



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: EAST SIDE ELEMENTARY SCHOOL, PS 267

DBN (i.e. 01M001): 02M267

Principal: MEDEA MCEVOY

Principal Email: MMCEVOY2@SCHOOLS.NYC.GOV

Superintendent: MARIANO GUZMAN

Network Leader: ADA CORDOVA

School Leadership Team (SLT) Signature Page

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|------------------------|--|-----------|
| Medea McEvoy | *Principal or Designee | |
| Breanne Kutch | *UFT Chapter Leader or Designee | |
| Angela Shar | *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 | |
| Elizabeth Calascibetta | Member/ Co-Chairperson/Teacher | |
| Alyssa Newman | Member/ Teacher | |
| Breanne Kutch | Member/ Teacher | |
| Deanna Catanzaro | Member/ Teacher | |
| Medea McEvoy | Member/ Principal | |
| Katie Kinnell | Member/ Co-Chairperson/Parent | |
| Allison Slater Ray | Member/ Parent | |
| Angela Shar | Member/ PTA Co-President/Parent | |
| Anne Richter | Member/ Parent | |
| Julie Penzner | Member/ Parent | |
| N/A | Member/ | |

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 75% of the current K-3 grade students will be reading on grade level (level 3) according to the Teachers College Benchmarks for Reading which uses Fountas and Pinnell leveling system. This would be a level D for kindergarten, Level I for first grade, Level M for second grade and Level P for third grade.

Comprehensive Needs Assessment

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

Based on 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 students' running records and reading levels indicates that our K-3 students need additional strategic instruction to accomplish this goal.

Instructional Strategies/Activities

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

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

1. Professional Development: Professional development will provide teachers with support in teaching reading, differentiating instruction, using our common core aligned balanced literacy program, improving instructional strategies, and using ongoing assessments to monitor learning and plan instruction.
2. 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 individualized reading instruction that meets the needs of each student.

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

1. Staff developers (external), teacher teams, AIS/SETSS provider and Principal
2. Staff developers (external), teacher teams, AIS/SETSS provider and Principal

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

1. Data collected from: Principal observations, Staff Developer/Principal meetings, Staff Developer Reports, Teacher Team meetings
2. Data collected from: ongoing informal assessments, periodic formal assessments, teacher conference notes, analysis of student work

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

1. September 2013-May 2014
2. September 2013-May 2014

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

1. Teachers will meet in grade level and cross-grade level 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. We also have a partnership with Teachers College Reading and Writing Project (staff developers, specialty groups, calendar days, summer institutes, lead teachers) and a partnership with Goldmansour and Rutherford.
2. Teachers will meet in grade level and cross-grade level 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. We also have a leveled book room with literacy intervention kits and leveled book sets. We also use extended day (Early Bird) to provide targeted reading instruction. Each classroom teacher utilizes a balanced literacy approach and modifies it to meet the needs of all students.

Strategies to Increase Parental Involvement

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

- 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
- Send students home with book bags containing just-right leveled texts each night for independent reading at home
- Share specific information regarding academic and social/emotional strengths and needs with parents via Interim Reports
- Host a curriculum night
- Send invitations to attend several celebrations of student work throughout the year
- Offer coffee with the principal to discuss a variety of topics that parents choose
- Homework packets sent home weekly learning in the classroom
- Interim packets sent home providing strategies for parents to support their students in reading and word study

Budget and Resource Alignment

| | | | | | | | | | | |
|---|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | |
| X | Tax Levy | | Title IA | | Title IIA | | Title III | | Set Aside | Grants |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | |
| | | | | | | | | | | |

Goal and Action Plan #2

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

Annual Goal #2

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|---|
| Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. |
| By June 2014, 70% of the current K-3 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

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

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|---|
| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. |
| A. Strategies/activities that encompass the needs of identified subgroups |
| <ol style="list-style-type: none"> 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 2. 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. |
| B. Key personnel and other resources used to implement each strategy/activity |
| <ol style="list-style-type: none"> 1. Staff developers (external), teacher teams, AIS/SETSS provider and Principal 2. Staff developers (external), teacher teams, AIS/SETSS provider and Principal |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| <ol style="list-style-type: none"> 1. Data collected from: Principal observations, Staff Developer/Principal meetings, Staff Developer Reports, Teacher Team meetings 2. It will allow teachers to track students' progress across time as well as adjust unit plans according to the data collected. |
| D. Timeline for implementation and completion including start and end dates |
| <ol style="list-style-type: none"> 1. September 2013-May 2014 |

