



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PS 236- MILL BASIN SCHOOL  
**DBN (i.e. 01M001):** 22K236  
**Principal:** SALIL PAINGANKAR IA  
**Principal Email:** [SPAINGANKAR@SCHOOLS.NYC.GOV](mailto:SPAINGANKAR@SCHOOLS.NYC.GOV)  
**Superintendent:** DR. RHONDA FARKAS  
**Network Leader:** MICHAEL DANTONA

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor's Regulation A-655, available on the NYC DOE Web site.

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Salil Paingankar	*Principal or Designee	
Estra Einhorn	*UFT Chapter Leader or Designee	
Anna Marie Palazzollo	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Robin Sittler	Member/ SLT Chairperson	
Lori Fiorentino	Member/ Secretary	
Adrian Popolo	Member/ Staff	
Joni Southard	Member/ Assistant Principal	
Helen Stern	Member/ Parent	
Adrian Peters	Member/ Parent	
Audrey Donohue	Member/ Parent	
Felicia Greco	Member/ Parent	
Nicole Boone	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Continuing the work of 2012-13, by June 2014, 100% of grade level teachers will ensure that instructional practices consistently address complex Common Core Learning Standards (CCLS) which stimulate higher order thinking skills as evidenced by differentiated lesson plans, student work, and assessments.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on NYC Citywide Instructional Expectations all curriculum will align with CCLS.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Implementation of curriculum aligned to the CCLS for ELA, specifically the ReadyGen program by Pearson.
2. Implementation of curriculum aligned to the CCLS for Math, specifically the Go Math program by Houghton Mifflin.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Teachers, Administration
2. Teachers, Administration

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. End of unit performance assessment, formative and summative assessments, analysis of writing samples, lesson plans, analysis of progress on Fountas and Pinnell and Performance Assessment Series.
2. End of unit performance assessment, formative and summative assessments, analysis of strategies implemented in solving complex word problems, lesson plans, analysis of progress on Performance Assessment Series.

#### **D. Timeline for implementation and completion including start and end dates**

1. Programs will begin in September, 2013 and conclude in June 2014.
2. Programs will begin in September, 2013 and conclude in June 2014.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Planning days will be established so that teachers can create lesson plans that address the needs of the students in their class. Teachers will attend supplemental professional development sessions from Pearson to enhance implementation and best practices for the ReadyGen program. Instructional leads will be established to turn-key information and develop building capacity. Additional support will be provided by Network during additional professional development/planning sessions.
2. Planning days will be established so that teachers can create lesson plans that address the needs of the students in their class. Teachers will attend supplemental professional development sessions from Houghton Mifflin to enhance implementation and best practices for the Go Math program. Instructional leads will be established to turn-key information and develop building capacity. Additional support will be provided by Network during additional professional development/planning sessions.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent Coordinator will offer workshops throughout the school year to the school community to apprise parents of the CCLS and the rigorous curriculum that PS 236 will implement.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 90% of the teaching staff will improve their practice in alignment with the new Teacher Effectiveness model developed through the New York State Education Department as evidenced by teacher observation reports.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based upon the Quality Review from the spring of 2013 there is a need to improve teacher practice and instruction needs to be aligned to the Common Core Learning Standards.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Teachers will be observed based upon the New York State Teacher Effectiveness rating system. Based upon results from observation reports tailored professional will be development based upon teacher needs.
2. Teachers will align best practices to the needs addressed in the QR leading to Danielson's Framework.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Administration
2. Pedagogical Staff and Administration, All staff will have a copy of the 2013 Danielson Rubric and "The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School" by Charlotte Danielson. Training was provided on how to access teacher effectiveness videos from Aris Learn.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Feedback will be provided to teachers to enhance their practice and to tailor professional development based on areas of need.
2. In the Advance Teaching "next steps" will identify support teachers best practices.

#### **D. Timeline for implementation and completion including start and end dates**

1. Teachers will be observed a minimum of six times within the 2013-2014 school year. During initial planning conference teachers selected option two which will be implemented on a rolling basis.
2. Starting December 2013, and continuing June 2014 teachers will work in teams to identify best practices PS 236.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. With the assistance of the network and talent coach along with "The Handbook for Enhancing Practice: Using the Framework for Teaching in Your School" by Charlotte Danielson, administration will norm and calibrate lessons in order to have a clear understanding of an effective lesson.
2. This will occur during Inquiry Team Meetings, Monthly Faculty Conferences and common planning periods and possible professional development non-attendance days.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent Coordinator will conduct a series workshops that explain the rigor of the Common Core Learning Standards and the implementation of best practices used in the school community.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

## Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, teachers across all grades will deepen their analysis of formative assessments such as Successmaker (Grades 3-5), Performance Series (Grades 3-5), Fountas and Pinnell Levels (K-2), and end of unit assessments from Common Core aligned curriculum resulting in improved planning and preparation (1E) as evidenced by ADVANCE

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on the 2013 Quality Review PS 236 needs to analyze data from assessments to drive instruction. Teachers need to group students accordingly to data gathered so that classroom instruction is differentiated and has multiple entry points.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Teachers and administrators will analyze data and demonstrate implementation and adjustment to instruction as evidenced in lesson plans and classroom instruction. Said adjustment would be applicable to multiple entry points.
2. Teachers and Administrators will create data binders that will support rational for small group instruction and scaffolding of lessons to increase student achievement.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Administrators and Pedagogical Staff.
2. Administrators and Pedagogical Staff.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Monthly conferences with Administration and Staff to assess data and analyze instruction as evidenced in observations rooted in Danielson’s Framework for Teaching Effectiveness.
2. Inquiry time dedicated to review of data binders as a tool to drive instruction.

