

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **22K236**

School Name: **P.S. 236 MILL BASIN**

Principal: **SALIL PAINGANKAR**

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: PS 236 Mill Basin School Number (DBN): 22K236
Grades Served: PreK-5
School Address: 6302 Avenue U Brooklyn NY 11234
Phone Number: 718-444-6969 Fax: 718 241-6630
School Contact Person: Salil Paingankar Email Address: spaingankar@schools.nyc.gov
Principal: Salil Paingankar
UFT Chapter Leader: Lori Fiorentino
Parents' Association President: Amanda McCarthy
SLT Chairperson: Ellen Goodman
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s):

District Information

District: 22 Superintendent: Julia Bove
Superintendent's Office Address: 5916 Flatlands Avenue Brooklyn NY 11234
Superintendent's Email Address: jbove@schools.nyc.gov
Phone Number: 718-968-6115 Fax: 718-968-6252

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson Harris
Director's Office Address: 415 89th Street Brooklyn NY 11209
Director's Email Address: cwatsonharris@gmail.com
Phone Number: 718-759-5131 Fax: 718-968-6252

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Salil Paingankar	*Principal or Designee	
Lori Fiorentino	*UFT Chapter Leader or Designee	
Amanda MCarthy	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Victoria Consentino	Member/ Staff	
Gladys Sarmiento	Member/ Staff	
Karen Schiffmiller	Member/ Staff	
Ellen Goodman	Member/ Staff	
	Member/	
Helen Stern	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nicole Boone	Member/ Parent	
	Member/	
Zoya Borrocas	Member/ Parent	
Audrey Donohue	Member/ Parent	
	Member/	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

At PS 236 we believe that children learn best when they are comfortable with the academic challenges they face as they work in a risk-free environment. Teachers foster this environment by conducting lessons that allow students to lead and let the educators facilitate, rather than dictate. Students are given opportunities to develop ideas via discussion and exploration with support from text based evidence.

A partnership with families fosters a positive relationship between our school and the home. Every member of the school community will acquire all of the skills necessary to be a successful life-long learner, open to limitless possibilities and prepared for the challenges of a unique and diverse society. At our school, we believe that each student is an individual and needs to foster their own opinions and beliefs. Through appropriate instruction and enrichment of innate talents, students will meet high standards and reach their ultimate personal and academic potential. Respect and acceptance of each individual is at the heart of what we do. At our school, every child will excel academically and socially.

Our school motto is "Lead By Example" thus developing our Leader-Chip program. Students have the ability to acquire tokens when they show attributes of leading by example. This program has been highly successful and has created a respectful tone throughout the building where students hold doors for each other, speak kindly to one another, and encourage and celebrate each other's success. A club program was also implemented this year. These clubs allow students to try new activities such as flag football, cooking, meditation, chess, 3-D printing, Lego Robotics and crochet. Through the club activities, students learn how to communicate and work with their future colleagues in the career of their choice, with all activities geared toward College and Career Readiness.

We have made significant progress this past year, and we will continue to move forward to further our gains, as we enhance our supportive environment and strong community ties. In developing a supportive environment, students are able to discuss any issues with any adult in the building. Students now feel that they have a voice and their suggestions are heard and discussed by administration and school staff. The student council meets monthly with the principal to discuss student issues and events for the school. This year our council raised over \$10,000 for various charities that help children in need. With an open door policy implemented in 2013-2014, the principal continues to listen and communicate with families with compassion and conveys his understanding of the difficulties many parents face in today's world. These aspects allowed the school to build strong community ties as evidenced in the 2014-2015 school survey. Based on these findings, parents of PS 236 students feel very safe and confident that their child is getting a top-notch education.

While PS 236 has strived toward, and attained improvements in the education students receive, enhancement and delivery of our rigorous instruction will be a key area of focus this year. We believe that the level of instruction our students require needs to be enriched and explored deeply so that our students can be even more successful. We will focus on student development whereby students lead classroom discussions and develop their own higher order questions. For the 2015-2016 school year teachers will be trained on strategies of debate and Socratic Seminar. We believe that implementing these philosophies will enable students to be "better thinkers and prepare them to work in a collaborative environment". A second area of focus is effective leadership. Historically, fifth grade scores on the New York State ELA and Math exam decrease significantly. To address this decrease, the school will embark on departmentalization for the fourth and fifth grades. This will allow teachers to focus specifically on subjects and fine tune their craft, within specific core subjects. Leadership in the building will oversee and guide this program change in order for it to be successful in upcoming years. Additionally, collaborative teaching will also be focused on in conjunction with the departmentalization of classes. Our teachers learn from each other and have partnered up with

one another as they learn from and share their best practices. To foster this initiative we will continue to have instructional walkthroughs that allow teachers to focus on an instructional area. Learning Partnerships (and triads) will continue for the upcoming school year as enhance teacher development, curriculum planning, and academic enrichment including STEAM initiatives.

We are excited for the upcoming school year and ready for whatever challenges come our way!

22K236 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	541	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		2.2%	% Attendance Rate	94.1%
% Free Lunch		37.9%	% Reduced Lunch	7.8%
% Limited English Proficient		5.7%	% Students with Disabilities	15.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.5%	% Black or African American	23.1%
% Hispanic or Latino		11.9%	% Asian or Native Hawaiian/Pacific Islander	9.0%
% White		53.5%	% Multi-Racial	2.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.95	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	2.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	9.31
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		52.6%	Mathematics Performance at levels 3 & 4	58.8%
Science Performance at levels 3 & 4 (4th Grade)		96.2%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- Based upon this year’s Principal Performance Observation it was recommended that the school concentrate on taking lessons to a higher level of rigor by extending and deepening content and enriching the level of instruction by using inquiry based strategies, such as The Socratic Seminar and debates.
- The school is currently in good standing and meeting the needs of all subgroups. However, according to 2015 School Quality Guide the school is not performing as well as other schools in our peer group for general students in 2015 School Quality Guide.

Part 2 – Annual Goal

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

By June 2016 as a result of enriching curriculum we will move from the “approaching target (42.7)” to “ meeting target(47.7)”for student progress as indicated in the 2016 School Quality Guide.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Develop lead teachers who have begun to implement the philosophy The Socratic Seminar and have exhibited success using these strategies the previous school year. They will receive 	<p>All students and teachers</p>	<p>October 2015-June 2016</p>	<p>Administration, District Support , and Borough Field Center Support.</p>

<p>professional development and inter-visitation opportunities to deepen their understanding of the methodologies.</p> <ul style="list-style-type: none"> • Implement Socratic Seminar and debates in all classrooms by utilizing lead teachers in this research based strategies. Lead teachers will provide professional development and cycles of inter-visitation involving the Learning Partner Program and Protocols 			
<ul style="list-style-type: none"> • Strategies of the Socratic Seminar and debate will be systemic and implemented for Students with Disabilities, English and Former ELL's 	All students and teachers	October 2015-June 2016	Administration, Lead Teachers and District support.
<ul style="list-style-type: none"> • Families will be invited to workshops to learn and engage in inquiry based strategies. 	Families	October 2015-June 2016	Lead teachers, Parent Coordinators and Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The following resources will be utilized: Trade Books, Teachers, Articles ,videos , allotted time for inter-visitation with in district and other schools in the city, and professional development											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Administration will continually observe teachers and students to see Socratic Seminar/Debate strategies are occurring in the classroom. This can be identified by the level of discussion in the classroom and whether or not the teacher is facilitating the lesson, as evidenced by the growth in 3b and 3c in the Danielson Framework for teaching. Administration will check data in February to see progression of the teachers,
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- Based upon Advance data, administration feels that there are highly effective practices that are throughout the school. In order to build capacity in the building, these best practices need to be celebrated and shared across the school community.
- Based on teacher feedback, pedagogues feel that they need to have additional time to work with their peers to implement and refine best practices. The school already has established a Learning Partner Program and Learning Walks. The Learning Partner Program focuses on teachers working with one another as they explore proven best practices and/or research based strategies in a risk free environment. The Learning Walks will focus on the school’s goal to move instruction toward student-led engagement using Socratic Seminar and Debate as the basis for its structure. The need for this school is to blend these two concepts into a harmonious balance so that the teachers and students can be successful.

