

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M267

School Name:

EAST SIDE ELEMENTARY SCHOOL, PS 267

Principal:

MEDEA MCEVOY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: East Side Elementary School, PS 267 School Number (DBN): 02M267
Grades Served: Pre K through 5
School Address: 213 East 63rd Street, New York, NY 10065
Phone Number: (212)-888-7848 Fax: (212)-371-2891
School Contact Person: Medea McEvoy, Principal Email Address: Mmcevoy2@schools.nyc.gov
Principal: Medea McEvoy, Principal
UFT Chapter Leader: Breanne Kutch
Parents' Association President: Beth Ann Harper / Jessica Murphy
SLT Chairperson: TBD
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A

District Information

District: 02 Superintendent: Bonnie Laboy
Superintendent's Office Address: 333 7th Avenue Room 713 New York, NY 10001
Superintendent's Email Address: blaboy@schools.nyc.gov
Phone Number: (212) 356-3739 Fax: (212)356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 – 7th Avenue – 8th floor, New York, NY 10001
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 917-705-5856 Fax: (917)339-1765

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Medea McEvoy	*Principal or Designee	
Breanne Kutch	*UFT Chapter Leader or Designee	
Beth Ann Harper	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Laurie Green	Teacher	
Mariel Slater	Teacher	
Elizabeth Calascibetta	Teacher	
Julia Burke	Parent	
Brian Merritt	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Julie Penzer	Parent	
Marilena Ruscica	Parent	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Demographics

East Side Elementary School, PS 267 first opened its doors in the fall of 2010 and began with three kindergarten classes. The school is currently located at 213 East 63rd Street on the Upper East Side of Manhattan and is comprised of approximately 370 students from grades pre-kindergarten through fifth grade. Currently, 4% of students from grades K-5 are identified as English Language Learners and 18% of students receive some form of special education services. Many families at East Side Elementary, PS 267 come from international settings which contributes to the rich diversity that makes our small school community so special and unique.

Vision Statement

East Side Elementary School, PS 267 is a community of learners where wonderers come to learn, where observation and imagination are celebrated and where the question "why" is welcomed and encouraged. It is academically rigorous, with a strong foundation in math and literacy and an emphasis on science, social studies and the arts.

The three driving principles in our approach to teaching and learning are to ensure that rigor, purpose, and engagement are the basis for all planning and instruction. To support these principles, students need to make a connection between what they are learning and real life. They need an opportunity to delve deeply into units of study about the world around them in authentic and meaningful ways.

Our goal is to ensure that the wonder and excitement that students bring with them not only lasts, but also deepens as they journey through elementary school and into middle school.

Curriculum and Professional Development Work

Ongoing professional development is embedded as part of our school culture. Teachers and students benefit from several collaborations from consultancy groups such as Teachers College, Metamorphosis, and Goldmansour and Rutherford. Reading and Writing units of study are adapted from Teachers College Reading and Writing Project (TCRWP) as teachers use the books authored by Lucy Calkins and research based materials to develop rigorous lessons that are aligned to the Common Core State Standards. Our classroom libraries are stocked with rich literature, both fiction and non fiction, and mentor texts are meticulously selected to help our students blossom as young readers and writers. We believe that the best test prep comes from great instruction, well prepared lessons that teach craft, test sophistication, and build upon a shared love of learning. Two staff developers from the TCWRP visit our school on a regular basis across the school year to work with our teaching staff. Teachers participate in lab sites, co-teach minilessons and work hands on with authentic student work to make meaningful decisions about instructional next steps. This work supports students in meeting the demands of the Common Core while maintaining authentic and purposeful delivery of instruction that fosters independence and curiosity.

In Mathematics, teachers use a combination of the TERC *Investigations* curriculum and Context for Learning to develop lessons. They also work closely with a staff developer from Metamorphosis as they build content knowledge and improve their practice. Teachers also spend time in lab sites, analyzing authentic student work to make curricular decisions that best suit the needs of their students. Students are involved in daily math lessons that connect to real life experiences and draw upon students' current knowledge and skills to develop deeper math concepts.