**D. Timeline for implementation and completion including start and end dates**

1. Implementation will begin December, 2013 and continue throughout the school year. Practices will continue throughout the summer and into school year 2014-2015.
2. Implementation will begin December, 2013 and continue throughout the school year. Practices will continue throughout the summer and into school year 2014-2015.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Various reports from ATS, L2RPT, Items Skills Analysis provided by Network, Scantron and SuccessMaker Data, Fountas and Pinnell levels as recorded in STARS, progress monitoring as reported by teachers to identify improvements and continued areas of need.
2. Various reports from ATS, L2RPT, Items Skills Analysis provided by Network, Scantron and SuccessMaker Data, Fountas and Pinnell levels as recorded in STARS, progress monitoring as reported by teachers to identify improvements and continued areas of need.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Not applicable

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, there will be a 5% increase in grades three, four, and five students meeting proficiency as evidenced by ELA and Math scores from NYS assessments.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on the 2012-13 Progress Report there was a lack of growth for most students in the school. Although 49.5% of the students did reach proficiency in ELA and Math. Many students went below proficiency levels from the previous year.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Increase of academic rigor by implementing curriculum aligned with the Common Core Learning Standards.
2. Looking deeply at the items skill analysis for the 2013 NYS ELA and Math Exams and determining areas of weakness, in order to tailor instruction based on student needs.
3. Familiarizing students with test sophistication strategies for the NYS ELA and Math Exams.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Teachers, Administration, and Common Core materials provided by the NYCDOE(Ready Gen and Go Math)
2. Administration, and Teachers
3. School Community and materials designed for preparing students for test readiness.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Analysis of data from unit assessments and performance tasks from curriculum aligned to CCLS.
2. Implementation of analysis tools to guide instruction for analysis of itemized skills based student areas of need in conjunction with CCLS.
3. Results of Scantron Performance Series to monitor progress throughout the schools year, progress within the SuccessMaker series, practice of test sophistication strategies, results of the NYS 2014 ELA and Math Exams.

**D. Timeline for implementation and completion including start and end dates**

1. Implementation will begin in September of 2013 and end June of 2014 for base
2. Teachers will examine data in December, 2013 and use information to drive instruction up to and including June, 2014.
3. Implementation will begin September, 2013 and continue through 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers will be given blocks of time during the day to implement the Common Core aligned curriculum. Teachers will also be given planning days to efficiently create lessons that are tailored to the students needs.
2. Based on data, student areas of need will be targeted during small group instruction periods on Tuesday, Wednesday and Thursdays to assist them with their growth in ELA and Math.
3. Materials will be ordered to assist in the development of test sophistication strategies

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

There will be a parent workshop about testing strategies. Strategies supported by the Principal in the monthly newsletter. Parent Teacher conferences with emphasis on those students who attained Levels 1 and 2 in 2012-2013,

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

**Goal and Action Plan #5**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 By June 2014 the school environment portion of the progress report will increase one letter grade as evidenced by an increase in the scores related to the four categories of the New York City School Survey Report.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 The school attained a D rating in the 2013 School Learning Survey. While this was an increase of a letter grade from the previous year, the school environment needs to be improved as evidenced by the four categories itemized on the NYC School Survey which indicated that academic expectations, communication, engagement and safety/respect needs reflected below average scores as compared to those schools within our peer group.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Academic Expectations – parents and teachers will be kept up to date and involved in the academic expectations students need to attain in order to be successful at PS 236. Professional Development/Parent workshops will develop good teaching practices and increase rigor and understanding of CCLS for all students.
  2. Communication – Increased communication between Principal and school community as well as classroom teacher and school community regarding student development and achievement.
  3. Engagement – teachers will be given increased professional development opportunities to assist in the development of data analysis and curriculum. Teacher teams will be developed to identify best practices and assist in implementation of these practices school wide, thus creating teacher/instructional capacity.
  4. Safety and Respect – Enforcement of safe entry/dismissal practices, rigorous visitor practices, continuation of our commendation program for classes all designed to develop a safe and respectful environment.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Administration, Network Support, DOE support, Pedagogical Staff
  2. Administration, Parent Coordinator, Pedagogical Staff
  3. Administration, Network Support, Pedagogical Staff
  4. Administration, School Safety, Pedagogical Staff
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Evaluation is based on results and outcomes outlined in NYC Learning Environment Survey.
  2. Assessment and review of communication documents between Administration and School Community, Teaching Staff and School Community, and Parent Coordinator emails, newsletters.
  3. Data analysis from professional development opportunities and turn-keyed information among the pedagogical staff. Analysis of implementation of best practices as indicated by data and tracking systems that will be put in place.
  4. Careful analysis of OORS reports, Learning Survey, Red Ribbon Activities, Charting of Commendation Card Progress by class.
- D. Timeline for implementation and completion including start and end dates**
1. Academic Expectations will be implemented and conveyed to staff, students and parents from the start of the school year, and will continue up to and including June, 2014.
  2. Increased communication will be implemented from September, 2013 to June 2014.
  3. Teacher teams and structural formatting will begin December, 2013 up to and including June 2014. Additional professional development days will be added to the school calendar for PS 236, pending DOE approval.
  4. Monthly monitoring of data to identify safety issues and concerns, with a final analysis in June, 2014.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Parent teacher conferences, individual meetings with parents for those students who attained Levels 1 and 2 on NYS ELA and Math exams, Open School Week for parent classroom visitation, parent workshops organized by the Parent Coordinator and Administration to convey higher standards and CCLS.
  2. Monthly communication from the Principal to the parents as identified in a school newsletter. Email notification for all parents and staff regarding school matters. Progress reports for mid-year for assessment and informative purposes.