Part 2 – Annual Goal

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

By June, 2016, 95% of the teachers will move toward improvement in component 3b and 3c in Danielson’s Framework for Effective Teaching by using observation data.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The school will conduct 4 Instructional Learning Walks, equally spaced out throughout the school year. Teachers will partake in 8-week Learning Partner cycles as they examine best practices with their colleagues. Best practices will be discussed on one Professional Development Monday during said 8-week cycle.	Classroom Teachers, Students and Administration	September, 2015 to June 2016	Administration and Teachers
Teachers will visit the English Language Learner specialist and pull-out Special Education Teachers (12:1, SETSS, ICT Part-Time) during Instructional Learning Walks, as they examine the various methodologies and strategies that are implemented for instruction. Special Education Teachers will be encouraged to become learning partners with one another so as to foster best practices for working with SWD.	ELL Specialist, Special Education Teachers, and ELL and SWD students	September, 2015 to June, 2016	Administration, Special Education Teachers and ELL Specialist
Parents will be invited to partake in an Instructional Walk with staff members as they examine Socratic Seminar and Debate strategies in the classroom.	Families	September, 2015, to June, 2016	Administration, Teachers, Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Prep coverage and substitute teachers, time allotted											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Teachers will provide feedback/reflection on Instructional Learning Walks and Learning Partner Reflection Log which apprise Administration of any changes and/or modification that might be necessary to these protocols.
Administration will review data in February

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

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- Based on 2015 School Quality Guide in grade 5 there was a decrease of 20 points in the NYS Math Assessment and 10 point decrease in NYS ELA Assessment. Also, through professional conversations with Middle School Principals it was stated that the students who were entering 6th grade were not ready emotionally and socially for the changing of classes and teachers causing a difficult transition into a new environment.
- The staff of PS 236 provides a strong nurturing risk free environment that allows individuality and expression. However, we feel that our students need to be prepared for the future and be able to adapt to the structure of new environments.

Part 2 – Annual Goal

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

In the 2015 -16 academic school year, in order to support our students to be college and career ready we are departmentalizing grades four and five in order to increase student achievement. By June 2016 there will be a 5% increase on the NYS ELA and NYS Math Exams for the fifth grade.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Research shows that students achieve better when a teacher is a specialist in a specific content area. Thus we are creating that environment by having ELA, Math, Social Studies and Science specialists in grades 4 and 5. • Grade 4 and five students will peer tutor with students in lower grades using the Great Leaps Program in Math and Literacy. • Grade 4 and Five Specialists will attend professional development in their respective areas. 	<p>4th and 5th Grade students and Teachers</p>	<p>June 2015- June 2016</p>	<p>Administration and District Support.</p>
<p>To meet the needs of select SWD's a flexible pull out 12:1 program will be created to foster student achievement.</p>	<p>SWD in 4th and 5th grade and Teachers</p>	<p>May 2015- June 2016</p>	<p>Administration and District Support</p>
<p>Parent workshops will be conducted showing the benefits and structures of departmentalizing grades</p>	<p>Administration Teachers, and Parent Coordinator</p>	<p>May 2015- February 2016</p>	<p>Administration and District Support</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Certified Special Education Teacher, Flexible Programming and schedule. Common Core Curriculum and Specialty Teachers Great Leaps Kits.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Administration will consistently collect samples of students work such as Writing on Demand and unit assessments to monitor student achievement. Also we longitudinally track achievement of Performance Series results based upon consecutive years focusing on the same students. A student survey mid-year and end of year to assess departmentalization and middle school readiness.

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

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students in the lowest one third and selected by teachers	Wilson, Foundations, RazKids, Performance Series, SuccessMaker, Star Fall, Brain Pop, Great Leaps, Discovery Ed, Wonderworks, IReady	Small group, one to one, at risk services, and peer tutoring	During the school day and after school programs.
Mathematics	Students in the lowest one third and selected by teachers	Math Mission, Math games, Math fact challenges, Great Leaps, SuccessMaker, Discovery ED, On line instructional videos, Extensive hands on use of manipulatives.	Small Group, One to One, Peer Tutoring.	During the day and after school programs.
Science	Students in the lowest one third and selected by teachers	Pebble Go Discovery Ed	Small Group, One to one, Peer Tutoring	During the school day and after school programs
Social Studies	N/A	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students that show a need in the related service area	SETTS, Occupational Therapist, Guidance Counselor, Social Worker, School Psychologist	Small group and one to one.	

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 236**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 236** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

PS 236, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Mill Basin School</u>	DBN: <u>22K236</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>35</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

PS 236 will have a Title III after-school program this year that will meet two days per week. The classes will be taught by our ESL instructor as well as general education instructors. The following ESL students will be served by our after-school program for the 2014-2015 school year: 14 Kindergarten ESL students, 9 First Grade ESL students, 6 Second Grade ESL students, 2 Third Grade ESL Students, 1 Fourth Grade ESL student, and 2 Fifth Grade ESL students. Title III funds will be dedicated to creating an after-school program that will meet the needs of all of our ESL students who are at beginner, intermediate and advanced levels of ESL instruction. The after-school program will be supervised by one administrator and will have one ESL teacher, one content specialist for art using ESL methodology, and one technology instructor. The teachers in this program have common branch licenses and the ESL teacher is a certified ESL instructor. The students will use Language Power for Grades 3-5, Level C to develop skills that need to be focused on, based on test results and data from their ESL program. Language Power levels A and B will be used for students in K-2. Additionally, Focused Reading Intervention kits from Teacher Created Materials will be used for students in K-2. Direct instruction will be given to all students in English.

- The program from Teacher Created Materials, Language Power, will be used for students K-5. The research based series provides ELLS with key reading comprehension strategies and incorporates writing skills driven from the foundations covered within the program. Additionally, students will also use Focused Reading Intervention kits aligned to grade level instruction. Passages from fiction and non-fiction stories drive the instruction and comprehension skills students need. Opportunities to enhance writing skills will be introduced as students create their writings in our computer lab. Emphasis will be on these two programs as the students in Kindergarten, 1st Grade and 2nd Grade are at Intermediate and Advanced levels of proficiency. Of the 34 students in our ESL program, 2 students are at the Beginning Level of Proficiency. The afterschool program, in conjunction with the programs from Teacher Created Materials, will allow students to increase their oral language skills as well as their literacy skills. Staff, including our ESL instructor, will deliver instruction to these students that is differentiated, incorporating ESL methodology, and technology through our computer lab, thus enabling the students to be successful in the classroom as well as on the NYSESLAT exam. Students will have opportunities to explore comparative language skills and increase their speaking skills by exploring fine art that is related to their grade and compatible to skills identified in Blue Print For the Arts.