2. September 2013-May 2014

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

1. Teachers will meet in grade level and cross-grade level 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. We also have a partnership with Teachers College Reading and Writing Project (staff developers, specialty groups, calendar days, summer institutes, lead teachers) and a partnership with Goldmansour and Rutherford.
2. Teachers will meet in grade level and cross-grade level teacher teams to review student data gathered from periodic assessments, using performance tasks, on-demands and the writing continuum to pinpoint student needs, plan instruction and form differentiated groups. We also use extended day (Early Bird) to provide targeted writing instruction. Each classroom teacher utilizes a balanced literacy approach and modifies it to meet the needs of all students.

Strategies to Increase Parental Involvement

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

- 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
- Share specific information regarding academic and social/emotional strengths and needs with parents via Interim Reports
- Host a curriculum night
- Send invitations to attend several celebrations of student work throughout the year
- Offer coffee with the principal to discuss a variety of topics that parents choose
- Homework packets sent home weekly learning in the classroom
- Interim packets sent home providing strategies for parents to support their students in writing and word study

Budget and Resource Alignment

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

| X | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 70% of K-2 students will be performing on grade level using the PS 267 Math Interview, derived from The Early Childhood Assessment in Mathematics (ECAM).

Comprehensive Needs Assessment

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

Based on 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 mathematics.

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development: Professional development aligned with the CCSS will be given on the following topics: planning math instruction, using

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| assessments to inform instruction, asking good questions, building accountable talk in mathematics and differentiating instruction. |
| 2. Administering Performance Tasks: Two mathematics performance tasks aligned with the citywide instructional expectations and the Common Core State Standards will be administered |
| 2. Key personnel and other resources used to implement each strategy/activity |
| 1. Staff developers (external), teacher teams, AIS/SETSS provider and Principal |
| 2. Staff developers (external), teacher teams, AIS/SETSS provider and Principal |
| 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 1. Data collected from: Principal observations, Staff Developer/Principal meetings, Staff Developer Reports, Teacher Team meetings |
| 2. It will allow teachers to track students' progress across time. Teachers will use this data based on the PS 267 Math Interview, derived from The Early Childhood Assessment in Mathematics (ECAM) to revise units, plan flexible groupings, measure growth and design math supplements to support all learners. |
| 4. Timeline for implementation and completion including start and end dates |
| 1. September 2013-May 2014 |
| 2. September 2013-May 2014 |
| 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| 1. Teachers will meet in grade level and cross-grade level teacher teams to review student data gathered from periodic assessments, using performance task data to assess student needs, plan instruction and form differentiated groups. We also have a partnership with Metamorphosis (staff developer and professional learning communities) and attended Exemplars mathematics summer workshops. |
| 2. Teachers will meet in grade level and cross-grade level teacher teams to review student data gathered from periodic assessments, using performance tasks, informal assessments to pinpoint student needs, plan instruction and form differentiated groups. |
| 1. |

Strategies to Increase Parental Involvement

| |
|---|
| All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). |
| <ul style="list-style-type: none"> • Distribute a monthly grade newsletter designed to keep parents informed about school activities and curriculum • Host a curriculum night • 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 • Interim packets sent home providing strategies for parents to support their students in mathematics |

Budget and Resource Alignment

| | | | | | | | | | | |
|---|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | |
| X | Tax Levy | | Title IA | | Title IIA | | Title III | | Set Aside | Grants |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | |
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Goal and Action Plan #4

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

Annual Goal #4

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

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

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

1. Strategies/activities that encompass the needs of identified subgroups

1.

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

6.

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

1.

4. Timeline for implementation and completion including start and end dates

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

| Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|----------|----------|-----------|-----------|-----------|--------|
|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

3. Strategies/activities that encompass the needs of identified subgroups

1.

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

6.