3. Parent outreach for e-mail notification and continuous communication throughout the school year.
4. Funding sources from DOE for Core Curriculum implementation, in depth professional development opportunities and support from the Network, and, pending approval, one full day and two half day additional professional development days for pedagogical staff.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will receive workshops on the CCLS given by the Parent Coordinator. Parents will also receive a progress report in Mid January to see how their child is progress in academic and social skills. A monthly newsletter will sent to parents informing them of events happening at the school.

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at 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.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Wilson</li> <li>• Foundations</li> <li>• Raz Kids</li> <li>• Scantron</li> <li>• Success Maker</li> <li>• Star Fall</li> <li>• Brain Pop</li> <li>• Brain Pop Jr.</li> <li>• Fluency</li> <li>• Site Words</li> <li>• Discovery Ed</li> <li>• WonderWorks- McGraw Hill</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-One</li> <li>• Peer Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During the School day Extended Day Program, which is built into the day on Tuesdays, Wednesdays and Thursdays</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Math Mission</li> <li>• Math games</li> <li>• Math Fact Challenges</li> <li>• Success Maker</li> <li>• Discovery Ed</li> <li>• On-line instructional videos</li> <li>• Extensive hands-on use of manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-One</li> <li>• Peer Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During the School day Extended Day Program, which is built into the day on Tuesdays, Wednesdays and Thursdays</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Pebble Go</li> <li>• Discovery Ed</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-One</li> <li>• Peer Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During school day, one period is dedicated to Science AIS.</li> </ul>
<b>Social Studies</b>	N/A	N/A	N/A
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>• Speech</li> <li>• Occupational Therapist</li> <li>• Guidance Counselor</li> <li>• Social Worker</li> <li>• School Psychologist</li> <li>• Physical Therapist</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-One</li> </ul>	<ul style="list-style-type: none"> <li>• During the School Day</li> </ul>

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>x</b>
			<b>Non-Title I</b>

**All Title I Schools**

**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.

**High Quality and Ongoing Professional Development**

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

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**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.).

**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.

**TA Schools Only**

**Use of Program Resources**

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

**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).

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## **Parent Involvement Policy (PIP) Template**

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 our school. Therefore, our school, 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 our school and the families. Our 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 our school community. Our school 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 our school community;

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

Our school, 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 and Assessments.

**I. School Responsibilities**

PS 236 will,

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the 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;
- 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 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, academic workshops;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the 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 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 quality ELL programs. 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 CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>236</b>
School Name <b>Mill Basin School</b>		

### 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 ESL teacher, and one parent.

Principal <b>Salil Paingankar</b>	Assistant Principal <b>Joni Southard</b>
Coach <b>Susan Ascolese</b>	Coach
ESL Teacher <b>Margarita Kazarian</b>	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Antoinette LaBella</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

Please 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 ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>565</b>	Total number of ELLs	<b>27</b>	ELLs as share of total student population (%)	<b>4.78%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out	11	7	2	2	3	2								27
SELECT ONE														0
<b>Total</b>	<b>11</b>	<b>7</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>27</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ 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		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	22	0	2	5	0	2	0	0	0	27
Total	22	0	2	5	0	2	0	0	0	27

Number of ELLs who have an alternate placement paraprofessional: 2

### 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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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	
	EL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second 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	3	0	0	0	0	1	0	0	0	0	0	0	0	4
Chinese	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Russian	7	2	2	2	1	1	0	0	0	0	0	0	0	15
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Arabic	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	2	0	0	1	0	0	0	0	0	0	0	0	3
<b>TOTAL</b>	<b>11</b>	<b>7</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>27</b>						

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	2	1	0	0	1								6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	3	2	0	0	2	0								7
Advanced (A)	6	3	1	2	1	1								14
Total	11	7	2	2	3	2	0	0	0	0	0	0	0	27

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0		1			1							
	I			1		1								
	A		4			2								
	P	3			2		1							
READING/ WRITING	B		1			1	1							
	I			1		2								
	A		4											
	P		3	2			1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	2	1	0	0	3
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	1	0	2	0	0	0	0	0	3
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang 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:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

There is extensive assessment for all students here at PS 236, including our ELL population. In addition to the standardized state exams, Fountas and Pinnell, Reading and Math Predictors, Moving into English, Assessment exams, Scantron and Performance Series exams as well as Pearson's Success Maker. The data has revealed that most of our newly admitted ELL students are in Kindergarten at the beginning proficiency level. Based on the results of the NYSESLAT, these students move rapidly within the proficiency levels of ELL instruction. In grades 3 -5 there are 7 ESL Students including 1 student who just moved from Ukraine, and there are 20 students in K-2. Four students in the upper grades are at the Advanced Proficiency Level, 2 are intermediate and one is at the beginner level. After examining the data from the NYSESLAT exam, of the 27 students tested, 13 attained Proficiency level. Of the 27 students tested, only three students did not improve their level in reading and writing, but scored highly in speaking/listening. Two of those students struggle because school is the only place where English is spoken and enforced. For the speaking/listening component, 21 out of 27 students tested attained a proficient level for this exam and 6 students did not. Out of those 6 students, three students remained Advanced but increased in their Scale Scores. 7 out of 14 students took the exam for the first time so there is no data to show progress or lack thereof and two students went up a category.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
As stated above, based on the data, students attain a higher rate of proficiency in speaking/listening components as opposed to reading/writing. Review of the data has disclosed that through communication at school and home, mastery of auditory skills is more successful than written and text.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Based on this data, emphasis is placed on reading and writing skills with curriculum units planned around these levels of instruction. The ELL program supplements and assignments are focused on conventions of grammar and understanding of leveled text to develop a strong foundation and support for each student to be successful on the NYSESLAT exam.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