- Students will attend the after school program on Wednesdays from 2:30 to 5:00 weekly. ESL instruction will be provided to students for 1 hour and 15 minutes. 35 minute sessions will be provided in Content Instruction (Art) and Technology. These sessions will rotate within the 2 1/2 hour of direct instruction, thus allowing all students to received all three components of the after-school program.

- The program will run for a total of 14 weeks. It is intention that this program will start February 25, 2015 and run until June 3, 2015. Two certified content instructors (common branch art and technology) and one ESL teacher will service the ESL students.

- Student groups will broken down as follows: For the ESL direct language instruction, students will be broken into two groups. Each group will receive direct ESL instruction for 1 hour and 15 minutes. Upon completing the ESL portion, students will then receive 40 minutes of Technology instruction, enhancing

Part B: Direct Instruction Supplemental Program Information

the Language Power program, and 40 minutes of content instruction in the area of fine art. Students will rotate between instruction with their content instructor and direct instruction with the ESL instructor, giving the ESL instructor 1 hour and 15 minutes and each content teacher 40 minutes, with 5 minutes set aside for dismissal.

Teachers will assess student progress and adjust instruction to meet individual needs as determined by teacher observations, student progress in their class and ESL class, formative assessments (running records, tasks, homeworks, writings on demand, ReadyGen assessments, etc). Supervision for this program will be provided by the Assistant Principal. The Assistant Principal will coordinate the program, supervise students for pick-up and dismissal of the program, coordinate meetings with support staff, providing them time for professional development, collection of data for assessment of program success, communication to families of students in program, and maintain all record-keeping documents related to this Title III program. There are no other after-school programs that are running concurrently with this program.

Part C: Professional Development

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

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

Begin description here: _

The ESL instructor at PS 236 will provide Professional Development to the general education teachers by turnkeying main ideas in a series of workshops she has attended. The ESL teacher has already attended the following workshops in preparation for this program: Maximizing Learning Opportunities for ELLs, Bilingual and Multilingual Learners; Supporting The Instructional Needs of SIFE; Instructional Units for Beginning ELLS; Building a System of Teams for ELLS; Building Reading Comprehension for ELLs Viewing and Reading Closely; Language Interpretation Training and Parent Communication Letters; Text, Talk and Tasks: Building a Pathway for Success for ELLs and All Learners. These workshops were provided by the Department of English Language Learners and School Support.

Teachers received free professional development from Teacher Created Materials on November 25, 2014. This school hosted the training site and was able to participate free of charge. The ESL Instructor, Technology Instructor and Assistant Principal attended this 4 hour workshop. The workshop examined the use of Language Power, the ESL instructional program from Teacher Created Materials.

Teachers who will work in the Title III program will also attend Professional Development Sessions (2 hours total) that will be provided by the ESL teacher. This pd will be broken down into two, 1 hour sessions and will be given prior to the commencement of this program. Additionally, teachers will meet for two 1 hour sessions to review the plans for implementation of this program. Teachers will meet at the start of the program for one hour and at its conclusion for a second hour. The ESL instructor for PS 236 is Margarita Kazarian. Teachers who receive this instruction will be determined by a posting of the after-school position, in compliance with UFT regulations and guidelines.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _

Parental involvement and support is monumental here at PS 236. Research has shown that when parents are actively engaged in their child's academic lives, the achievements of English Language Learners improves and students are successful in school. On a regular basis, parents are invited to attend Parent Association Meetings monthly. The Parent Coordinator, along with the PA President organize meetings and workshops to encourage parent participation and support. Translators are available at all events to welcome parents and help in everyone's understanding of school related activities as well as the activities and customs that are shared by the students at home. This fosters a mutual understanding of home-life and school-life for the families and community at PS 236.

Activities are posted in dual languages of Russian and English as those are the two dominant languages at PS 236. However, for our other ELL students, notices are translated on an individual basis to ensure all families are kept abreast of school activities and academic achievement of each student. This year, PS 236 will conduct an evening whereby students and families are invited to the school to share cultural beliefs, ideas and food. A small part of the funding sources from the Title III program support this evening event. The event will be held the first week of April (date TBD) and is designed to inform parents of our program, sharing of information and outreach to those parents of ESL students, and an information night regarding the NYSESLAT testing. Staff at PS 236 volunteer during this session using the funding source to pay for items necessary to share cultural dishes and cover the cost of drinks (soda/water), utensils, paper goods, etc. Parents will be notified about this event by school flyer, which will be translated into the languages of each student in our ESL program.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$7876.07</u>	<u>Per session salaries for 3 teachers and one supervisor for a 14 week program (2 1/2 hours per week) and 4 hours professional development session for 3 teachers (total 12 hours) for support.</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>\$0</u>	<u>Professional Support/training from vendor to for Language Power Program and Focused Reading Intervention (school hosted training site and received free pd on 11/25/14)</u>
Supplies and materials	<u>\$3,200</u>	<u>Language Power Grades K-5, Levels B and C (kits include 10 copies of</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		<u>student workbooks), from Teacher Created Materials. Focused Reading Intervention Kits for Advanced ELLS, Grade K, 1 and 2 to supplement instruction (15 student books per kit).</u>
Educational Software (Object Code 199)	<u> </u>	<u> </u>
Travel	<u> </u>	<u> </u>
Other	<u>\$123.00</u>	<u>Materials needed for cultural evening for parent involvement. Funding used to cover the cost of set-up for paper goods, drinks (soda/water/juice), etc.</u>
TOTAL	<u>\$11,200</u>	<u> </u>

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 22	Borough Brooklyn	School Number 236
School Name Mill Basin School		

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

Principal Salil Paingankar	Assistant Principal Joni Southard
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Margarita Kazarian	School Counselor Nora McCarthy
Teacher/Subject Area Caren Schiffmiller (SETSS)	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	545	Total number of ELLs	37	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	36	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	36	0	1	1	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	1	2	0	0	1	0	0	0	0	0	0	0	0
Chinese	0	1	1	0	0	0	0	0	0	0	0	0	0	0
Russian	10	3	2	1	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Urdu	2	1	0	1	0	0	0	0	0	0	0	0	0	0
Arabic	1	2	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	1	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	1	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	4	0	1	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2	3	0	0	2	0	0	0	0	0	0	0	0	0
Emerging (Low Intermediate)	1	2	0	0	0	0	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	9	1	0	0	0	0	0	0	0	0	0	0	0	0
Expanding (Advanced)	2	6	1	1	0	0	0	0	0	0	0	0	0	0
Commanding (Proficient)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				2	1	1	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	8	6	5	2	0	0	0	0	0	0	0	0	0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	0	0	1	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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 PS 236 uses several tools to assess the early literacy skills of our ELLs. Data from the NYSITELL is examined, as well as NYSESLAT results and Fountas and Pinnell reading levels. The F&P scores provide teachers with a student's independent reading level and instructional reading level. Differentiated instruction is then used as a springboard from the scores for said students. Teachers use on-level texts for the students in addition to instruction and data provided by the ESL instructor. Teachers test the students in F&P three times per year and track students progress. All results are sent to administration for assessment and evaluation. There are times when teachers will revisit the F&P levels and update student progress with running records from the assessment kit. Historically, ELL reading levels have ranged as follows: Kindergarten - AA - F; Grade 1 - AA - H; Grade 2 - C-K; Grade 3 - E-O; Grade 4 - G-S; Grade 5 - G-S. The classroom teachers generate assessments on a regular basis following the Common Core Standards. Assessments include the core subjects of ELA, Mathematics, Social Studies and Science. The data generated from these assessments assist the teachers with student grouping for instruction. Individual student needs are identified and aligned to meet those students who are at-risk, and who require scaffolding of instruction, additional support, as well as enrichment. These needs take into consideration student proficiency levels, and assist in mapping out instructional plans for those students needing AIS, Rtl and any after-school opportunities that might be available during the school year.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data reveals that the students at PS 236 initially become proficient in Listening and Speaking, while Reading and Writing are acquired at a slower rate. Each year, approximately 33% of the ESL population attain proficiency, with 57% showing improvement, and 10% remaining at the same level. The majority of the ESL students in grades K-2 historically attain proficiency quickly while those students in Grades 3-5 attain proficiency in Listening and Speaking but slow down in their progress for Reading and Writing, regardless of the levels attained in the NYS ELA exam.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The school looks to identify patterns across NYSESLAT modalities that will drive instruction through various intervention strategies such as level reading passages, ENL text, and ENL teaching strategies such as the use of realia in the classroom that address all student needs. The AMAO tool is used to identify and target possible at-risk ELL students and assist teachers in developing instructional plans that will help ELL students attain proficiency. Performance indicators that assist with ELL data is the AMAO tool. This combines information from NYSITELL, NYSESLAT, ELA and Math state exams. It also provides biographical information on students and whether they fall into an at-risk category.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. For the 2015-2016 school year, there are several ways students can test as 'proficient' and no longer be considered an ELL:

1. Student scores a proficient/commanding level on NYSESLAT.
2. Student scores at advanced/expanding level on the NYSESLAT AND Level 3 or 4 on the NYS ELA for grades 3 - 8.

The school uses the NYSESLAT and ELA assessments to determine student proficiency levels. At the end of the school year the NYSESLAT is used to measure whether or not there is adequate progress in English language acquisition. The school analysis of the test results examines all four modalities with the results being used for planning and scheduling as well as its impact on the upcoming school year.

Historically, the data shows that the school has a greater number of students entering the ESL program at the early grade level. Of those students entering, about one third of this population enter at the beginning level, with the remaining two thirds scoring at the intermediate level. For those students who continue in the program in the upper grades, they continue their success, placing at the intermediate and upper tiers of proficiency. The number of students who enter the program at the upper grade level position are very low, with most of those entering students placing at the beginning level of instruction. In analyzing the data, those students who remain in the program demonstrate proficiency in Speaking and Listening and continue to require additional instruction in Reading and Writing. Instruction is provided to these students by offering lessons that emphasize on academic vocabulary, test taking skills and comprehensive responses to questions posed based on text. Teachers incorporate fiction and non-fictional text as well as culturally significant literature to increase this vocabulary and background knowledge. The instruction itself addresses the multiple intelligences by incorporating audio, tactile, and visual aids.

Analysis of the NYS ELA exam also reveal that of those students who were former ELLs and those still in the program, support is still needed. Most of these students score between Levels 2 and 3 in ELA and continue to receive additional support in the classroom by their homeroom teacher, continuous support from the ESL instructor, and opportunities to receive support after-school in various programs that are targeted to their needs. These students score similarly on the NYS Math exam. Most students are accurate in areas of computation but struggle with word problems or those requiring an explanation. Again, these students receive the same support as they do in ELA. After-school programs incorporate math instruction as well as ELA.

Science has been a hands-on study, with instruction built around the FOSS kits that are used for instruction and experimentation. ELLs that have taken the NYS Science exam have attained levels 3 and 4 on this exam. Teachers will continue to use this hands-on approach but will be incorporating a new program this year, FUSION, which will blend supplemental text and instruction to the hands-on approach the school has used in the past.

All of the exams are given in English but ELL's are permitted to use bilingual word-to-word dictionaries for all subjects except ELA and NYSESLAT. Additionally, students are provided with written translations to ensure accurate measurement of the student's knowledge in the core subject. These practices have yielded positive results for our ELL students.

b. This school administers MOSL tests to all of the students in grades K-5. They are given twice a year (fall and spring). The school then uses the results to track student progress, analyze trends and develop rigorous instruction. Additionally, for students in Grades 3-5, the school administers the Scantron exams to provide yet a deeper analysis of student development and ability, thus fine tuning instruction to even further details so each student's needs are met. The data, and trends, are analyzed by the teachers during teacher team meetings, grade meetings and discussed with administration. Classroom instruction is then modified to meet the needs of the students and include small group instruction. Professional development is provided to all classroom teachers under the guidance of the ESL instructor so that ESL strategies and methodologies are in practice in all classrooms.

c. From the test results, the school is learning that the upper grade ELL students require various strategies in reading, comprehension and grammar and apply same to writing practices. New ELL students are encouraged to express themselves orally in their native language so they can participate in literary activities. This fosters a sense of community as they are encouraged to participate and be included with the active members of the school community. Additionally, their self-esteem is boosted as they partake in all activities.

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

The data for our ELL students is used to assess their needs as it pertains to ELA, Mathematics and Science instruction. Based on data from Performance Tasks, Scantron, Success Maker, Fountas and Pinnell and teacher-made assessments, RTI groups are established for

students in grades 2-5. Kindergarten and 1st 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 is also offered during the after-school program meeting two times per week. Student progress is tracked and monitored, with individual lessons aligned to student need and devised to ensure success for each student on the NYEESLAT exam. Upper grade students are 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. Additional support is provided for these students in after-school programs that will meet twice a week.

6. How do you make sure that a student's new 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 data is verified that they are correctly flagged in ATS 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 school uses ReadyGen for its reading program, GoMath for its math instruction and Fusion for its science program. These programs have ESL components that adapt the lesson for ESL instruction. Additionally ESL supports are included for the students on a daily basis. Supports include dictionaries, ample verbal strategies to promote speaking skills, bilingual dictionaries, glossaries, and websites with components for ESL development. All 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 target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

This is not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of our ELL program is evaluated in several ways. Primarily the results on the NYEESLAT exam indicate our success. With a high rate of students exiting the program and the majority making progress, the results yield a positive response. Secondly, we examine student success on NYS exams and the result on the MOSL exams that are selected by the teachers. For the lower grades, close analysis of Fountas and Pinnell results are indicative of the student success. Analysis of teacher-created exams and strands for instruction indicate each student's strength and area of concern so that instruction can be targeted. Assessment of all of these elements are reviewed as we determine the success of the program and areas that need to be re-evaluated.

Part IV: ELL Identification Process

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

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

1. When a new student enters our school, the following steps are taken for the initial identification of ELLs.

Step 1: Administration of the Home Language Identification Survey

The school administers the Home Language Identification Survey (HLIS) to determine the student's home language as part of general intake procedures. The home language is determined based on the combination of the interviews with the parent and student, and responses to the questions on the HLIS. As per CR Part 154, a licensed pedagogogue completes the HLIS with the parent and ensures timely entry of this information into the designated ATS screens by the Pupil Accounting Secretary. Our licensed pedagogogue is trained in cultural competency, language development, and the needs of English language learners. She is also proficient in the home language of the student or parent or guardian or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands. The completed HLIS forms are placed in the student's cumulative file and remain a part of the student's permanent record. If the student's home language is English, the ELL Identification Process terminates at this step; if the student's home language is not English, the ELL Identification Process continues to Step 2.