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

1.

6. Timeline for implementation and completion including start and end dates

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

| | Tax Levy | | Title IA | | Title IIA | | Title III | | Set Aside | | Grants |
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

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

Description

| Type of Academic Intervention Service (AIS) | 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.) |
|---|--|---|--|
| ELA | phonics/word study instruction/guided reading/interactive writing Early Bird extended day program Foundations phonics program. | Small group instruction. Small group instruction. Small group instruction | During the school day Before the school day, 3 times a week. During the school day. |
| Mathematics | Differentiated math partnerships (students practice math games designed to develop an understanding of mathematical big ideas – one to one correspondence, conservation, magnitude, compensation, equivalence, etc.), small group instruction (problem solving strategies, mental math strategies, etc.) Early Bird extended day program. | Students work in partnerships differentiated by ability level and need within their classrooms Small group math instruction may be provided in classrooms as well as in a separate location The early bird extended day program provides targeted math instruction to small groups. | Math partnerships meet throughout grade levels during the school day Small group instruction is provided during the school day Early bird intervention services are provided before school, three days a week. |
| Science | Guided non-fiction writing | Small group and one on one | Before and during |
| Social Studies | Guided non-fiction writing | Small group and one on one | Before and during |
| 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) Early bird extended day program (occupational therapy program strengthening fine motor skills) | Small group services Small group services | At-risk speech and language services are provided during the school day. Before school, three days a week. |

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

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 is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your 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 your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

| | | |
|------------------------------|--------------------------|--------------------------|
| District 02 | Borough Manhattan | School Number 267 |
| School Name East Side | | |

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

| | |
|--|--|
| Principal Medea McEvoy | Assistant Principal |
| Coach | Coach |
| ESL Teacher Melinda Reid | Guidance Counselor Shawn Ezrapour |
| Teacher/Subject Area Deanna Catanzaro/K | Parent |
| Teacher/Subject Area Liz Calascibetta/1 | Parent Coordinator Bailey Gendron |
| Related Service Provider | Other |
| Network Leader(Only if working with the LAP team) Ada Cordova | Other |

C. Teacher Qualifications

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

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

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 228 | Total number of ELLs | 12 | ELLs as share of total student population (%) | 4.53% |
|--|------------|----------------------|-----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Push-In | 4 | 6 | 2 | 0 | | | | | | | | | | 12 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 4 | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | |
|-----------------------------|----|--|----|--------------------------------|
| All ELLs | 12 | Newcomers (ELLs receiving service 0-3 years) | 12 | ELL Students with Disabilities |
| SIFE | | ELLs receiving service 4-6 years | | Long-Term (completed 6+ years) |

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

| ELLs by Subgroups | | |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years) | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 12 | | | | | | | | | 12 |
| Total | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |

Number of ELLs who have an alternate placement paraprofessional:

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 |
| French | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Spanish | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*EP=English proficient student

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

| Dual Language (ELLs/EPs) | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12 | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

| 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 (SWD) | | | | | 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 (SWD) | | | | | | | | | 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 (SWD) | | | | | | | | | 0 |

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Teachers College Reading and Writing concepts of print assessments are used to assess early literacy skills. Running Records are also used for students who are reading. Fountas and Pinnell, and Foundations are some of the tools that are used. These assessments have shown that ELL students often do not have the vocabulary they need and vocabulary enrichment is needed. They also need support in letter recognition and letter sounds.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
ELL students need additional support with reading, writing and vocabulary.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The patterns across NYSESLAT modalities: reading/writing and listening/speaking affect instructional decisions. Teachers differentiate instruction and group students accordingly.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