In addition to the core subject areas, students attend science and art class twice a week, while dance, physical education and music instruction occur once a week.

Finally, our school has partnered with Goldmansour and Rutherford, a consultancy group, that works with teachers to reflect on current practices and trends in the classroom to support diverse learners and students with special needs. It is

our belief that one size does not fit all and that access to the curriculum is a carefully considered so that students are met at their zone of proximal development. Individualized education plans, differentiated learning tasks, and small group instructions are part of classroom practices across all grades and classrooms.

Cultural Arts Partnerships

Turtle Bay Music School is a cultural organization, supported by our PTA, that collaborates with our school to enrich our robust arts program. Students study Orff, learn songs and dances and gain an appreciation of cultures from around the world. Third graders also learn how to play the recorder.

Our partnership with Friends of the Upper East Side and the New York Historical Society enriches each grades social studies curriculum and deepens students understanding through hands on learning, walks around the neighborhood and visits to the museum.

Yorkville Athletics has teamed up with our school to make recess time a well-rounded experience for our elementary students. Coaches work alongside school staff and students to foster collaboration, team spirit, and sportsmanship, which students use in their daily lives. Students not only learn a new game or the rules to a sport, but develop an appreciation of differences, trust among team mates, and are encouraged to take risks and work together in a supportive environment.

Parents as Partners

Thanks, in part, to our active parent body, we also offer a robust after school enrichment program that provides families with many choices of after-school activities at the school. Partnerships with organizations such as NY Chess, Yorkville and Wingspan. Parents also contribute to our school's Wellness Council which provides students with a yearly visit from Veggiecation. Here, classes cook healthy food recipes and discover ways to get creative in the kitchen!

Additional Supports and Resources

Read Ahead is a reading program offered during lunchtime that partners schools with corporate and community volunteer mentors to help our students become more confident and fluent readers during weekly lunchtime mentoring sessions.

Area of Focus for the School Year 2015-2016 Overview

Stepping out of our comfort zone and cultivating a growth mindset will help us stretch our thinking and give us the space to learn new things. While test scores do not define a student, a teacher or a school, data gives us information. At East Side Elementary School, PS 267, we are collecting data all day long. Students set goals for themselves and monitor their progress with checklists, teachers take observational notes on students, use rubrics to assess student work products, give assessments to determine next teaching steps for individuals, small groups, and the class as a whole. Administrators take low inference observations, use rubrics to rate teaching practices and develop next steps with teachers. So what's missing? How can we get better? What do we want to get better with? Well, while there are many moving parts and like any well oiled machine, the parts needs to work together cohesively and develop effective communication with one another to ensure equilibrium. As a result, our goals outlined in this Comprehensive Educational Plan will strive to do just that; foster important dialogue between students that is geared towards future improvements of student work products and provide teacher teams will a well organized plan on how they can collaboratively analyze data points to identify trends that will allow for curricular adjustments to be made along the way.

02M267 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04	Total Enrollment	320	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	0.4%	% Attendance Rate		94.7%
% Free Lunch	6.9%	% Reduced Lunch		0.8%
% Limited English Proficient	4.6%	% Students with Disabilities		20.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		1.5%
% Hispanic or Latino	5.4%	% Asian or Native Hawaiian/Pacific Islander		9.6%
% White	81.6%	% Multi-Racial		1.9%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		4.17
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

As noted in the 2012-2013 Quality Review Report, accountable talk is embedded in our professional practice. We acknowledge that students benefit most when they are able to actively engage in meaningful conversation and reflect on their work in order to make meaning and develop critical thinking skills. Additionally, the Common Core Standards address the expectation for students in every grade to practice active listening and speaking skills so that their thoughts can be verbally expressed and reflected upon by others. At East Side Elementary School, we want to hear from children. The students in our classrooms have a wealth of knowledge, expertise and insights that both students and teachers alike value and appreciate. As a growing school that has hired eighteen teachers since 2012, we want to consistently maintain this part of our school culture.