This is answered in the narrative above. This past year the school did not offer the ELL Periodic Assessment and focused on the Performance Series, Scantron and Fountas and Pinnel test results. Instruction is differentiated within each classroom, with multiple entry points designed to meet each student's individual needs and academic level.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

The data for our ELL students was used to assess their needs as it pertained to ELA and Mathematic instruction. Based on data from Scantron, Success Maker, Fountas and Pinnel and teacher-made assessments, RTI groups were established for students in grades 2-5. Kindergarten and 1<sup>st</sup> grade students worked within the frameworks of RTI interventions (tiers 1 and 2) from within the classroom and in conjunction with the ESL teacher. Instructional support was offered during the school extended day three times per week. Student progress was tracked and monitored, with individual lessons aligned to student need and devised to ensure success for each student on the NYSESLAT exam. Upper grade students were given Tier 1 and Tier 2 interventions within the classroom and Tier 3 interventions with the ESL instructor and Wilson trained teacher for 1:1 instruction. For this particular group, 3 students did not attain success on the NYSESLAT. It is important to note that these students did attain a level 2 on the State ELA and Math exam and that 2 of the 3 students also have IEP's.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Teachers of students who are ELL's are identified at the start of the school year and their ARIS data is verified that they are correctly flagged, with the appropriate indicators and test modifications as allowed by New York State. The ELL instructor plans and coordinates instructional lesson plans that are aligned to these student's needs and adapted as deemed necessary. This current school year, the school is using ReadyGen for its reading program and GoMath for its math instruction. Both programs have ESL components that adapt the lesson for ESL instruction. Additionally ESL supports (dictionaries, ample verbal strategies to promote

speaking skills) are employed as we strive to move all students, including the ESL population, to being College and Career Ready.

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

We do not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of our ELL program is based on the outcome of our ELL students success rate for the NYSESLAT exam. 52% students passed the exam out of the 28 students that took the exam. Of the remaining 13 students, 84% students made progress within the instructional levels for the ELL program. Based on these data results, we are able to determine the successfulness of our program.

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

P.S. 236 is located in the Mill Basin neighborhood of Brooklyn on Avenue U and 63rd street. Students from Russian speaking families comprise the majority of our English Language Learners, but we also serve students from China, Ukraine, Pakistan, Mexico, Israel, Yemen, Uzbekistan, Kazakhstan, Spain, and Poland. Among the languages spoken are Russian, Spanish, Urdu, Cantonese, Polish, Uzbek, Kazak, Ukrainian, Hebrew.

Upon a student's enrollment at our school, parents complete the Home Language Identification Survey, which is carefully reviewed by our certified ESL teacher, Parent Coordinator and Pupil Accounting Secretary. These forms are distributed in their native language, and translators are available on site. The ESL teacher then conducts an informal interview with the student and parent to determine LAB-R eligibility. If a student is eligible to take the LAB-R, the ESL teacher administers this exam within ten days of enrollment, and informally assesses the results to determine ESL eligibility. We ensure our staff records parent choice information in the ELPC screen in ATS, including the date of LAB-R administration, whether the parent was provided with information about the ELL program, which program the parent chose, and which program the student was placed.

Should a student be eligible for ELL services, parents are notified in English and their native language of an orientation/workshop that is conducted by the ESL teacher and Parent Coordinator along with the Principal and Assistant Principal. At this meeting, the parents are able to view the DOE video that outlines the three programs that are available to their child so they can make an informed decision for instruction. Should a parent not be able to attend this meeting, parents are called immediately so that a 1:1 meeting can be set up for them. Translators are available as needed. Parents are apprised that the only program available at PS 236 is a free-standing ESL program. However, they can choose one of the other programs and the school would assist them in finding the appropriate setting. Historically, parents choose the free-standing ESL program that PS 236 offers as they wish to have their child remain here at this school. In examining the data over the past 11 years, parents have chosen this program 100% of the time.

During our meetings with parents, an informal survey is conducted to assess whether parents would be interested in another program that the school should consider having in place. However, parent request is in alignment with our free-standing ESL program. Once a parent has made their decision, parents are asked to sign the Program Selection Form which is kept on record for each ESL student. During the initial meeting, parents are informed of the required time allotments for ESL instruction as well as any other initiatives by the ESL teacher. The Parent Coordinator works with the ESL teacher in ensuring that we have 100% return

on all Program Selection Forms.

The ESL teacher is well trained in the administration and scoring of the NYSESLAT exam as well as the Test Coordinator and Support Team. However, changes have been made to the procedures for scoring the Speaking and Writing subtest. According to the new statewide scoring rules, the speaking subtest is scored by a teacher who isn't the student's teacher of English as a Second Language or English Language Arts. The school choose the first out of three options for administering and scoring the speaking subtest: assigned teacher other than the student's teacher to administer and score the speaking subtest simultaneously. For the writing subtest all of the students' responses to the constructive response questions are scored by a community of teachers. No one teacher is to score more than approximately one half of the constructed response questions in the students' writing subtest booklet. Based on the new scoring policy no teacher who is a student's teacher of English As A Second Language or English Language Arts scores any of the constructed response questions in the students' writing subtest booklet.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Parents attend a presentation that outlines their choices of programs. At the presentation translators are available in the parents' native language along with the video presentation as provided by the DOE. The ESL instructor, along with the Parent Coordinator, present all three program choices to the parents. The presentations and decisions are kept timely based on DOE guidelines whereby these needs are addressed within the first ten days of enrollment. If a parent has not responded to the workshop, phone calls are made along with written notification in the chosen language, communicating the meetings, and importance for attendance. The ESL instructor, along with the parent coordinator and Pupil Accounting Secretary, ensure that each parent is met with and presented their choice, along with all applicable paperwork and selection.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
The ESL instructor is responsible for the distribution and return of the Parent Survey and program selection form. Should there be any delay in obtaining a response, phone calls, written notification and oral communication (at dismissal and/or morning entry) are sought after so that we have 100% response on program selection. These selection sheets are store in the Assistant Principal's office for future reference, if needed.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
To date, we have not had any families select bilingual or dual-language programs. These options have been shared and offered, but the families have selected Free-Standing ESL program to be conducted at the school. All programs are carefully reviewed, and options are examined and presented to the parents at the ESL Parent Orientation workshop which is offered within ten days of enrollment.
5. 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.  
ESL instructor and Assistant Principal plan testing days and administration of sections that need to be given within the allotted time frame. A "testing team" is created, trained and implement this schedule so that all students are tested within all four sections of the NYSESLAT. Careful monitoring of absences and other circumstances which might prevent testing from a scheduled date within the said testing window is created. All team members follow this strict protocol.
6. 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? (Please 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? Describe specific steps underway.   
Based on the results from the Parent Survey, 100% of our parents have selected Free-Standing ESL program. We have been able to comply with this request 100% equally. Should parents inquire and/or request additional options, the school, in conjunction with Administration and School Leadership Team, will explore the various avenues.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please 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.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

