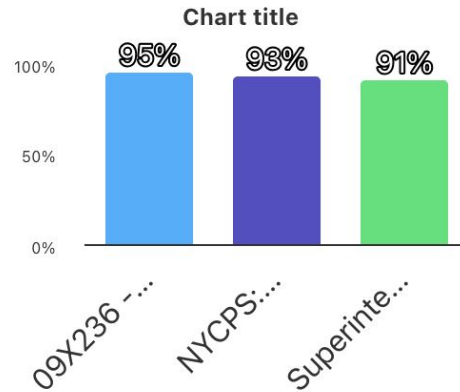


Answer distribution



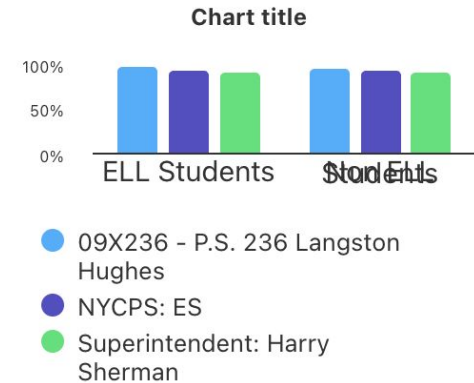
Favorability compared with others

Percentage favorable responses for this question



Breakdown by Student ELL Status

Percentage favorable responses for this question




CEP: What are our school goals? ¿Cuales son nuestros objetivos escolares?

QUESTION

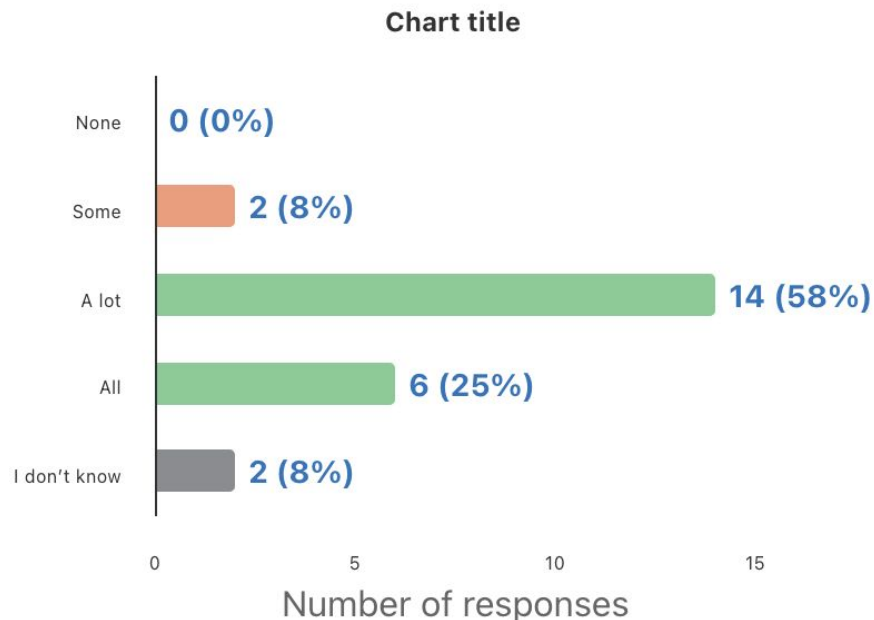


How many adults at this school...recognize disruptive behavior as social-emotional learning opportunities?

91% 
responded
favorably

 **3**
from NYC
School Survey
2022

Answer distribution



Highcharts.com

CEP: STEP 2

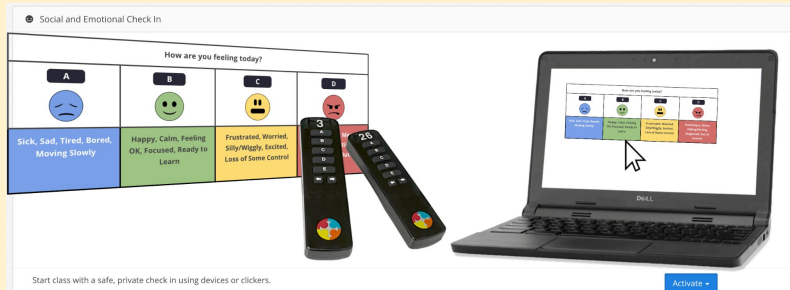
Review Multiple Data Sources

Samples:

- SEF Inventory/ Student Interviews
- [School Quality Guide](#)
- Qualitative and Quantitative Data
- [StART Tool \(NYCDOE\)](#)
- [NYSED School Report Cards](#)
- SED & DOE Support Visits

- School Survey

- Upstream



P.S. 236 Langston Hughes (09X236)

Print

| School Info | Student Achievement | Rigorous Instruction | Collaborative Teachers | Supportive Environment | Effective School Leadership | Strong Family-Community Ties | Trust |
|-------------|---------------------|----------------------|------------------------|------------------------|-----------------------------|------------------------------|-------|
|-------------|---------------------|----------------------|------------------------|------------------------|-----------------------------|------------------------------|-------|

Overall School Ratings

| | |
|------------------------------|-------|
| Student Achievement | ■■■■■ |
| Rigorous Instruction | ■■■■■ |
| Collaborative Teachers | ■■■■■ |
| Supportive Environment | ■■■■■ |
| Effective School Leadership | ■■■■■ |
| Strong Family-Community Ties | ■■■■■ |
| Trust | ■■■■■ |

■■■■ Excellent ■■■ Good ■■ Fair ■ Needs Improvement

General Information

School website: www.schools.nyc.gov/schools/x236
 Principal: Donna Wright Bauer
 Grades served: PK,0K,01,02,03,04,05,SE
 Enrollment: 223
 Shared space: No
 Admission methods: Non-Zoned