Data collected from classroom observations, teachers' conference notes, student checklists and reflections indicate that students would benefit from peer conferences to improve student learning and work products. In the 2013-2014 Learning Environment Survey, 70% of teachers stated they provide students with regular opportunities for students to interact with academic language while 30% of the teaching staff indicated that students receive those opportunities once or twice a week. Additionally, 39% of teachers indicated that students in their class do not consistently provide constructive feedback to their peers/teachers.

At this time, students are familiar with using exemplars, criteria charts and checklists which provide students with guidance on what high-quality work would entail as they engage in their own work products. We would now like to raise the level and sophistication of this work by creating a school culture that seeks out feedback and uses quality feedback to make future improvements. While student talk is rich in many classrooms and is always accompanied by compliments and questions, students would benefit from more support in partner talk to increase the rigor of that conversation allowing for an even more efficient work product. Specifically, we would like to zone in on our lowest performing 1/3 subgroup to observe how student talk impacts improvements in student work.

Part 2 – Annual Goal

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

Goal: By June 2016, 70% of the lowest 1/3 of students in grades 2-5 will participate in peer conferences and 80% of these conferences will advance student learning. This will be measured by teacher and supervisory observations, videotaping, conference notes, and student work products which will document revisions made as a result of peer feedback.

Rationale: In an effort to continue to promote rigorous instruction that will allow for intellectual engagement and thoughtful reflection, students will engage in peer conferences to improve student outcomes across

subject areas. This goal will lead to a student-centered assessment approach guided by developmentally appropriate practices and maintain respect and rapport among students.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional Development-</p> <p>In grade teams, teachers will engage with the Common Core Standards to consider the developmentally appropriate progression in Listening and Speaking strands. They will then devise criteria and incorporate these skills into their lesson plans so that students can develop these skills along a continuum across the school year. A framework will be developed to support a student-driven rubric which will outline the expectations of a peer conference.</p> <p>Teachers will review their class data to identify the lowest performing 1/3 population in their notes to ensure that skills are being observed and reflected upon.</p>	<p>All classroom teachers</p>	<p>Professional development will be ongoing throughout the year with this goal incorporated throughout grade team planning meetings and professional development sessions with Teachers College</p>	<p>All pedagogues will be responsible for the implementation of this activity as part of lesson planning and instruction.</p>
<p>Teaching and Instruction-</p> <p>Teachers will revisit the work of effective conferences and model these types of conferences with students, via fishbowl method. Teachers will also use a variety of</p>	<p>All students</p>	<p>These types of lessons will occur at least 3 times a week across classrooms as part of a routine practice and developing skill.</p>	<p>All pedagogues will be responsible for the implementation of this activity as part of lesson planning and instruction.</p>

<p>professional development books and resources from TCRWP to support students in setting goals and giving feedback. As an ongoing process, teachers will videotape and share best practices to students to raise the level of rigor in peer conferences that support advancement of student learning outcomes and mutual respect. This model of learning by example will support visual and auditory learners. Additionally, students who benefit from kinesthetic and tactile learning will have opportunities to role play and use movement to support their work.</p>			
<p>Student-Driven Assessments Tools-</p> <p>Classrooms will develop a student driven peer conference rubric designed to support students with meeting the goals of a conference and producing rich talk that will align with standards based work products. These assessment tools will be accompanied by picture support and/or visual cues for diverse learners. Modifications and adaptations can be made to support student use of a rubric to evaluate work products and processes for individuals who may benefit from varied models.</p>	<p>All students</p>	<p>These assessment tools will reflect unit plans and change depending on the units of study and the point at which students are on the developmental continuum.</p>	<p>Students will implement the usage of these tools and teacher will monitor the effectiveness of these tools as part of their ongoing practice in using assessment in instruction.</p>
<p>Communication with Families-</p> <p>In the fall, parents will learn of the skills involved to meet this goal and hear how these processes will impact intellectual engagement and critical thinking skills. Parents will have the opportunity to see this kind of work in action during Open School Week in the fall and again throughout the year during publishing parties, open dance class, parent workshops and other instructional celebrations.</p>	<p>Parents</p>	<p>ongoing</p>	<p>Teachers</p>