This does not apply to our school.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
At East Side Elementary School, PS 267, the 3 tiers of Response to Intervention are provided by the kindergarten, first grade and second grade classroom teachers of ELL students and the ESL teacher. The core of instruction, the first tier, is provided by each classroom teacher of ELL students with differentiation to ensure English language development for the ELL students. The second tier, the double dose of instruction, is provided by the ESL teacher during ESL class. The third tier, the intensive intervention, is provided by the ESL teacher by pull-out or push-in sessions.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL teacher and classroom teachers collaborate to ensure there is differentiation in every lesson so that ELLs can access the material and develop their second language.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our program for ELLs by analyzing the data. First, we look at the NYSESLAT scores to ascertain if students are making gains in English language proficiency. We also look at the students' reading levels, and writing skills. This information enlightens the staff as to how well the ELLs are progressing in academic achievement. East Side Elementary School, PS 267's Language Allocation Policy is based on the Freestanding English as a Second Language model and incorporates all principles that pertain to this model. This includes coherence, academic rigor, explicit ESL instruction, content area instruction aligned to the standards and ongoing assessment in content areas as well as English language development.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At East Side Elementary School, PS 267, every effort is made to increase student achievement and engagement. Identifying English Language Learners (ELLs) is a critical first step in this process. When registering students new to the NYC public school system, parents fill out the Home Language Identification Survey (HLIS) which is translated into fifteen languages. The certified ESL teacher conducts the initial screening and informal interview and administers the HLIS. If the ESL teacher is not available, the guidance counselor, or a NYS certified pedagogue, administer this. When appropriate, the translation services of in-house staff members fluent are utilized. In other instances, the ESL teacher contacts the NYC DOE's Over the Phone Translation Services to facilitate this process. If the responses indicate that a student may be an ELL, the ESL teacher administers the LAB-R, a test used to determine initial entitlement. This test is administered within ten days of enrollment. If the student's native language is Spanish, the student is also administered the R-LAB. As of February 1, 2014, the New York State Identification Test for English Language Learners (NYSITELL) will replace the LAB-R. It will be similar to the NYSESLAT but abbreviated in length.
The first step the ESL teacher takes in annually evaluating ELLs using the NYSESLAT is determining who is eligible. Among the ATS reports checked is the RLER which lists eligible students. Every month, the ESL teacher reviews the RADP which lists all admitted and discharged students.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Within the first ten days of school or within the first ten days of enrollment in the NYC school system, the ESL teacher and the parent coordinator set up a meeting for those parents whose children have scored below proficiency on the LAB-R or NYSITELL if it is after February 1, 2014. A critical component of Children First reforms is program placement of ELLs. A letter is sent home and a phone call made to ensure that parents are aware of this meeting and to inform them that while program placement is determined by parents' choice together with program availability, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. At the meeting, the three program choices are explained: Dual Language, Free Standing English as a Second Language and Transitional Bilingual Education. Parents view an online presentation of these choices presented in their home language and fill out a Parent Survey and Program Selection form. For low-incidence languages, interpreters are hired, if necessary. The school records ELL program choices on the ELPC function on ATS. If there are fifteen students in contiguous grades who have the same home language and whose parents request a transitional bilingual education program, it will be formed. The ESL teacher informs the parents that at the present time, East Side Elementary School, PS 267 has a Freestanding English as a Second Language Program. Parents are told of their legal right to transfer their children to a school with the program they prefer as long as there is space available. If a family requests a bilingual program, East Side Elementary School, PS 267 contacts the DOE's Office of ELLs.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters for new ELLs are sent home with the students. In order to ensure that Parent Survey and Selection forms are returned, the ESL teacher collects them at the conclusion of the parent meeting and they are kept on file in the ESL office. At the beginning of the school year, the ESL teacher checks the RLAT report on ATS to determine ELL status. Entitlement, Continued Entitlement, Non Entitlement and Non Entitlement/Transition letters are sent to the parents in English and the home language. Copies of these letters are kept on file in the ESL office.
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.
East Side Elementary School, PS 267 has a Freestanding English as a Second Language Program. Parents of ELLs are notified of this when their children are admitted. If a student was previously in a bilingual program, the ESL teacher will set up a meeting with the parent and a translator to make sure the parent understands his/her options. The parent is informed that switching a student back-and-forth from one program to another is not recommended from a pedagogical standpoint.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test

(NYSESLAT) to all ELLs each year.