Step 2: Determination of NYSITELL Eligibility

For students whose home language is not English, the school then administers a more in-depth interview, reviews their school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL). The school continues the process with a trained pedagogogue who must do the following:

1. Interview the student in both English and the home language
2. Review student's prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of

sufficient school work, our school uses age-and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners

A school determines eligibility to take the NYSITELL. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step; if the student is eligible to take the NYSITELL, we continue to step 3.

NYSITELL eligibility for students entering school with IEPs (from within the United States) is based on the determination of the Language Proficiency Team (LPT).

Step 3: Administration of the NYSITELL

Our school prints NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment.

Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in the parents' preferred language:

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

Dated and signed letters are retained in the student's cumulative folders.

Step 4: Administering the Spanish LAB If Applicable:

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results are administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB is used to support our school in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.

We print Spanish LAB answer documents using the RSLA function in ATS. After the Spanish LAB is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment.

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

Identification of Students with Interrupted/Inconsistent Formal Education (SIFE)

Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

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

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

SIFE Identification Process

1. We administer the oral interview questionnaire

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

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

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

NYSITELL eligibility for students entering school with IEPs (from within the United States) is based on the determination of the Language Proficiency Team (LPT).

Beginning with 2015-2016 school year we will have an LPT that minimally comprised of

- A school/district administrator
- A certified teacher or related service provider or a teacher of English to speakers of other languages
- The director of special education or individual in a comparable title (or his or her designee)
- The student's parent or guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, will be present at each meeting of the LPT.

1. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following:

* The result of Step 1 initial ELL identification process

* The student's history of language use in the school and home or community

* The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language

* Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

2. Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

* If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL

* If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review

• It is up to the principal to accept or reject this recommendation

* If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student

* If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian is notified within 3 school days of the decision in the parent's/guardian's preferred language

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder.

We realize that it is important to understand how certain elements of the second language acquisition process compare to learner characteristics associated with a learning disability. While components of language acquisition can seem to mirror a learning disability, they do not necessarily indicate a learning disability. Our LPT consists of academics who are professionally qualified to make such determinations.

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

Records are kept by the ENL teachers with the dates of admit, dates of tests, and the test results. These documents are reviewed by administration, pupil accounting secretary and the ENL teacher to ensure that the parent letters are distributed in a timely fashion. Within 5 school days of ELL determination, ENL teachers inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in the parents' preferred language.

• Entitlement Letter

• Non-Entitlement Letter

• Continued Entitlement Letter

Dated and signed letters are retained in the student's cumulative folder.

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

For the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. Parents are informed by letter in their preferred language of their right to appeal ELL status. The Re-identification Process may be utilized for students who have a home language other than English, and are ELLs and non-ELLs.

The school will initiate a review of the ELL status determination upon receipt of a written request from any of the following:

• A student's parent or guardian

• A student's teacher (if the teacher's request includes written consent from the parent or guardian)

The Re-identification Process will be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process will be completed within 20 school calendar days. However, it may up to 12 months for the final determination be made. During this process the student will be placed in a bilingual program, if one exists at the school, otherwise, the student will be placed in ENL.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
- Parents determine which of the three ELL programs their child will receive. The school notifies parents of their eligibility for ELL services and provides information regarding all three programs during the parent orientation or individual meetings, all in the parents native language. The school takes the following measures in following ensuring parents understanding of programs available:
- Upon enrollment, parents are apprised of the three instructional models that are available in New York City, regardless of whether the preferred model is currently at PS 236.
 - At the parent orientation, the ESI instructor and parent coordinator inform the parents of the options. They are able to view the Parent Orientation video which explains the three programs. This is available in 13 languages. During this meeting, attendance, staff members present, and languages used for presentation are recorded on school forms and used as additional support and reference for the upcoming school year. Parents are able to discuss curriculum, State testing, and other issues relevant to the school year at this time. Bilingual staff is available during the meeting if a parent needs assistance as well as interpretation/translation assistance which is provided by the DOE. The meeting is allotted an ample amount of time so that parents can understand their choices, ask questions, and obtain complete and accurate answers that enable them to make an appropriate decision. These steps ensure that parents understand the three choices in program selection available to them.
 - Parents are then provided with a Parent Survey and Program Selection Form in the parent's preferred language, whereby they can complete and indicate their program of choice.
 - Parents can sign and return the form within 5 school calendar days. However, most parents complete the form at the conclusion of the meeting. Should a parent not return the form within the 5 school calendar days, phone calls and emails are sent to the parent in their native language to ascertain their decision. If nothing is provided after this time, the student is placed in an ENL class and enrolled in our ESL program. Documentation delineating all attempts and conversations are noted and recorded for accuracy.
 - The parent choice indicated on the Parent Survey and Program Selection Form is then entered into ATS (ELPC screen).
 - The Parent Survey and Program Selection Form are retained in the student's cumulative record and a copy of kept on file in the administrator's office as it needs to be accessible for State and City audits. Should a parent request a copy of the form, it is provided to them as well.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- The parent surveys for our school have indicated that the Freestanding ENL model is the preferred program that parents choose. Less than 1% of parents select transitional or bilingual programs. The papers are reviewed by the ENL and administration to ensure that all documents are returned. Administration and ENL instructors then meet to review data to determine if a transitional or bilingual class could be offered based on these numbers. Currently, newly identified ELL's request a free-standing ENL program as their first choice. The program offered by the school aligns with the parent choice. The surveys indicating this choice and offerings are kept in the administrator's office in a special file specifically for this purpose.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- Newly identified ELL's names are outlined for the ENL instructor and administrator. As the forms are returned in a timely manner, they are checked for completion and accuracy and then checked off. Those students who do not have their paperwork completed are contacted by the school, in their native language, to offer assistance, if it is needed. This outreach is conducted by the ENL instructor, classroom teacher, parent coordinator and/or administration. The purpose of the outreach is to ensure that the parent understands the choices available to them and equity in deciding which program best suits their child's needs.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Parents of ESL students receive a placement letter from the school indicating the program choice. This letter is sent home in the parent's native language with options to contact the school if any questions remain unanswered at that time.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- All documentation is kept on file in the ENL instructor's classroom and the school administrator's file should City and/or State audits be necessary.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- To ensure that all parts of the NYSESLAT exam are administered to all eligible ELL students, the ENL instructor and administrator review ATS data identifying all students to be tested. A testing plan is formalized outlining dates and parts of the exam to be administered. Additional pedagogue support is provided to ensure that all students are tested in a timely fashion. LAT reviews plan and assists in testing students. The LAT carefully review the names of students to be tested as well as steps necessary in the administration of the exam. Letters are distributed to the parents of the ESL students, in their native language, apprising them of the testing dates/parts that their child will be taking. Workshops are provided to the parents by the ENL instructor and parent coordinator prior to testing to answer any questions about the state exam and provide feedback to each parent. Should a student be absent for any part of the exam, the ENL instructor works with the testing coordinator/administrator, in ensuring there is staff

available to test the student immediately upon their return, providing it is within the testing window for that part of the NYSESLAT exam.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Entitlement, Non-entitlement, Non-entitlement/Transition and Continued Entitlement letters are completed by the ENL instructor and given to each student to take home to be signed and returned. These letters are returned to the classroom teacher who then forwards them to the ENL instructor for review. After review they are placed in the student's cumulative folder with a copy in a special file in the administrator's office.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The Parent Survey and Program Selection forms for the past few years reveal that Freestanding ENL model is the preferred program that our parents select. Less than 2% of our parents select transitional or bilingual programs for their children. As stated above, the ENL instructor and administration review the selections of parents to determine if a bilingual program or transitional program could be opened at the school as a result of these numbers. Since the parent choice is a Freestanding model, the school offers said program and is therefore fully aligned to the parent choices.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

