



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** EAST SIDE ELEMENTARY SCHOOL, PS 267

DBN : 02M267

PRINCIPAL: MEDEA MCEVOY    EMAIL: [MMCEVOY2@SCHOOLS.NYC.GOV](mailto:MMCEVOY2@SCHOOLS.NYC.GOV)

SUPERINTENDENT: MARIANO GUZMAN

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Medea McEvoy	*Principal or Designee	
Ariel Riccardi	*UFT Chapter Leader or Designee	
Matthew Chook	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
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	
Breanne Kutch	Member/Teacher	
Travis Sloane	Member/Teacher	
Alyssa Newman	Member/Teacher	
Beth Griper	Member/Parent	
Anne Richter	Member/Parent	
Lana Saferstein	Member/Parent	
Farzana Kussar	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

- By June 2013, 85% of the current kindergarten and first grade students will be reading on grade level (level 3) using the Teachers College Benchmarks for Reading using Fountas and Pinnell leveling system. This would be a level D for kindergarten and Level I for first grade.

### **Comprehensive needs assessment**

- Based on current research, there is a need for early childhood students to be reading on grade level by the end of the year to avoid achievement gaps in future years. Analysis of student's running records and reading levels indicates that our kindergarten and first grade students need additional strategic instruction to accomplish this goal. Currently, all of our second grade students are reading on or above grade level.

### **Instructional strategies/activities**

- **Instructional strategy #1**
  - a. Professional Development: Professional development will provide teachers with support in teaching reading, differentiating instruction, using a balanced literacy program, improving instructional strategies, and using ongoing assessments to monitor learning and plan instruction.
  - b. Target Populations: Teachers servicing all students including ELL and SWD subgroups
  - c. Responsible Staff Members: Staff developers (external), teacher teams, AIS/SETSS/Reading Recovery provider and Principal
  - d. Implementation timeline: September 2012-May 2013
- **Instructional strategy #2**
  - a. Differentiated Instruction: Teachers will differentiate their reading instruction in order to meet the learning needs of all students. This includes using frequent assessment to form flexible groups, providing targeted intervention, and one on one reading instruction that specifically targets the needs of each student.
  - b. Target Populations: Teachers servicing all students including ELL and SWD subgroups
  - c. Responsible Staff Members: Teacher teams, AIS/SETSS/Reading Recovery provider and Principal
  - d. Implementation timeline: September 2012-May 2013
- **Steps for including teachers in the decision-making process:**
  - Teachers will meet in grade-level and teacher teams to review student data gathered from periodic assessments, using running records/reading continuum to pinpoint student needs, plan instruction and form differentiated groups.
  - Staff determined that all second graders were reading on a level 3 after the November assessment period. 40% of kindergarten and first grade students approaching a level 3. Using this data, we calculated that 85% of all kindergarten and first grade students should be performing at a level 3 by May 2013.
  - Periodic assessments will occur four times from October 2012 to May 2013

### **Strategies to increase parental involvement**

- Distribute a monthly grade newsletter designed to keep parents informed about school activities and curriculum
- Provide a wide variety of workshops given by teachers about different subject areas
- Host a curriculum night
- Hold a summer reading workshop given by our Teachers College staff developer
- Send invitations to attend several celebrations of student work throughout the year
- Hold an annual book fair with author visit

- Offer coffee with the principal to discuss a variety of topics that parent choose

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy      \_\_\_\_\_ Title I      \_\_\_\_\_ Title IIA      \_\_\_\_\_ Title III      \_\_\_\_\_ Grants      \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Covered in the details above

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

- By June 2013, 80% of kindergarten, first and second grade students will be writing on grade level (level 3) as evidenced by their performance on 2 Common Core aligned informational performance tasks as measured by the Informational Reading/Writing Performance Assessment Rubric.

**Comprehensive needs assessment**

- Based on prior student work, the citywide instructional expectations and in alignment with the Common Core Standards students need to be engaged in more rigorous tasks that promote higher level thinking skills in informational writing.

**Instructional strategies/activities**

• **Instructional strategy #1**

- Professional Development: Professional development will be given on the following topics: implementation of the performance task and use of the rubric, scoring and analyzing student work, using data to inform differentiated lesson planning
- Target Populations: Teachers servicing all students including ELL and SWD subgroups
- Responsible Staff Members: Staff developers (external), teacher teams, AIS/SETSS provider and Principal
- Implementation timeline: September 2012-May 2013

• **Instructional strategy #2**

- a. Creation of data binders: A data binder will be created and used so that all staff members have access to student data. This will include pre-assessment unit plans, student data from pre and post-assessments (including charts and tables), and revised units plans. This will support teachers in differentiating individual, small group and whole-class instruction. It will also allow teachers to track students' progress across time.
- b. Target Populations: Teachers servicing all students including ELL and SWD subgroups
- c. Responsible Staff Members: Teacher teams, AIS/SETSS provider and Principal
- d. Implementation timeline: September 2012-May 2013