Part 4 – Budget and Resource Alignment

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

Professional Development:

- Professional development books, curricula, articles etc.
- Staff developers from Teachers College, Metamorphosis, and Goldmansour and Rutherford
- Substitute teachers for coverages during professional development work time

Teaching and Instruction/Student-Driven Assessment Tools:

- Use of technology such as smart boards, projectors, video cameras, document cameras, microphones
- Classroom materials such as two colored flair pens to distinguish between student revisions, paper, folders, organizational tools and resources
- Use of an electronic shared folder for teachers to collaborate and share work with students.

Communication with Families:

- Parent Workshops-per session opportunities for teachers
 - Monthly Newsletters

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

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

Part 5 – Progress Monitoring

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

By end the of February 2016, through effective peer conferences, 50% of student work products will include evidence of revisions in response to peer feedback .

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

We believe that teachers are the key-levers that impact academic achievement and social-emotional growth among students. As a community, it is important that teachers collaborate and reflect on their practice in the spirit of enhancing positive outcomes for children. To that end, students benefit most when teachers are involved in grade team planning and cross curriculum alignment. This ensures that what students are learning and how they will learn it aligns with the school’s philosophy about how children learn best and addresses individual student needs effectively. Based on agendas from team meetings, student data, and supervisory observations, we know that strong teacher teams have a direct impact on student learning and strive to solidify each grade team for the 2015-2016 school year. We also know that when individuals work as a strong team, they achieve greater results than those that work in isolation.

As cited in the school's 2012-2013 Quality Review Report, teachers need to deepen the analysis of student performance data to evaluate and revise processes and programs. Teachers would benefit from having systematic approach to data analysis so that they can purposefully adjust instructional practices in response to student learning needs. Additionally, as a growing school, eighteen teachers have joined our school team since 2012 creating the need for a more systemized approach.

Part 2 – Annual Goal

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

By June 2016, grade team planning will be a fluid and effective process in the school community and result in a shared vision on how students learn best and an increase in shared lesson implementation as evidenced by supervisory observations, unit and lesson planning work in Dropbox, and student outcomes.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Constructing a Frame- As a school community, we will establish expectations for common planning and professional development sessions so that all sessions will have at minimum an agenda, goal, attendance, minutes, and norms. All information will be available to other grade teams on our shared system.	teachers	ongoing	Teachers and administrators
Addressing Learning Outcomes and Curriculum Gaps- Grade teams will work to construct a scope and sequence based on data analysis of student work. There will be vertical grade planning sessions to ensure an appropriate developmental progression and in context to the common core standards.	teachers	ongoing	Teachers and administrators
Norming Process- Throughout the year, grade teams will establish and utilize a norming process as they generate and utilize rubrics and assessment tools to analyze student work across all subject areas to ensure a common language and precise grading.	teachers	ongoing	Teachers and administrators
Communication with Parents- Through effective team planning, parents will benefit from cohesion of grade teams via homework, communication, trips, and parent workshops.	parents	ongoing	Teachers and administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Substitute teachers to provide coverages during some planning sessions <ul style="list-style-type: none"> • Professional Development books, articles and resources • Support from staff developers from Teachers College, Metamorphosis, and Goldmansour and Rutherford • Dropbox accounts and teacher access to computers, internet, and printers daily 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

By end of January 2016, there will be a fluid yet consistent meeting time and routine to grade team meetings. Additionally, assessment analysis will be done to determine the effectiveness of curriculum integration and student learning. Finally, teachers will reflect on their peer conferring work (goal 1) and norming process to make instructional and team planning shifts.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Rate of reading growth as measured by running records and teacher observations	-Reading Recovery Program -shared reading, guided reading, interactive writing, shared writing	-one to one -small group services	-during the school day -during the school day
Mathematics	Unit assessments and teacher observations	-Envisions Math Program	-small group services	-during the school day
Science	N/A			
Social Studies	N/A			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	anecdotal records, rewards charts that document allow for an analysis of growth	-Growing Up -conflict resolution strategies, social skills strategies	-small groups -one to one, small groups	-during the school day -during the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) 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 the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