The ESL students at PS 236 receive freestanding ENL and all ELLs are taught by a licensed, certified ENL instructor. All ENL-entitled students are served by the push-in/pull-out model. In the push-in model, the ENL teacher works with ELL in collaboration with the general education teacher to provide language acquisition and vocabulary support, using ESL methodologies. The common preparation time between classroom teachers and the ENL instructor allow for said planning and collaboration. This alignment of instruction ensures accurate delivery of subject matter as well as meeting the students' language acquisition needs. In the pull-out model, the ELLs spend the majority of their day immersed in all-English content instruction but are brought together from various classes for English acquisition-focused instruction given by the ENL instructor. All students participate in the above models and receive instruction based on their NYSITELL and NYSESLAT scores in accordance with State mandates.
 - b. TBE program. *If applicable.*

This is not applicable.
 - c. DL program. *If applicable.*

This is not applicable.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

ELLs receive appropriate numbers of instructional minutes according to their proficiency levels as outlined in CR Part 154. For those students who are Beginner/Entering ELLs, they will receive 180 minutes in standalone ENL and 180 minutes in integrated ENL/ELA for a total of 360 minutes. Low Intermediate/Emerging ELLs receive 90 minutes in standalone ENL and 180 minutes in integrated ENL/ELA, with 90 flexible minutes, all totaling 360 minutes. Intermediate/Transitioning ELLs receive 90 minutes in integrated ENL/ELA and 90 flexible minutes for a total of 180 minutes. Advanced/Expanding ELLs receive 180 minutes in integrated ENL/ELA or other content area. Proficient/Commanding ELLs receive 90 minutes in integrated ENL or other content area.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

General education teachers and the ENL instructor use ENL methodologies during instruction to provide a classroom environment whereby all ELL students can acquire academic content knowledge as well as language acquisition. ENL instructor uses both the push-in/pull-out model of delivery of instruction after careful planning with general education classroom teachers. This ensures that all ELL students receive instruction of curriculum that is aligned to grade and content and Common Core Standards driven. ELL students are taught all four modalities of listening, speaking, reading and writing with adjustments to instruction to allow for emphasis on those modalities that they may have shown a need for.

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

Spanish-speaking students are tested using the Spanish Lab test. For those students whose language is other than Spanish, they are not tested in their native language other than the initial interview.

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

ELLs are evaluated in all four modalities throughout the school year. Students are assessed using formal and teacher-generated tests, tools and materials. To assess in Speaking and Listening, evaluations are made based on how the students engage in conversations including, but not limited to, discussions during group work, classroom responses, presentations, , discussions that build upon other student ideas, questions they pose to staff and other students, oral reports and responses to literature. To evaluate the students in Reading, the school looks at how the student uses context clues to determine the meaning of words, compare and contrast themes and the skills they use to ascertain this, finding settings, plots, and understanding author's purpose. To assess the students in writing, the teacher looks at various writings including response to literature, writing opinion essays, how-to essays, etc. Students are instructed using various stages of the writing process therefore the instructors assess the students planning and pre-write, revising and editing process to determine if assistance and reinforcement of these concepts are necessary. When needed, the results of these assessments then further drive the student's instruction.

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

a. SIFE

b. Newcomer

c. Developing

d. Long Term

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

a. At this time, there are no SIFE students in the school. Should the situation change, the instructional plan that will be put in place will reflect differentiated instruction resulting from the student's scoring data, indicative of their levels and needs. Should the student have special needs, then a full-time bilingual paraprofessional would be assigned to the student. By doing this, the students academic, social, developmental and emotional needs are met with this additional support.

b. For ELL students who are in a US school less than 3 years, the goal is to first acclimate the student to their surroundings and emphasize adaptation skills. This includes every-day language, and conversational skills. Students are instructed so that they become familiar with concepts that include letters, sound systems of the English language, vocabulary and then flow into academic skills, incorporating with any skills they may already have (ie. math computation).

c. For ELL students who are in a US school 4-6 years, the goal is to increase literacy especially in the areas of reading and writing a data has revealed this to be an area of need for our ELLs in this category. The students are exposed to a larger variety of literature with a greater range of genre and author styles. ELLs are exposed to non-fiction literature as well as content based instruction so real-life connections can be made. An after-school program allows students to further develop these skills in the areas of Math, ELA and technology. Test Prep programs that are conducted after-school also allow ELL students the chance to identify skills needed in order to be successful on the NYSESLAT exam and NYS ELA and Math exam.

d. Currently there are no long-term ELL students at PS 236. If, in the future, this should change, then the school will use data to target each student's weakness and strength, to drive their instruction, individualizing their plan of instruction, so they can become college and career ready.

e. The ENL instructor works collaboratively with the classroom instructor to provide extra support and materials to further enhance the ELL student's academic development. ENL instructors will continue to work with these students for 90 minutes on a weekly basis to continue their support. The test coordinator meets with classroom teachers to ensure that test accommodations continue up to 2 years after passing the NYSESLAT exam with said accommodations in place for all exams including NYS ELA and Math exams.

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

The school ensures that the re-identification process is completed within 10 school calendar days of receipt of written notice. If CSE must be consulted, the process is then completed within 20 school calendar days. The process can take up to 6 -12 months to complete. The school principal will review the re-identification process decision to ensure that the student's academic progress has not been affected by this decision. The principal consults with qualified school staff regarding the possible decision, the parent/guardian of the student, and the student themselves. If the principals determines that the decision affected the

Chart

student's academic success, the principal takes the steps necessary to ensure that the student receives support services as defined in CR Part 154-2.3(j) and may reverse the decision within this 6-12 month period of time. Should the principal decide to reverse the ELL status of the student, they will then consult with the superintendent or their designee. Final decision notification is made in writing to the parent/guardian in their preferred language within 10 school calendar days.

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

Teachers of students that are ELL-SWD use a variety of grade-level materials and strategies that provide access to academic content areas and accelerate English language development. This includes, but is not limited to, differentiated instruction, scaffolding, pre-teaching using Total Physical Response, making fiction/non-fiction connections (text to self, etc.) vocabulary tests, higher-order thinking skills, DOK questions, and now working on Socratic Seminar approaches. Realia used by teachers address the multiple intelligences and ensure that ELL-SWD's continue to develop their academic skills all striving toward academic success leading to college and career readiness.

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

This school uses curricular, instructional and scheduling flexibility to ensure ELL-SWD students achieve IEP goals as well as English proficiency in a least restrictive environment. This includes the input of the classroom teacher, special education coordinator and administration in scheduling the students academic classes and support services. Together, these educators form a "team" that supports and ensures the success for the student. The students schedules are evaluated and assessed, as the upper grades are now departmentalized and careful scheduling must be examined. Supports include AIS instruction, SETTS, possible one-to-one bilingual paraprofessional (full-time or part-time), counseling, invitations to any after-school programs the school might have that year, Great Leaps reading program, Rti, and any other programs that are available to the school.