The NYSESLAT, administered each spring, measures proficiency levels in reading, writing, speaking and listening. The speaking section is administered individually. The other sections are administered according to grade level in the following order: listening, reading and writing. The ESL teacher ensures that proper test accommodations for special education students are followed. During the summer, the results are posted in the function RLAT on ATS and students are classified as Beginner, Intermediate, Advanced or Proficient. The level determines the number of hours per week of mandated ESL instruction.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  The trend in program choices that parents have requested is the freestanding English as a Second Language Program. This year parents of 4 students out of that number chose this model. The program models offered at the school are aligned with parental request. We will continue to build alignment between parental choice and program offerings by ensuring that ELL parents are informed of their legal right to transfer their children to a school offering a TBE program if so desired and starting one at East Side Elementary School, PS 267 when a threshold of fifteen parents in contiguous grades with the same home language requests it.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Instruction is delivered in a self-contained class along with push-in and some pull-out as needed. Four of the students are kindergarteners and two are beginners and two are advanced. There are six first graders. One is advanced, one is a beginner and the others are intermediate. There are two second graders. One is intermediate and the other is advanced. During the ESL class, all of the ELLs are in one class and they are in groups by proficiency level. During push-in and pull-out, it is one-one-one or small group instruction.
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)?

The beginner and intermediate ELLs receive one hour and twenty minutes of instruction a week from a self-contained ESL class with an ESL certified teacher and the rest of their instruction (at least four hours and forty minutes) is a push in/pull-out model with an ESL certified teacher in their classrooms. The advanced ELL students receive one hour and twenty minutes a week of instruction from a self-contained ESL class with an ESL certified teacher and the rest of the instruction is push-in/pull-out with an ESL certified teacher. The ESL instruction is fully aligned with SED ESL Learning Standards.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

When Spanish speaking ELLs are first admitted into the NYC school system, they are administered the R-LAB. This tool helps teachers ascertain language skills in Spanish. In the future, were East Side Elementary School, PS 267 to have a dual language or transitional bilingual program, students would have ongoing assessments in academic content areas as well as language development in two languages. This assessment would match the language of instruction and programmatic goals.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

New students to the school are given the LAB-R or the NYSITELL if it is after February 1, 2014, which evaluates listening, speaking, reading and writing (depending on grade). In the spring, the NYSESLAT is administered to all ELLs which evaluates all four modalities. In addition to those formal assessments, the DRA is given to check their reading levels and ongoing informal assessments of their reading, writing, speaking and listening take place throughout the year.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Although we do not have SIFE students at the present time, the LAP team is preparing itself for this contingency. Age appropriate, high interest and beginner level reading materials would be ordered. If necessary, the school would hire a translator to assess the student's level in content areas and the school would provide additional support for these students after school. East Side Elementary School, PS 267 would apply for a grant for high needs populations to include professional development and parental involvement.

Newcomers require more scaffolding strategies including pictorial support and realia to make the content comprehensible. Books with accompanying CD's and computer programs are utilized to help increase fluency and afford the student the opportunity to hear the English language read aloud. This, in turn, will familiarize the student with English cadence.

With long-term ELLs receiving 4 to 6 years of service, additional assessments would be administered. Different methodologies might be necessary. For instance, if the student were having difficulty decoding, the Wilson program might be used. Based on the Common Core Standards, the teacher would use Hiebert's "Text-Complexity Multi-Index" to match texts to the student. This is a research-

based program. The goal would be to increase the students' fluency, comprehension and critical thinking using literary and informational texts.

At East Side, there are grades pre-school through third grade so there are no long-term ELLs who have completed 6 years.

With former ELLs in years 1 and 2 after testing proficient, these students would receive testing accommodations according to their needs for those two years after testing proficient on the NYSESLAT.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Not applicable

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Not applicable

Courses Taught in Languages Other than English ⓘ

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

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

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

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

| | 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 |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