In response to questions 1 through 6 we first assess and then implement our free-standing ESL program. Once our free-standing ESL program is underway, a licensed ESL teacher pulls our 27 ELL students according to their test results (either LAB-R or NYSESLAT). According to the guidelines, beginner and intermediate students are pulled out for 8 periods a week, while advanced students are serviced 4 times weekly. The students are grouped heterogeneously by proficiency level and according to grade; with one exception. The

Kindergarten Advanced students are grouped homogeneously. The licensed ESL teacher's program is carefully reviewed with the Assistant Principal and the program card is kept on file. As the students are picked up from their classroom for ESL, each home room teacher keeps a sign out book for providers to sign, indicating date and time of pullout instruction. The ESL instructor also coordinates this program with the block instruction the classroom teacher has in place in order to follow core instruction and to eliminate any conflicts with the prep schedule.

The certified ESL instructor plans instruction around the content areas of ELA, Social Studies, Science and Math. The ESL instructor conferences with the classroom teacher and aligns this instruction with the scope and sequence of each grade. The aims for her lessons are ESL driven and determined upon student proficiency levels and areas of need. The ESL instructor examines the data from ARIS and classroom data in determining each student's strengths and weaknesses. ESL lessons are driven by these results. Additionally, the content materials that are used by each grade level also contain examples of class lessons using ESL methodology which assist the ESL instructor with this alignment. The ESL instructor uses the Harcourt Moving Into English program to develop a strong ELA component within her instruction and aligns it to the directives of ReadyGen. The ESL instructor also uses various components of Foundations with the students to develop key core knowledge in ELA that will foster development of these basic, necessary skills.

The ESL instructor uses various methods to make content comprehensible. Such methods include connecting to prior knowledge, explicit vocabulary instruction, and use of word walls and concept walls. Additionally there is continuity with classroom instruction as students work on decoding skills, phonemic awareness and guided reading and writing activities. The instructor uses small group instruction and cooperative learning to deliver listening/speaking and reading/writing activities. Students use a total physical response approach; in that the children act out the content to reinforce each key concept. Student activities also include enrichment using books, literature and music (song, repetition), finger plays and computer software which include the Lexia and Soliloquy programs. Additionally the installation of Smart Boards provides additional support for ELL children with respect to providing concrete connections to realia and core knowledge.

The ESL instructor confers with the Assistant Principal regarding the coordination of instruction for those students in K-5 who are in need of RTI Tiers 1, 2 and possibly 3 instruction so that they are able to receive additional support.

Historically, PS 236 has not had any SIFE students nor have we had any long-term ELLS. However should we ever have a SIFE student, we have set up a plan which will assist the student in acclimating to the daily routines of the school day including the school building, personnel, school supplies, and ice-breaking activities among the student body. Students would also be given the opportunity for RTI instruction in addition to the ESL instruction they would be receiving. The student would be assigned "buddy" whereby another student would guide them throughout the school day and assist them in all areas. Bilingual students maybe called upon to help the student ease into the daily routines of PS 236. The parents would be invited to various meetings with school staff and personnel so that this transition would be a smooth process for all. Translators can be made available to the parents and students, at all times for all meetings. The school has stressed to the parents the importance of keeping the student in school and following through with the formal education so that the student can be successful. Workshops are made available to parents, in their native language, with the assistance of the parent coordinator as well.

For all students with a beginner proficiency level, instruction has a focus on listening and speaking activities in the content area. During instructional time, the students are grouped according to ability and the instructor models effective listening strategies and speaking strategies. These methods are incorporated to the lessons that are driven by the Harcourt Moving Into English series along with much accountable talk opportunities to increase fluency and comprehension. Shortly after intensive instruction on listening and speaking activities, the instructor introduces concepts that are covered under the reading and writing components of the program. For those students who are in upper, testing grades, and are mandated to take the ELA exam, students are given instruction geared towards strategies such as sequencing, cause and effect, main idea and identifying context clues. For students taking mandated state exams, the reading levels are aligned according to the results from their assessment data. Should a student continue to receive ESL instruction and falls within the 4-6 year range, careful examination of data is required so that the instructor and classroom teacher can identify areas of strength and weakness. It is necessary to determine if it is one specific area that is causing the student the most difficulty or could the possibility of other external factors. Once this is identified, the areas of weakness are addressed and both mainstream instruction and ESL instruction are aligned accordingly.