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

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

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

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



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

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

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

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

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

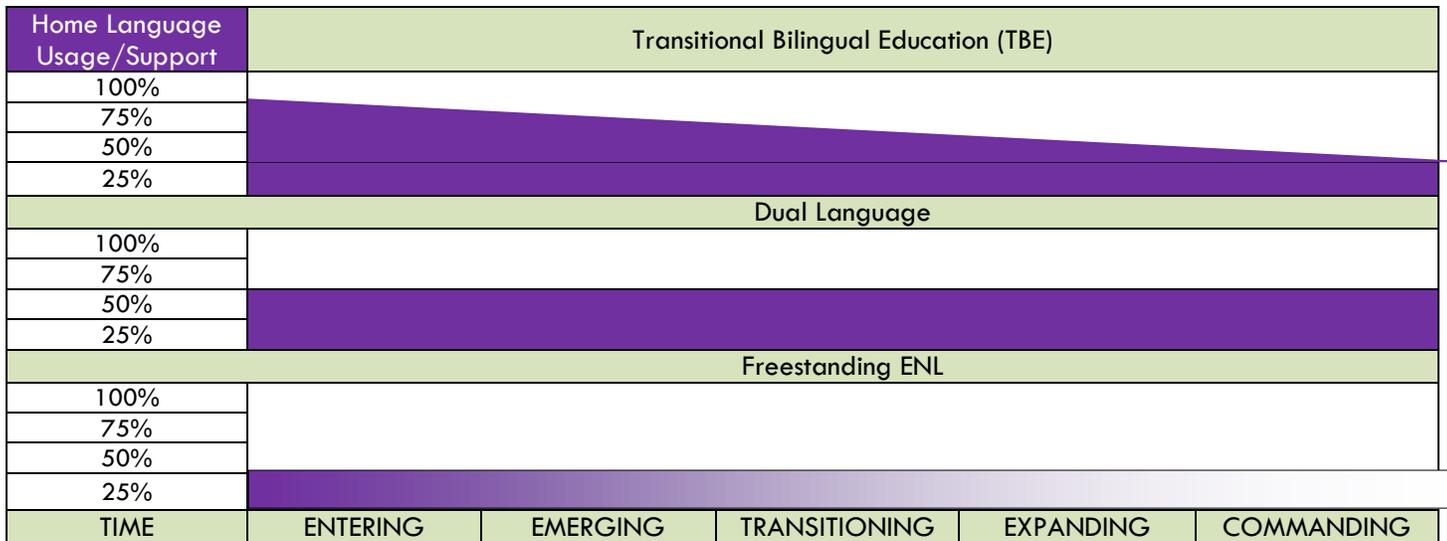


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. ELL students are tested in the areas of Mathematics (grades 3, 4 and 5), and Science (grade 4) in compliance with the NY State mandates. For those students who have been in the public school system for more than one year, they are tested in ELA as well (grades 3, 4 and 5). For those students who score levels 1 or 2 on these exams, intervention services are provided to the students both during the school day, and after school if programs and funding are provided. During the school day, ELL students receive additional support through AIS periods by classroom instructors, out of classroom instructors, and the ENL instructor. After-school programs (Title III) support their AIS needs by providing opportunities to work with staff in a small group setting, using Ready New York enhancement, I-Ready online support, ReadyGen ESL support. Home language dictionaries, bi-lingual glossaries, Star Fall and Raz Kids reading programs also enhance student reading skills and enhance the language connection for these students. School activities that include cultural explorations (food, customs, home language, and other realia enhance student understandings and foster the language/reading/life connection.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The success of our ELL program is measured by the data on the NYSESLAT exam. The school examines the data carefully, noting the percentage of students who exit the program and those who remain in the program but make progress as determined by the attained level. For the Spring 2015 exam, over 70% of our students attained proficiency levels on the exam.
12. What new programs or improvements will be considered for the upcoming school year?
The school will embark on additional ELL Parent Workshops that will be incorporated into the PA meets to increase attendance. Teacher professional development meetings for the teachers of ELLs will be increased to a 6 week-cycle.
13. What programs/services for ELLs will be discontinued and why?
We do not have any programs or services for ELLs that will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL students have access to all activities in the school during school hours and after-school programs. This includes club times during the school week for upper grade students, opportunities to assist in monitoring lower grade students, all "bees", essays and contests. Parents of ELL students are informed of the upcoming school programs and activities and updated on their start. Translations and interpreters are available to apprise parents of these programs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Instruction materials, including technology, are used to support all of the ELLs at Ps 236. The school uses curricular, instructional materials and flexible scheduling to support their needs. This includes a variety of text, reading resources, educational computer programs specifically designed for ELL students as well as other programs designed for the general school population, classroom libraries, bilingual dictionaries and glossaries, etc.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support is delivered to ELLs in our freestanding ENL push-in/pull-out program using text that is dual language, bilingual dictionaries, glossaries, and pairing students with other students who have the same home language. Bilingual staff assist these students throughout the day as they make progress adjusting to the school schedule. Parent support is provided by offering translated notices and having interpreters available for meetings and conferences.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required services/resources correspond to ELLs ages and grade level based on ATS data and other soft data.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
The school assists newly enrolled ELLs before the start of the school year by providing support from the ENL instructor, school psychologist, guidance counselor, social worker, and administration. Parents and students are invited to tour the school and become familiar with the surroundings to alleviate any concerns they might have when they start the school day.
19. What language electives are offered to ELLs?
The school does not have electives as this is an elementary school but offers enrichment "electives" in the form of clubs (by student choice), class trips that are scheduled around New York City (museums, performances and other places of interest), Title III programs, and the opportunity to attend the after-school program that is run by a Community Based Organization.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

This question does not apply to our school.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The professional development plan for ELL personnel at the school includes the ability and scheduling of our ENL instructor to attend all PD sessions provided by the DOE and district offices. The ENL instructor, along with administration, continuously search various avenues for PD sessions that will enhance methodology practices. Once information is obtained, this information is then turn-keyed to staff of ELL students, and then to the remaining staff at the school.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Certified ENL teacher will conduct professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen (15%) of the required professional development hours for all teachers prescribed by CR Part 80 is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Emphasis is placed on giving teachers of ELLs support as they engage their students in reaching the Common Core Learning Standards. ENL materials and resources are provided to those classroom teachers who have ELLs.

The PD sessions will cover but are not limited to the following list of topics:

 - * Using Data to Drive Instruction
 - * Keeping ELLs in Mind -
 - * Teaching Reading and Writing using ENL Methodologies
 - * Using Classroom Glossaries and Dictionaries
 - * Differentiating Instruction for ELLs
 - * Scaffolding Language and Learning
 - * Content Area Instruction and Assessment for ELLs
 - * Examining Key Facts About the Home Countries of Our ELLs
 - * Sharing Best Practices
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Support has been given to the 5th grade teachers to address the concerns of those students who might be ELLs that will transition from elementary to middle school. Historically, the school has not had a 5th grade ELL student but should this arise in the future, the teachers will receive professional development and additional support in helping to guide these students for this transition. The teachers will be instructed on the vocabulary they will encounter while at middle school, as well as life skills they will need to navigate in middle school. Suggestions and recommendations are given to the teachers regarding how to assist ELL student as they make this transition, including the middle school application process. Support for the teachers and parents is provided by the Parent Coordinator and ENL instructor as they explore all options that are available to the ELL students.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

In order to meet the requirements under CR Part 154.2, the school sets aside time on the first day of school for school-wide professional development. Additional time is allotted for this pd throughout the school year and in accordance to teacher schedules as blocks of time ("Common Planning Time") is scheduled into the 5-day school program. Agendas and attendance records are kept on file with school staff to ensure staff development is completed, timely and addressing the needs of our students and staff. Teachers bring to said sessions questions, concerns, data, etc. for those ELL students that are in their classrooms. All staff receives this instruction and opportunities to ensure equity throughout the school year.