School-Parent Compact (SPC) Template

[School name] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 2	Borough Manhattan	School Number 267
School Name East Side Elementary, PS 267		

B. Language Allocation Policy Team Composition

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

Principal Medea McEvoy	Assistant Principal Farah Chowdhry
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Melinda Reid	School Counselor Shawn Ezrapour
Teacher/Subject Area Florence Kwok/K/ESL	Parent
Teacher/Subject Area Breanne Kutch/2/ESL	Parent Coordinator Bailey Gendron
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Bonnie Laboy	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	347	Total number of ELLs	15	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	15			0						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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					0

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Students are assessed using the TCRWP to assess literacy skills. This data source provides teachers with instructional next steps in the areas of phonemic awareness, fluency, comprehension, and vocabulary development. In addition, informal assessments such as word work, on-demand writing tasks, teacher observations around student talk and ongoing running records are reviewed and shared by vertical and horizontal planning teams. At this time, our ELL students would benefit from further vocabulary development and continued support to master phonemic awareness skills in the early grades. This information is shared with teachers so they can incorporate this data into their instructional unit and lesson plans.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
All the returning ELLs, grades 1 and 2, scored a high Expanding level on the spring 2015 NYSESLAT. Looking at the NYSESLAT scores, speaking is the modality where the most students did not reach Commanding/Proficient. Reading was the second one. The new ELL's are almost all kindergartners who either achieved Entering or Emerging level on the NYSITELL. There are two new first graders. One is Expanding level and the other is Entering level. All the ELL students need additional support in all four modalities: listening, reading, speaking and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The AMAO tool informs the school which students are at risk due to: poor attendance, holdover or a low score on the NYSESLAT. Three of our ELLs are at risk because of attendance below 90% last year. So far this year, these students have not missed any school, but if they do, the parent coordinator and/or ENL teacher will contact the parents to remind them of the importance of school attendance. 2 of the ELLs were held over in the past. The teachers are all aware of this and take that into consideration. Three of the students did not make as much progress as the others on the NYSESLAT. One has an IEP and that is the reason. The NYSESLAT is very challenging for that student. For the other two, they did not take the NYSESLAT seriously. The ENL teacher and classroom teachers will work together this year to ensure these students work hard and take pride in their work to do well on the NYSESLAT in Spring 2016. The AMAO tool also tells if the student scored high or low in terms of ELL proficiency level on the NYSESLAT and approximately how many more questions the student needs to answer correctly to reach the next proficiency level. All but one of the students who took

the NYSESLAT at PS 267 last Spring achieved high Expanding and need to answer 2-3 more questions correctly in each modality to achieve Commanding. One new student scored at the Entering level on the latest NYSESLAT. This student scored a high Entering level and was approximately 1 question away from scoring at the next proficiency level. All the teachers of ELLs need to plan lessons that include building the ELLs skills in all four modalities. The AMAO Tool data was shared with all teachers of ELLs. The patterns across NYSESLAT modalities: reading/writing and listening/speaking affect instructional decisions. Teachers differentiate instruction and group students accordingly. For example, if speaking was the modality in which the student scored the lowest, the ENL teacher and classroom teacher will give the student more opportunities for speaking practice.

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

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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

At East Side Elementary, 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 ENL teacher. Beyond screening and identification for ENL services to support language development, the ELL student also takes part in RtI screening to assess whether his/her literacy skills and competencies are meeting grade level benchmarks. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency, the student should receive targeted instructional support to bolster development in this area. This support should be delivered in coordination with language support services. 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 ENL teacher during ENL class. The third tier, the intensive intervention, is provided by the ENL teacher by pull-out or push-in sessions where the focus is on specific learning targets. Tier 2 and Tier 3 instruction is also tailored to meet ELLs' language needs and incorporated into research-based intervention strategies.