At this time we do not have any long-term ELL's. Since the school termination grade level is 5, only students who were ELL's continuously from Kindergarten would fall into this category. If a student is in this category due to the fact that they were repeating the

grade, the data must be examined to determine what other underlying factors may be contributing to the lack of progress. For those students who may be in need of instruction beyond the 6 years, individualized, differentiated instruction is necessary and the possibility of other learning disabilities should be examined. Using methods that are outlined in the Learning Intervention Manual (LIM) by Sam House, both the teacher and ESL instructor will need to modify instruction accordingly. There have been several students currently, and in the past, who received services through their IEP's in addition to their need for ESL instruction. IEP's are written in accordance to ESL methodology and serves as a guideline for instruction by the ESL instructor. The ESL instructor is part of the School Assessment Team and IEP's and instruction are developed with all parties in constant consultation with one another. For those students who pass the NSYESLAT exam, transitional services are offered to them for a period of 1-2 years. The ESL instructor remains in contact with the classroom teacher and student. During grade conferences, student work is assessed and recommendations are made so that each student can be successful. Additionally, according to state mandates, former ELL students are given test modifications up to a period of two years after obtaining proficiency on the NYSESLAT.

7. 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?

Students are instructed within a small group framework. Our current ELL-SWDs also have 1:1 paraprofessionals who are able to ensure that the student is kept abreast of the classwork and paced with class instruction. If there is a challenge, the student brings said classwork to the ESL instructor for additional support and implementation. This support is also given in a 1:1 ratio. ESL students work within the ReadyGen and Go Math framework but receive classwork derived from the ESL component within these programs. Since these students have remained in ESL due to listening and writing (based on data results), emphasis for ELA work is based on these components.

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

There are two students who are SWD and ELL. Their IEP is aligned to ESL methodology and their curriculum is adapted to the individual needs as outlined in their IEP. Student mandates is taken into consideration when scheduling ESL instruction along with the mandates for ELA and Math instruction. Classroom teachers and ESL instructor collaborate together when curriculum planning so that these students' needs are addressed and ensure success.

**Courses Taught in Languages Other than English ⓘ**

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

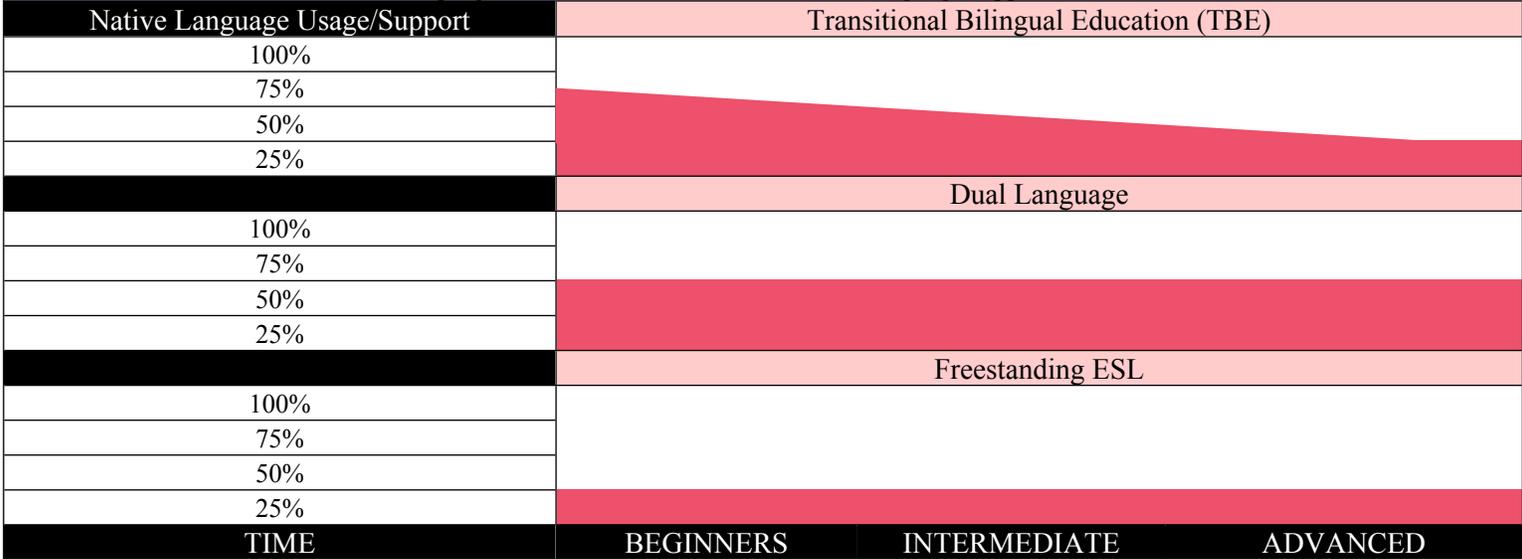
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
12. What programs/services for ELLs will be discontinued and why?
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
18. What language electives are offered to ELLs?

In response to questions 9 - 18, the school is committed to provide for the ongoing academic and linguistic needs of our ELLs. The varied needs of the students are met through differentiated instruction, flexible grouping of students, use of vocabulary development activities, pre and post reading and writing activities to enhance comprehension, modeled reading and writing activities, and the use of high quality instructional materials. We will assist in their cognitive development so that they can better achieve English language proficiency and therefore academic success. We will continue to implement our freestanding ESL program using the pull-out model. All ELLs will receive academically rigorous instruction based on state standards. To ensure we are meeting the needs of our ELL students and provide opportunities for them, language development methodologies predominantly inform ESL instruction. ELLs will be included in standardized assessments under optimal testing conditions. In state assessments, they will be provided with the accommodations allowed by state regulations. Our highly qualified program for ELLs will have appropriate and adequate staffing by a highly qualified ESL teacher who is fully certified. Our ESL teacher is knowledgeable in current trends and theories which affect the learning process of our ELLs. She tailors her instruction to align with students' needs; taken into account are factors such as prior knowledge, cultural background, and cognitive learning styles.