Student Demographics

Asian: 0%
 Black: 23%
 Hispanic or Latinx: 76%
 Native American: 0%
 Native Hawaiian/Pacific Islander: <1%
 White: 0%
 English language learners: 17%
 Students with IEPs: 27%
 Female: 52%
 Male: 48%
 Neither female nor male: 0%

Teacher Demographics

Asian: 0%
 Black: 24%
 Hispanic or Latinx: 28%
 Native American: 0%
 Native Hawaiian/Pacific Islander: 0%
 White: 48%

Staff Experience

Years of experience as principal at this school: 1.2
 Teachers with 3 or more years of experience: 96%

Programs and State Designation

NYSED "Local Support and Improvement"

Surrounding Demographics

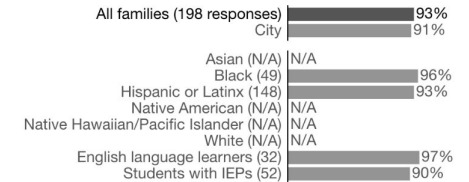
Location



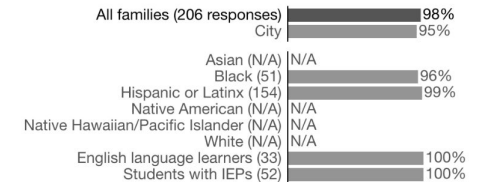
1871 Walton Avenue
 Bronx, NY 10453
 Phone: 718-299-6128

Families and Teachers Say...

What percentage of families say that their school offers a wide enough variety of programs, classes, and activities to keep their child engaged in school?



What percentage of families say that they are satisfied with the education their child has received this year?



What percentage of teachers say that they recommend their school to families seeking a place for their child?



Frequently Attended Middle Schools

Which middle schools did students from this school most frequently attend?

| | |
|-----|--|
| 34% | Young Women's Leadership School Of The Bronx |
| 26% | I.S. 117 Joseph H. Wade |
| 11% | Comprehensive Model School Project M.S. 327 |
| 6% | Bronx High School For Medical Science |
| 6% | The Bronx School Of Young Leaders |

CEP: Root Causes / ¿Cuáles son algunas de las grandes tendencias que vemos en la escuela y de dónde obtenemos nuestra información?

1. **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
 - Qualitative and quantitative data
 - 2022-23 ESSA Accountability data
 - Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and the NYC School Survey
 - Quality Review Reports, NYSED and NYCDOE CSI/TSI Support Visits, Receivership Quarterly Reports (as applicable), and [Diagnostic Tool for School and District Effectiveness Framework](#) (DTSDE)
 - NYSED School Report Card, NYC School Quality Guide, NYC School Performance Dashboard, New Visions, NWEA MAP and/or other formative assessment data, and [NYCDOE's State Accountability Resource Tool](#) (StART), for specific NYSED accountability student subgroup information.

- Looking at the School survey and writing down some observations
- Then thinking about what that data trends are showing
- Discussing and asking for feedback
- What activities can we do to create a safe environment ?
- How do families communicate with the school?



CEP: Root Causes / ¿Cuáles son algunas de las grandes tendencias que vemos en la escuela y de dónde obtenemos nuestra información?

Uncovering Root Causes

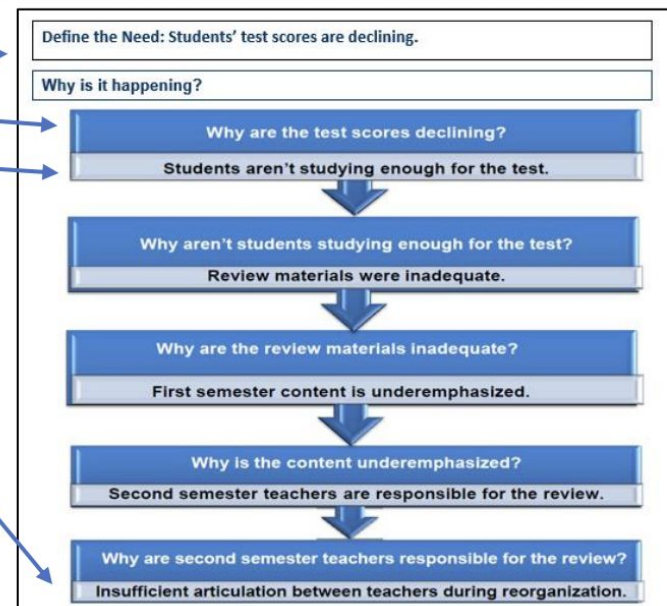
After reviewing multiple data sources and analyzing data trends, engage the School Leadership Team (SLT) in a process for uncovering root causes that lead to the gaps and inequities and impact student and school performance. Develop theories or hypotheses to explain why these needs exist and why the school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the root causes, rather than the symptoms.

Using the 5 Whys Method to Identify a Root Cause

Root causes are underlying issues that lead to the gaps and inequities. A root cause is the occurrence or condition that directly produced the gap or inequity. In this example, the SLT engaged in the 5 Whys Method to surface a root cause:

1. Define the need.
2. Dig deeper by asking repeated “why” questions.
3. Answer why questions to identify contributing factors.
4. Continue asking why questions until the root cause is uncovered.

In the “Five Whys” Method the questioning process is continued until all the root causes are found. It is common to find the same root cause for two or more contributing factors. In this example the root cause is that teachers have insufficient opportunities to discuss course content between semesters.



Next Steps: Information
Próximos pasos: Información

Meeting Dates (2026)

- Tuesday : January 13th**

**Have a safe and happy new year and
a restful holiday too!**