• **Steps for including teachers in the decision-making process:**

- Teachers will meet in grade-level and teacher teams to review student data gathered from performance tasks, on-demands and periodic assessments
- Staff determined that 40% of students were performing on a level 3 after the pre-assessment of performance task 1. Using this data, we calculated that 80% of all students should be performing at a level 3 by May 2013.
- Periodic assessments will occur four times from October 2012 to May 2013

**Strategies to increase parental involvement**

- Distribute a monthly grade newsletter designed to keep parents informed about school activities and curriculum
- Provide a wide variety of workshops given by teachers about different subject areas
- Host a curriculum night
- Hold a summer reading workshop given by our Teachers College staff developer
- Send invitations to attend several celebrations of student work throughout the year
- Offer coffee with the principal to discuss a variety of topics that parent choose
- Homework packets sent home weekly give tips and strategies for how parents can help students with their writing

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title I       Title IIA       Title III       Grants       Other

If other is selected describe here:

**Service and program coordination**

- Covered in the details above

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

- By June 2013, 82% of kindergarten, first and second grade students will be problem solving on grade level (level 3 – practitioner) using the Exemplars Standards Based Math Rubric.

#### **Comprehensive needs assessment**

- Based on prior student work, the citywide instructional expectations and in alignment with the Common Core Standards students need to be engaged in more rigorous tasks that promote higher level thinking skills.

#### **Instructional strategies/activities**

- **Instructional strategy #1**
  - a. Professional Development: Professional development will be given on the following topics: planning math instruction, using assessments to inform instruction, asking good questions, building accountable talk in mathematics and differentiating instruction.
  - b. Target Populations: Teachers servicing all students including ELL and SWD subgroups
  - c. Responsible Staff Members: Staff developers (external), teacher teams, AIS/SETSS provider and Principal
  - d. Implementation timeline: September 2012-May 2013
- **Instructional strategy #2**
  - a. Administering Performance Tasks: Two mathematics performance tasks aligned with the citywide instructional expectations and the Common Core State Standards will be administered and teachers will use this data based on the Exemplars Standards Based Math Rubric to revise units, plan flexible groupings, measure growth and design math supplements to support all learners. From this data, we have already implemented an Early Bird math program for qualifying second grade students that supports the development of problem solving skills in mathematics.
  - b. Responsible Staff Members: Teacher teams, AIS/SETSS provider and Principal
  - c. Implementation timeline: September 2012-May 2013
- **Steps for including teachers in the decision-making process:**
  - Teachers will meet in grade-level and teacher teams to review student data gathered from performance tasks, whole-class checklists, one on one interviews and other periodic assessments
  - Staff determined that 40% of students were performing on a level 3 after the pre-assessment of performance task 1. Using this data, we calculated that 82% of all students should be performing at a level 3 by May 2013.
  - Periodic assessments will occur four times from October 2012 to May 2013

#### **Strategies to increase parental involvement**

- Distribute a monthly grade newsletter designed to keep parents informed about school activities and curriculum
- Provide a wide variety of workshops given by teachers about different subject areas
- Host a curriculum night
- Send invitations to attend several celebrations of student math work throughout the year
- Offer coffee with the principal to discuss a variety of topics that parent choose
- Parent workshops tailored specifically to mathematics
- Homework packets sent home weekly give tips and strategies for how parents can help students with their mathematics

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy   
  Title I   
  Title IIA   
  Title III   
  Grants   
  Other

If other is selected describe here:

**Service and program coordination**

- Covered in the details above

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. 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 Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, 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.).
ELA	Small group differentiated instruction utilizing a variety of strategies (phonics/word study instruction, guided reading, interactive writing, etc.) early bird extended day program, Foundations phonics program, Reading Recovery	Foundations will be delivered whole class in Kindergarten as well as in small differentiated groups, the early bird extended day program provides targeted literacy instruction to small groups, and Reading Recovery provides one-to-one instruction to below level first grade readers and writers.	Foundations instruction will be provided during the kindergarten school day, Reading Recovery is provided during the first grade school day, small group differentiated instruction is provided during the school day, and early bird intervention services are provided before school, three days a week.
Mathematics	Differentiated math partnerships (students practice math games	Students work in partnerships differentiated by ability level and need within their classrooms,	Math partnerships meet across grade levels during the school day, small group instruction is

	designed to develop an understanding of the big ideas in mathematics – one to one correspondence, conservation, magnitude, compensation, equivalence, etc.), small group instruction (problem solving strategies, mental math strategies, etc.) and early bird extended day program.	small group math instruction may be provided in classrooms as well as in a separate location, and the early bird extended day program provides targeted math instruction to small groups.	provided during the school day, and early bird intervention services are provided before school, three days a week.
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Early bird extended day program, at-risk speech and language services	Our early bird extended day program includes an occupational therapy component, where a small group of at-risk students receive practice in strengthening fine motor skills, students may also receive at-risk speech and language services in small groups.	Our early bird extended day program occurs before school, three days a week. At-risk speech and language services are provided during the school day.