This year we are exploring the various abilities and expansion of ReadyGen and Go Math. We are also expanding word study by incorporating Foundations back into our literacy block. Our ESL instructor will continue to use Moving Into English to supplement the instruction students receive within the classroom.

P.S. 236 uses a broad spectrum of high quality instructional materials and methodologies in order to provide our ELLs with the utmost support. Collaboration with classroom teachers serves to ensure curriculum alignment and instructional improvement for ELLs in and out of an ESL setting. The program uses a combination of materials including big books, small guided reading books, workbooks from various supplemented integrated ELL curriculum programs with emphasis on the instructional guide and support of the Harcourt's Moving Into English program. In addition, the print rich ESL classroom is equipped with high quality multi-leveled and cross cultural books in its library and two computers with on-line support. Technology programs used for ESL Instruction include the Lexia reading program, Soliloquy, websites from Star Fall, Raz Kids and supplemental technology components from the Success Maker from Pearson. Math instruction is enhanced using the Go Math math program from which is aligned to the Common Core Learning Standards and geared towards success for the students as they become College and Career

ready. Additionally, extensive discovery and modeling using manipulatives and other realia are encouraged at all levels. Available to the students in the ESL classroom are bilingual dictionaries and glossaries in Mathematics and picture dictionaries. In alignment with the core curriculum standards NYC uses, students receive Science instruction through the FOSS program from Delta Education with instruction modified using ESL methodology. Students use the core curriculum programs established for social studies as well and the Blue Print for the Arts is followed for instruction.

To foster native language support, there are bilingual dictionaries and glossaries in the ESL classroom and three paraprofessionals that assist students (as per their IEP's) with language as they are alternate placement paraprofessionals. The after-school program that is available to all students is the Millenium Development Out of School Time Program. All students, including ESL, are eligible to partake in this program. Should our funding be approved this year, we anticipate establishing a test-prep program specifically in ELA, Math, and NYSESLAT for all ELL. For students who are required to take additional content specific state exams, the after-school test prep program will address those needs as well. The program will be aligned to test results attained from periodic assessments and other diagnostic exams the ESL instructor administers during the course of the school day.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not have a dual language program at our school.

### C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

For questions 1 through 4, the entire staff of P.S. 236 has received training that was coordinated by our Professional Development team along with the ESL instructor. The staff, including the ESL instructor, attended numerous professional development sessions that were offered over the summer and after school, that addressed the needs of the ESL student and Common Core Learning Standards. These best practices and strategies were applied to the new Common Core reading and math program the school has used this year, incorporating the ESL strategies into daily lesson planning. The professional development focused on implementing ESL strategies and other best practices to ensure that every ELL student attains success. In addition we have received and continue to receive additional support from our Network Leader's support staff with a special focus on additional means of differentiating instruction to ensure that all students, including ELLs, make a full year's progress. In addition, opportunities offered from OELL are shared with staff and the ESL instructor, so that they can keep abreast of the strategies and trends in instruction that the City is encountering, and applying the ideas within each classroom. The current ELL team meets monthly to collaborate ideas on effective instruction and monitor each ELL's progress. The team will also discuss the need for additional student support which can be provided in or out of the classroom. In the future, the team will provide additional professional development opportunities that will strengthen the staff's knowledge in ESL methodologies in literacy, math, and other content areas as well as in effective classroom practices with an emphasis on native language support in the classroom. In order to meet the needs of our ELLs, we will continue to provide or plan professional development around the following topics:

- High quality instructional practices for ELLs
- Interventions for struggling ELLs
- Use of visual aids and realia in the mainstream classroom
- Assistance for students graduating to middle school to enable them to develop skills that will allow for a continuous flow of instruction and organization as well as selection and criteria for said middle schools. This assistance is guided by the school guidance counselor, parent coordinator in conjunction with the ESL instructor.
- Several professional development sessions (7.5 mandated hours) are spent with the entire school staff, under the direction of the ELL instructor and professional development team in examining the various methodologies for ESL instruction in the classroom as well sessions where the staff examines current literature and professional articles relevant to ESL students.

## **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parent involvement is of paramount importance here at PS 236. Many workshops are offered monthly to all parents regarding testing, new programs, Common Core Learning Standards, middle school selection, gifted and talented testing, and other areas of concern. In addition to the academic concerns, we hold workshops on ARIS training, PA Sponsored events, Parents Night Out, school celebrations and recognitions of the various cultures that are at PS 236. Our after-school program which is based on our partnership with Millenium Development, a CBO for our area, also takes measures to address the needs of the ESL students and their families. Translators and afterschool opportunities are offered to all students. Many of our ESL students have working parents and the afterschool partnership offers a means for these students to be successful in school, enhancing speaking, listening, reading and writing skills, all designed to be included in socializaion and academic development. At all of these events, school based and CBO based, translators are always made available. Notification for these workshops are sent home in the various spoken languages and the workshops are offered during the school day and evening hours. Orientation for parents of newly enrolled ELL students is provided within the first few weeks of school (as per the mandate) and continues on an ongoing basis. Additional parent/student activities occur throughout the year in which all students and parents are invited and translators are made readily available. Through constant communication with our Parent Coordinator, who is present at all school activities in which parents are invited, the needs of parents are assessed. The feedback from the Parent Survey forms also provides insight into what this school community requires.