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

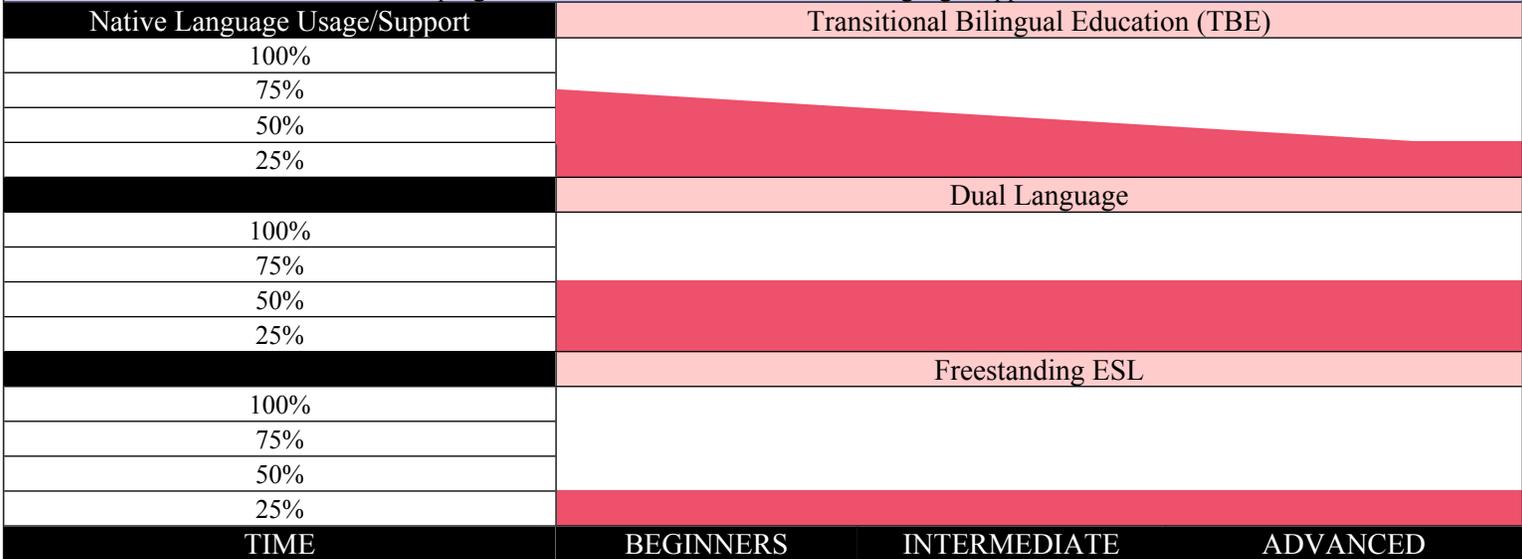
| | Beginning | Intermediate | Advanced |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

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

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| 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 |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- East Side Elementary School, PS 267 has targeted intervention programs for all students including ELLs who need additional support. At the onset of the school year, teachers determine who might benefit from the Early Bird program in English and math. Next, teachers use their formative assessments aligned to the Common Core Standards to revise that list. Instruction is provided in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- As a free-standing ESL program, the language of instruction is English. However, the ESL teacher uses native language knowledge since the linguistic and cognitive interdependence between the first and second language facilitates learning academic English. The ESL classroom library will include dictionaries in the students' first language. During readers and writers workshop, the ESL teacher confers with the ELLs to make sure the content is comprehensible. The ESL teacher addresses all four ESL modalities: reading, writing, speaking and listening. The ESL teacher develops strategies to be used in ESL and content classes.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year, there will continue to be more of an emphasis on reading nonfiction texts as well as building background knowledge and vocabulary. In teaching writing, teachers will place an emphasis in teaching students to convey ideas and opinions through information/argument writing. Wilson Foundations and Words Their Way are also used in every classroom.
12. What programs/services for ELLs will be discontinued and why?
- There are no programs/services for ELLs that will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. There are after school programs which are open to all students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- In each classroom, Smart Boards are used which accommodate different learning styles. ELLs also benefit from visual learning and the audio element of the Smart Board adds listening and speaking practice. All of the instructional materials are used by all students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The ELL students are given opportunities in the classroom to share their culture through pictures, stories and celebrations. The classroom library has leveled books, non-fiction books, CDs, books on tape, big books, and songs, etc. When applicable, teachers group the students into strategic homogenous linguistic groupings and employ a buddy system. In the future, were East Side Elementary School, PS 267 to have large groups of ELLs who share a common language, the school might organize Native Language Arts classes because research has shown that the more reading material that students read in the native language, the easier it is to transition to academic English proficiency.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The required services support and resources correspond to ELLs ages and grade levels. Since the majority of the ELLs at East Side Elementary School, 267 are kindergarteners and first graders, the focus is reading and writing skills which include letter recognition and sounds, identifying and writing common sight words, and reading comprehension. Many of the non ELLs are working on the same skills. The ESL and classroom teachers use and share many of the classroom materials.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- All newly arrived children receive extra support and help during the first six weeks of school. This is also for any new ELL who enrolls during the year. The student is given a buddy to help and support him/her with the transition.
18. What language electives are offered to ELLs?
- At this time we do not have any language electives.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?