6. How do you make sure that a student's new language development is considered in instructional decisions?

The ENL teacher and classroom teachers collaborate to ensure there is differentiation in every lesson so that ELLs can access the material and develop the new language. Developing English Language Learners' (ELLs) oral language means developing the skills and knowledge that provide the foundation for their listening, speaking, and writing. Oral language is made up of five components : vocabulary (understanding the meaning of words and phrases), syntax (understanding word order and grammar rules), morphological skills (understanding the meaning of word forms and parts), pragmatics (understanding the social rules of communication), and phonological skills.

When planning instruction for ELLs in the content areas, the teacher needs to consider three overlapping lenses: Teaching for Understanding, Disciplinary Language, and Disciplinary Literacy. Each lens has a foundational guiding question. When the focus is teaching for understanding the question is how do students learn? For disciplinary literacy, the question is how do scientists, historians, mathematicians and others read and write differently. For disciplinary language, how does does academic language in each discipline differ from every day language.

The Common Core State English Language Arts Standards require that students read and understand texts of increasing complexity. There are three levels at which a text can be complex: the lexical, or word level; the sentence level; and the discourse, or whole text level. When selecting texts for ELLs, it is important to consider those levels of text complexity.

Scaffolding is important in every subject for ELLs. It refers to dynamic and responsive supports that enable learners to develop their full potential and eventually become autonomous learners.

To successfully comprehend texts, readers must have a deep and rich vocabulary. In fact, vocabulary is the strongest predictor of success in comprehending texts. English encompasses such a massive vocabulary that all English words cannot possibly be taught in schools. What can be taught are critical words that exemplify principles commonly found in the English vocabulary. Three aspects of English vocabulary that are important to uncover for ELLs are: morphology, core vocabulary, and the extended vocabulary networks of informational and narrative texts.

The ability to understand the language of academic texts, also called 'academic language (AL),' is fundamental for the success of ELLs' second language development. Words selected to teach should be predominately of two types: 1) Discipline-specific AL words that are used in a single content area and often have specialized meanings; 2) and 'general-use' AL that appears in all academic texts across disciplines.

In addition, ELLs within a single classroom can be heterogeneous in terms of home language(s) proficiency, proficiency in English, literacy levels in English and student's home language(s), previous experiences in schools, and time in the U.S. Teachers must be attentive to these differences and design instruction accordingly.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?

- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Not applicable.

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

The LAP team evaluates the success of its 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's Language Allocation Policy is based on the new requirements which is either a combination of standalone ENL instruction and integrated ENL/ELA for entering and emerging or integrated ENL/ELA or another content area for the expanding and commanding levels as per CR Part 154. This includes coherence, academic rigor, explicit ENL 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.

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

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 or students who have not been in a NYS school for two or more continuous years, parents fill out the Home Language Identification Survey (HLIS) which is translated into ten languages. The certified ENL teacher, Melinda Reid, conducts the initial screening an interview, and administers the HLIS. If the ENL teacher is not available, the principal, Medea McEvoy, or the assistant principal, Farah Chowdhry, NYS certified pedagogues, administer this. When appropriate, the translation services of in-house staff members fluent in Chinese and Spanish are utilized. In other instances, the ENL teacher contacts the NYC DOE's Over the Phone Translation Services to facilitate this process. The NYSITELL is administered to only those students whose home language is not English and eligible for the NYSITELL. A more in-depth interview and review of work will be conducted to determine NYSITELL-eligibility. The NYSITELL is a test used to determine initial entitlement. This test is administered within ten days of enrollment by the ENL teacher, Melinda Reid. If the student's native language is Spanish and the student is determined to be an ELL, the student is also administered the Spanish LAB. This is only given to students who are NYSITELL eligible and their home language is Spanish. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.

An ELL is placed within an ELL program within 10 days, but the parent can appeal the placement. Parents and students have the right to a re-identification process within 45 days of initial enrollment.

The first step the ENL 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 ENL teacher reviews the RADP which lists all admitted and discharged students.