**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

**Strategies for attracting Highly Qualified Teachers (HQT)**

The PS 267 hiring committee will only hire Highly Qualified candidates for each available position. Licensing requirements will be closely monitored by school administration and Human Resource liaisons. A wide variety of professional development opportunities for teachers are offered as well as mentoring for new teachers. We are also involved with the NTC mentoring program which trains teachers to be mentors.

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

East Side Elementary School, PS 267, 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 agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

*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;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences, publishing celebrations, Math Mornings etc.

*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;

## **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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Fund raising Committees, School Leadership Teams etc.
- 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>2</b>	District <b>2</b>	School Number <b>267</b>	School Name <b>East Side Elementary</b>
Principal <b>Medea McEvoy</b>		Assistant Principal <b>N/A</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Celeste Perez Chadha/ELL/SETSS</b>		Guidance Counselor <b>Shawn Ezrapour</b>	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator <b>N/A</b>	
Related Service Provider		Other <b>Franca Baviello/ESL Teacher</b>	
Network Leader <b>Ada Cordova</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>98</b>	Total Number of ELLs	<b>8</b>	ELLs as Share of Total Student Population (%)	<b>8.16%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. We administer the Home Language Identification Survey (HLIS) to all parents. The principal meets with and interviews parents and determines LAB-R eligibility. Students who are eligible for the LAB-R are tested by the ESL certified teacher within the first ten days of admittance. The NYSESLAT is administered to all ELLs in the Spring. After the results for the NYSESLAT come in the LAP team meets to discuss the results and next steps for the students.
2. We first show the video to the parents, and describe the three programs offered in NYC, and allow parents to ask questions. After they have selected the ELL program for their child, we tell them about our ESL program in our school.
3. Entitlement letters and surveys are given to parents at an orientation meeting and the school secretary follows up to ensure that they are returned.
4. After the administration of the LAB-R and after consultation with the parents the students are placed in an ESL instructional program.
5. All parents have selected an ESL program for their children.
6. So far the program models offered are aligned with parent requests. We will evaluate this on a year by year basis and make any necessary changes.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	2	2												4
<b>Total</b>	2	2	0	0	0	0	0	0	0	0	0	0	0	4

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	8	0	0							8
Total	8	0	0	0	0	0	0	0	0	8

Number of ELLs in a TBE program who are in alternate placement:

### 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
<b>TOTAL</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>7</b>										

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. Instruction is delivered in a pull-out as well as a push in model. Two of the students are Kindergarteners and they are beginners. One of the first graders is a beginner, two are advanced and three are intermediate.
2. The beginner ELLs receive six hours a week from a pull-out model with an ESL certified teacher and the rest of their instruction is a push in model in their classrooms. The ESL instruction is fully aligned with SED ESL Learning Standards.
3. The content areas are delivered by the classroom teachers using a variety of scaffolding and vocabulary strategies. Materials and lessons are adapted to each ELL's language needs. All academic content areas are taught using ESL strategies.
4. One of our ELL students receives speech services twice a week. Our plan is to be sure that this student receives instruction that supports his listening and speaking skills.