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

Not applicable

C. Professional Development and Support for School Staff

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

1&2. 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 these workshops and other district wide professional development. The ESL teacher attended the Nuts and Bolts of ELL-Specific Topics for New ELL Coordinators in September. In October, the ESL teacher plans to attend the Teachers College Reading and Writing Project's 85th Saturday Reunion which will offer more than 140 workshops for K-8 educators. In addition, the Office of English Language Learners has videos online. Videos on relevant topics for the ELL population of East Side Elementary School, PS 267 are watched by the ESL teacher and other teachers of ELLs.

3. We do not have 5th graders at this present time.

4. 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.

D. Parental Involvement

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

E. Additional Information

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

Part VI: LAP Assurances

School Name: East Side

School DBN: 267

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------------|----------------------|-----------|-----------------|
| Medea McEvoy | Principal | | |
| | Assistant Principal | | |
| Bailey Gendron | Parent Coordinator | | |
| Melinda Reid | ESL Teacher | | |
| | Parent | | |
| Deanna Catanzaro/K | Teacher/Subject Area | | |
| Liz Calascibetta/1 | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| Shawn Ezrapour | Guidance Counselor | | |
| Ada Cordova | Network Leader | | |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 267 School Name: East Side Elementary School, 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

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.

East Side Elementary School, PS 267 ensures that Limited English speaking parents are provided with written translation and oral interpretation services. Incoming parents fill out the Parent/Guardian Home Language Identification Survey. This survey asks parents as to their oral and written translation needs. In addition, the ESL teacher checks the RPOB report on ATS in the beginning of the school year. This report indicates the home language at the time of NYC public school registration. The ESL teacher and the parent coordinator cross reference this information and determines the primary language of the parent and whether the parent requires language assistance. There are nine covered languages: English, Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Spanish and Urdu.

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.

It was found that although many families speak other languages at home at least one family member understands written and oral English. The information will be disseminated to the staff at a faculty conference. In addition, the office staff will be apprised of this data.

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.

Documents that contain information critical for parents and their children's education will be translated into the covered languages if requested. The school will complete Translation Request forms and submit them to the DOE's Translation and Interpretation Unit of the DOE allowing for a three week turn-around period. If there were parents who needed translation services and did not read a covered language, an outside vendor would be utilized if a family member or friend is not available.

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.

If needed-at all important parent events such as parent-teacher conferences and IEP meetings, the school will hire oral translators if an in-house staff member is not available or appropriate. The school will complete an interpretation request form and contact the Translation and Interpretation Unit of the DOE. When contacting a student's household or for unexpected visits from parents who cannot communicate proficiently in English, the school staff will call the Translation and Interpretation unit of the DOE for an over-the-phone translation. In addition, school staff and parent volunteers translate. At the present time, there is 1 Italian speaker, 1 Japanese and 4 Spanish speaking staff members who are called upon to assist.

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>.

As per Chancellor's Regulation A-663, East Side Elementary will provide timely written translations of all critical parent communication in the covered languages that match the student population of the school. The school will do this by contacting the DOE T&I unit. In terms of oral interpretation needs, the staff will call the T&I unit at (718) 752-7373, extension 4 as needed, including during parent-teacher conferences. The school will also utilize the translation/interpretation funding allocation. In addition, East Side will notify parents of their legal right to translation services. Parents who are in need of language assistance services will receive a copy of the Bill of Parent Rights and Responsibilities in the covered language. At no time will minor students provide translation services. East Side's goal is to ensure that all parents and guardians have the opportunity to participate and have access to information critical to their children's education.