Copies of parent ELL notifications and letters are kept in students' cumulative folders. The ENL teacher provides parents of ELLs annual and individual meetings to discuss their child's progress in addition to already existing parent teacher conferences.

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

Students with interrupted/inconsistent formal education (SIFE) are 2nd grade and above ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools, are two or more years below grade level in literacy in their home language and/or two more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. The identification of SIFE students must be completed within 30 days of enrollment. As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, then the ENL teacher needs to proceed with the SIFE Identification Process for students who are newly identified ELLs and in grades 3-9 and at the beginner/entering or low intermediate/emerging level of proficiency as indicated

by the NYSITELL results. The appendices from the ELL Policy And Refence Guide are used as a reference.

The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire should be used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language. This questionnaire must be given within 30 days of the student's enrollment.

For those students, who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS). The LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE bring with them when they enter New York City schools. This information will be highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student's strengths and weaknesses is essential for teachers to plan instruction.

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

The Language Proficiency Team consists of the 4th grade teacher, Liz Calascibetta, the 2nd Grade teacher and the principal designee, Breanne Kutch, Reading Recovery specialist and SETTS provider, Alyssa Newman and the ENL teacher, Melinda Reid, review evidence of the student's English language development and refer to the chart titled Some Similarities Between Learning Disabilities and Language Acquisition which is in the appendix of the ELL Policy and Reference Guide. They review evidence of the student's English language development. If the LPT recommends that the student is NYSITELL eligible, the student takes the NYSITELL to determine ELL status. The ELL identification process continues as with all students. The parent or guardian will be notified of the results of the NYSITELL. Notifications will be translated in the home language or parents. When appropriate, the translation services of in-house staff members fluent in Chinese and Spanish are utilized. In other instances, the ESL teacher contacts the NYC DOE's Over the Phone Translation Services to facilitate this process.

If the LPT does not recommend that the student take the NYSITELL, the LPT recommendation is sent to the principal for review. Upon review if the principal determines that the student is NYSITELL eligible, then the student takes the NYSITELL to determine ELL status. The ELL identification continues as with all students. The parent or guardian is notified and translation will be provided as needed. The parent(s) or guardian(s) have 20 days to accept or reject the LPT decision.

Upon review if the principal does not recommend that the student take the NYSITELL, then the recommendation is sent to the superintendent or designee for review. The parent or guardian is notified within 3 days. Upon review if the superintendent or designee recommends that the student takes the NYSITELL, then the student takes the NYSITELL to determine ELL status. The ELL identification continues as with all students.

If the superintendent or designee does not recommend that the student takes the NYSITELL, then the parent or the guardian is notified. The ELL identification procedures are terminated.

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

Entitlement letters for new ELLs are sent home with the students and by mail. In order to ensure that Parent Survey and Selection forms are returned, the ENL teacher, Melinda Reid, collects them at the conclusion of the parent meeting and they are kept on file in the ENL office. In addition, copies are placed with the students' cumulative records. At the beginning of the school year, the ENL teacher, Melinda Reid, 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. Non-entitlement letters are sent to parents of students who either tested Commanding/Proficient on the NYESLAT in the spring of the last school year or tested Expanding/Advanced on the NYESLAT and a level 3 or 4 on the ELA. Copies of these letters are kept on file in the ESL office. The ENL teacher is responsible that all the above is complete and up to date.