C. Parental Involvement

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

The ENL instructor meets with parents/guardians individually at least two times per year in addition to parent-teacher conferences, initial parent orientations, progress meetings and weekly conferences available every Tuesday after-school, conferences to discuss the results of their child's NYSESLAT score and other assessments that measure their success in ENL instruction. All meetings have translations available for printed documents, bilingual staff accessible and access to the DOE Translation/Interpretation Unit, when needed. Meetings are documented and kept on file with the classroom teacher and ENL instructor.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The parent coordinator and ENL instructor stress the importance of parent involvement and provide resources to the parents of ELL students outlining how they can help their children be successful both academically, socially, improve language acquisition, and test successfully on all exams. Parents receive information via emails, text and twitter, and in print indicating the resources available including those resources available on-line that support the programs used by the school (including DIAL A Teacher access). At PS 236, all parents are invited and encouraged to attend school activities as well as community events and other organized events. The school continues to offer hands-on workshops for parents with all translations and interpretations available to the parents at all times. Parents of other ELL students who are bilingual are asked to reach out and encourage other families to join in our activities and celebrations. Multi-cultural celebrations, art fairs, holiday celebrations and school shows, plays, assemblies, etc. include invitations to all parents, via translated communication.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? While our school is partnered with a CBO afterschool program, we do not have events coordinated with this agency for workshops specifically designed for ELL parents. Instead, all parents are invited to attend all workshops and presentations via translated communication.
5. How do you evaluate the needs of the parents? Parent surveys reveal the needs of the school community. During parents association meetings, workshops and other school activities, it is stressed the availability of the parent coordinator and support staff at the school to meet the needs of the parents. Surveys are presented that ask the parents to identify the needs and interests so the school can look at providing same. The parent coordinator ensures that DOE brochures outlining Parents Bill of Rights is provided to all ELL parents (and the parents of the student body at large) so there is equity in identifying the needs of the school community.
6. How do your parental involvement activities address the needs of the parents? Surveys are sent to parents that determine areas of concern. Workshops can be created to address these needs that are specifically designed for the parents of ELL students as it pertains to areas such as state testing, social skills, social activities at PS 236, school policies, etc.

D. Additional Information

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

Paste response here:

School Name: **PS 236**

School DBN: **22K236**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Salil Paingankar	Principal		9/30/15
Joni Southard	Assistant Principal		9/30/15
Antoinette LaBella	Parent Coordinator		9/30/15
Margarita Kazarian	ENL/Bilingual Teacher		9/30/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Nora McCarthy	School Counselor		9/30/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **22K236** School Name: **PS 236**
Superintendent: **Ms. Bove**

Before you begin, please check the following:

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

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

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

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

Based on the information obtained from the HLISs, ATS reports, parent surveys, and meetings that are held face-to-face with parents, the primary language spoken by parents is determined by the parents and school personnel at the time of registration. As the school year progresses, side-notes are made to indicate the preferred spoken and written language and adjustments are made. Using the data, the school provides assistance to all non-English speaking parents so communication in their native language is available. This helps the parents and staff with effective communication that fosters the success of their child. Notices are posted throughout the school in various languages to inform parents of the availability of translation services as well as upcoming events.

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

For the current school year, there are 30 ESL students. The languages preferred for the parents include Russian, Arabic, Urdu, Chinese, Hebrew, Greek, Ukrainian, Bihari, Cantonese, Spanish, Romanian, Korean, and Haitian Creole. Our ESL instructor, Administration and Pupil Accounting Secretary review student HLISs, ATS data, and information obtained from initial interviews with parents to determine the parental needs for written and oral communication. Plans are then made regarding the translation of written communication as well as interpretation for oral communication. As the school year progresses, updates are made in ATS and on Emergency Blue Cards. All staff is made aware of each family's needs so that there are open lines of communication between home and school.

Part B: Creating a Communications Calendar

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

Documents that are distributed yearly to families, and require translation include, but are not limited to, the following: parent handbook, monthly newsletters, school calendar, parent-teacher conferences, after-school programs, meetings and conferences for those students in the ESL program, after-school enrichment programs, New York State testing notices, letters from the Parents Association, School Leadership, and teacher communications. Should the parent need translation, oral and written translations are available from in-house staff who are bi-lingual and the DOE Translation and Interpretation Unit.

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

The formal face-to-face meetings our school typically has with parents include initial parent interviews upon admission to the school, ELL orientation meeting, grade-level orientation meetings, parent-teacher conferences, ELL workshops, and scheduled parent meetings with classroom teachers and the ELL instructor. Informal parent involvement include phone calls from classroom and cluster teachers, ELL instructor, office staff and administration, as deemed necessary.

Part C: Providing Language Assistance Services

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

The school provides written translation of all forms that are available from NYC DOE. These include, but are not limited to, translated versions of the Home Language Identification Survey, ELL Parent Brochure, parent surveys, program selection forms and all parent notifications. The ESL instructor, along with the Parent Coordinator, ensure timely provisions of translated documents to parents by determining their needs at the time of student admission. The staff at our school are multi-cultural and multi-lingual. We

are able to provide written and oral assistance in Russian, Hebrew, Spanish, Ukrainian, Romanian, Haitian Creole and Arabic. For those parents who speak Chinese and Korean, the NYC DOE Translation and Interpretation Unit is used for assistance. Parents bring interpreters with them for daily assistance, on an "as needed" basis. Communication notices are sent to parents, apprising them of the availability of interpreters for their translation needs.

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

The school teaching staff and paraprofessionals in our school are available during parent meetings and conferences. Additional support is provided by other school staff who are able to translate for conferences as well. The staff also uses the over-the-phone assistance as provided by the DOE when an in-house translator is not available.

Part D: Training Staff on Policies and Procedures

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

Language Access Coordinator, along with the assistance of the Parent Coordinator and ESL instructor will ensure that all staff members are aware of the translators that are accessible within the school building. Additional training is provided so that staff members can use the over-the-phone interpretation services that are provided by the DOE. The Translation and Interpretation Brochure, Language ID Guide, and Language Palm Cards are provided to staff for immediate assistance. Staff training is provided during the Professional Development time allotted on Mondays and Tuesdays with direct instruction from the ENL instructor.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

It is this school's responsibility to provide parents whose primary language is other than English and who might require language assistance with a copy of the Bill of Parents Rights and Responsibilities. This document includes their rights as it pertains to translations and interpretations services. The translated versions of this document are available online at: <http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/Parents+Bill+of+Rights+and+Responsibilities>.

htm. The school has posted by the main entrance of the school signs that indicating the availability of interpretation services as well as language assistance and directives posted by the security desk. The school follows the procedures outlined in the DOE's Translation and Intepretation Unit website in order to meet the translation needs and interpretation requirements set forth in Chancellors Regulation A-663.

Part F: Monitoring and Quality Control

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

The school gathers feedback from parents on the quality and availablilty of services via the parent survey, parent workshops, ELL parent workshops, and input obtained from individual parent meetings with staff.