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

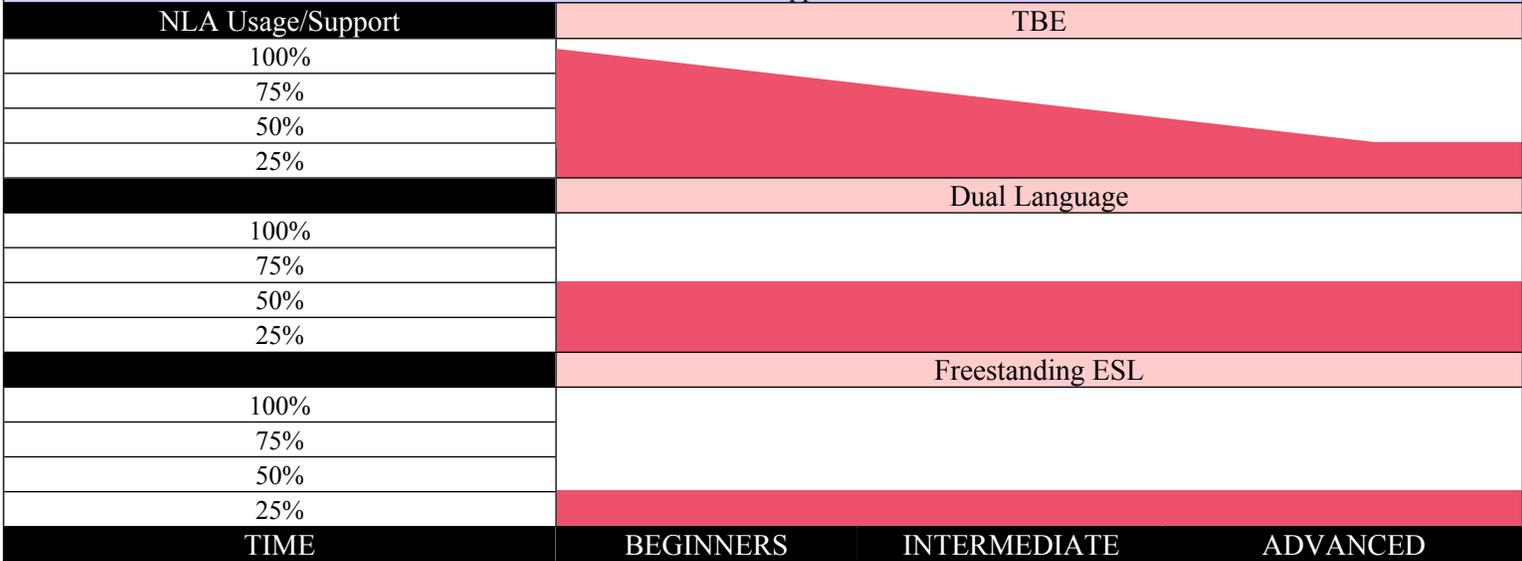
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

**Native Language Arts and Native Language Support**

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



**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. The intervention offered at this time is small group instruction in English.
6. ELL students will be monitored and assessed after they have reached proficiency on the NYSESLAT.
7. Hiring a certified ESL teacher.
8. No programs will be discontinued.
9. All programs including after school activities are offered to all students.
10. As a new school we do not have technology yet. All instructional materials are used by all students.
11. The ELL students are given opportunities in the classroom to share their culture through pictures, stories and celebrations. The library has leveled books, non-fiction books, CDs, books on tape, big books, and songs etc.
12. Yes.
13. All newly arrived children receive extra support and help during the first six weeks of school.
14. At this time we do not have any language electives.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

### **D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. Staff Development is a key component in our professional learning community. We have a Teachers College staff developer who comes and teaches in a lab site and facilitates workshops. Teachers also go to Teachers College for staff development days in both ELA and Mathematics. ELL issues and topics are also addressed at our monthly faculty conferences, weekly grade meetings, staff development days and after school professional development. Our ESL teacher also attends all these workshops and other district wide professional development.

2. We will not have 5<sup>th</sup> graders for six years.

3. In order to be in compliance with the Jose P. requirements all new general education teachers will receive 7.5 hours of professional development from an ESL certified teacher/professional development provider. The ESL teacher also meets with the classroom teachers to discuss and implement strategies to support ELL instruction. Resources from the LAP Tool Kit and up to date literature are also available as part of teachers professional development.

### E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parent Involvement is very important to our school community. Parents are invited to attend student publishing celebrations, curriculum night, field trips, reading in the classroom, parent workshops, monthly PTA meetings and all other school events.

2. Not at this time.

3. We evaluate the needs of the parents through surveys, parent outreach and parent meetings.

4. Parental involvement activities are planned with the parents and come from their suggestions and input.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	B													

G	I		2											
	A		2											
	P		3											
READING/ WRITING	B		1											
	I		2											
	A		2											
	P		1											

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. Teachers College assessments are used to assess early literacy skills. These assessments have shown that ELL students often do not have the vocabulary they need and vocabulary enrichment is needed. They also don't have letter recognition and sounds.
2. ELL students need additional support with reading and writing.
3. We do not have these results yet.
4. This does not apply to our school.
5. This does not apply to our school.
6. We use test data as well as data and other assessments collected by the teachers and parent teacher conferences to determine the success of the program for ELL's.

### **Additional Information**

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

Paste additional information here

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/24/11
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **02M267** School Name: **PS 267**

Cluster: **2** Network: **206**

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

**Part A: Needs Assessment Findings**

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

We use the Home and Language Survey and follow up with parents to see if they have someone they would like to designate as a translator. If not we seek out support from the DOE translation department and/or parent volunteers.

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

We had two parents that needed the translation services during parent teacher conferences. All of our families have at least one parent who speaks and reads English at home.

## Part B: Strategies and Activities

---

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

Currently we do not need written translation services. In the future we will use the DOE translation department to translate documents for parents or parent volunteers.

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

Currently we can communicate with all families in English when needed.

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

We will assess each families need for translation and interpretation services when they enroll at the school. Based on the assessment the school will ensure that the family can select a friend or family member to translate for them and/or we will use the DOE translation support services.