## **E. Additional Information**

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

It is determined that the ELL program here at PS 236 is successful in that most of our students attain proficiency and test out of the ELL program by 4th grade. The number of students in our ELL program at the upper grade range is significantly lower than the students in the lower grades. Additionally, our number of ELL students at the beginning proficiency level decreases dramatically after one year of ELL instruction. Those students progress rapidly to the intermediate or advanced level and many pass the NYSESELAT exam. Additionally, once a student becomes a former ELL, their success rate on the standardized state exams is reflective of the success of this program and good teaching strategies within our classrooms. The ELL program is ongoing because as students attain success and move on in their educational careers, they are replaced by newly admitted ELL students.

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_**School DBN:** \_\_\_\_\_

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Salil Paingankar	Principal		11/26/13
Joni Southard	Assistant Principal		11/26/13
Antoinette LaBella	Parent Coordinator		11/26/13
Margarita Kazarian	ESL Teacher		11/26/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 22K236

School Name: Mill Basin School

Cluster: \_\_\_\_\_

Network: 609

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

In order to assess, and meet the needs of the parents of the PS 236 students, the ESL instructor looks at the data, along with the Assistant Principal and Parent Coordinator to set forth a plan for the school year. The team looks at the Home Language Survey, and ATS reports such as the ELPC to identify and assess what spoken and written languages are applicable to the school's students and their parents. The data is kept up to date and monitored closely using the Dashboard, which the Assistant Principal checks bi-monthly. Student parents' communication needs are identified and documented so that future correspondence accommodations can be made.

Based on the information/languages identified, we download, draft and customize letters that are sent home to the parents in their native language. This process is applied to all communications including continuation of entitlement for ESL students, testing modification entitlement, program choices, surveys, etc.

The data we gather to assess the school-wide needs stem from ATS reports such as the UPPG, RHLA, individual parent responses on Emergency contact cards (indicating preferred language for written and oral communication) and ensure that that information is entered into ATS and uploaded into ARIS for the teaching community at the school.

Upon admission to our school, all parents/guardians of students who are new to the public school system are asked to complete a Preferred Language Form that collects the language preference of parents at school communities. Based on these forms, we are able to identify those parents who require communication in a language other than English. As of this time, most requests are for a translation into Russian, however, additional languages are required by specific families.

Additionally, based on these results, translators are available at all school functions and throughout the day so that the means of communication to parents are accessible at all times.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Of the current 33 ELLs, 15 of them have indicated Russian as their home language. 3 students have indicated Arabic as a home language, 2 listed Urdu, 1 Romanian (but speaks Russian also), 2 Ukranian, 5 Spanish, 1 Punjabi, 2 Catonese, 1 Polish, 1 Hebrew. The overall need is for translation is to Russian but we also translate to Spanish, Urdu and Arabic. For those students who are few in number but require translation, we offer the services on a 1:1 basis, working closely with the families.

The ESL teacher has entered home language as per HLIS and checked this data to ensure its accurancy in order to complete ELPC screen to comply with the Chancellor's regulations per Part 154 requirement.

Of the 577 students enrolled at PS 236 about 411 have English as their home language. We have observed that about 71% have English as their home language and 17% have indicated Russian as their home language and 12% of our families have indicated other home languages. This data has been reviewed with the Principal, Assistant Principal and Parent Coordinator as well as the teaching staff at the school. They have notified the school community and arrangements were put in place so that all communication could be shared with those families in their native language. Historically, parents have indicated on their HLIS that they are fluent in both their native language and English. Many students are equally fluent in both languages, therefore our ESL numbers are relatively low in comparison to the percentage indicated on our data for home language. Home language preference sometimes applies to family members and caretakers who speak their native language while most parents are dual language based. The data and results are justified by the number of ELL's enrolled in our pull-out ESL program. Each year the school averages between 27 - 33 students, with approximately 50% testing out of ESL and of the remaining 50%, almost all but 3-5 students make progress in their leveled ability.

## **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All communication to parents, including notifications such as placement letters, testing dates for ELLs, opportunities for Gifted and Talented testing, after-school programs, etc., are downloaded from the Office of English Language Learners on the DOE site and sent home in English and native languages of parents. In addition, we have several staff members who are bilingual including teachers, paraprofessionals, related service providers, and a family worker. For specific dialects, we are able to call upon the staff members from PS771, a District 75 school that is also in our building. All of these members are available for meetings, EPC, and other conferences that would require translation.

In-house letters and documents are sent home translated after they are verified by in-house staff that they are written correctly using on-line translation services. These practices are put into place for all written and oral communication.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

During parent orientation the parent coordinator provides oral interpretation services to guardians and parents. The participants are encouraged to ask questions in their native language so they are at ease with their queries. Additionally, during general meetings, open school, and/or parent teacher conferences, translators are available for to assist teachers and other staff members. We have staff members who can translate Russian, Spanish, Hebrew and Urdu. In addition, our parent volunteers are able to translate various languages from those families who need Arabic or Asian translation. Should we need additional translations, the school will reach out to the DOE translation unit so that we can ensure all parents' needs are understood, for complete oral translation.

As the school year continues, should new ESL students enroll at PS 236, we will ensure to take the steps necessary to obtain a translator, either by staff member, parent volunteer, or outside agency, to make sure the family members are able to communicate with the school and express their concerns.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Chancellor's Regulation A-663 establishes the procedures for ensuring that Limited English Speaking Parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education.

At PS 236 we have posted, in conspicuous locations at the primary entrance of the school, a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. We have enough resources in house to provide language translation and interpretation orally and in written form for fulfilling Chancellor's requirements under A-663 regarding parental notification and interpretation. Should a circumstance arise that we do not have a translator available, and there is no one from within the PS 236 community, the school employs the services offered by the DOE as well as outside vendors. Funds have been set aside within the school budget to cover the cost for this translation should the need arise.