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

If the student is found to be entitled to ENL services which is determined by the results of the NYSITELL, during the parent meeting when the parents complete the parent survey and program selection form which is in the parents' preferred languages, the parents are also informed that they have the right to appeal the ELL status within 45 days of enrollment. The parent coordinator or the ENL teacher conduct the meeting. Copies of every form are kept on file in the main office and the ENL office.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Within the first ten days of school or within the first ten days of enrollment in the NYC school system 920 days for students entering with an IEP), the ENL teacher, Melinda Reid and the parent coordinator, Bailey Gendron, set up a meeting for parents. 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 if it is available at your school 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 ENL teacher, Melinda Reid, informs the parents that at the present time, East Side has a Freestanding English as a New 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 contacts the DOE's Office of ELLs.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Entitlement letters for new ELLs are sent home with the students and by mail. In order to ensure that Parent Survey and Selection forms are returned, the ENL teacher, Melinda Reid, collects them at the conclusion of the parent meeting and they are kept on file in the ENL office. In addition, copies are placed with the students' cumulative records. At the beginning of the school year, the ENL teacher, Melinda Reid, 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 ENL office. If a parent requests a program that is not available at the time, the ENL teacher will keep track of the availability and notify the parents when there is an opening in a program requested by the parent.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
At East Side Elementary, PS 267, this has not been a problem because the parents always attend the parent meeting and then complete the Parent Survey and Program Selection form at school. The video is shown in the parent's preferred language if available. If it is not, then someone translates for the parent. If a parent did not attend, then we would call the parent or guardian and send a letter home to ensure the forms were returned to East Side in a timely manner. The forms are kept in the ENL Office and Melinda Reid, the ENL teacher is responsible for them.
9. Describe how your school ensures that placement parent notification letters are distributed.
The parent notification letters in the parents' preferred language are sent home with the students and the ENL teacher calls the parent or guardian to confirm that the notification letter has been received and read by the parent or guardian.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The original HLIS are kept in the cumulative folders of the students which are kept in locked closets of the classrooms. Copies of the HLIS are kept in the ENL office. Copies of the non-entitlement letters are kept on file in the ESL office, the original signed entitlement letters are kept in the ENL office and the ENL teacher, Melinda Reid, is responsible for the maintenance of these records.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT, administered each spring, measures proficiency levels in reading, writing, speaking and listening. The speaking section is administered individually. The ENL teacher may administer all of the NYSESLAT, but he or she cannot score it. Another teacher that does not teach those students must score the speaking section. In addition, the writing sections must be scored by teachers who do not teach those ELLs. The other three sections are administered in groups according to grade bands which is 5-6 or 7-8 for middle school. Each of the other three sections include listening, reading and writing. The writing prompt is tied to a global theme and is connected to one passage from the reading section. The students write a constructed response during all three written test sessions. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT (and as permitted in the School Administrator's Manual for the test). During the summer, the results are posted in the function RLAT on ATS and students are classified as Entering (formerly Beginner), Emerging (Low Intermediate), Transitioning (Intermediate), Expanding (Advanced), or Commanding (Proficient). The REXH ATS report also shows the exam history of students. This can be used to find who has taken the NYSESLAT in the past.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The continued entitlement and transitional support parent notification letters are sent home with the students and the parent or guardian is also called to confirm that the notification letter has been received and read by the parent or guardian. Copies are kept in the ENL office. This is the ENL teacher's responsibility.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The trend in program choices that parents have requested is the freestanding English as a Second Language Program. This year parents of 5 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 when a threshold of fifteen parents in contiguous grades with the same home language request it.

Part V: ELL Programming

A. Programming and Scheduling Information

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

There are no ELLs that are alone in a class. The kindergarteners are in two different classes. The first graders are in one class, the second graders are in the same section and the third grade ELLs are in the same class. This helps with scheduling their ENL instruction.

During the standalone ENL class, the entering and emerging kindergarten and first grade ELLs are in one class and they are in groups by proficiency level. They are taught by a certified ESL teacher. The kindergarten teacher of the ELLs is a dually certified ESL and K-6 teacher. The ENL teacher works in the first grade classroom with ELLs every week. The entering and emerging students receive a combination of standalone ENL and integrated ENL/ELA instruction each week.

There are no ELLs at Transitioning level at PS 267 right now.

The second grade ELL's are all Expanding. The second grade teacher of the ELLs is also dually certified. The second grade teacher also co-teaches in the third grade class of ELLs. All of the third grade ELLs are Expanding. The ENL teacher works in that third grade classroom each week. The Expanding students receive integrated ENL/ELA or other content area instruction each week.

Former ELLs receive services for 2 years after reaching the proficient/commanding level. They receive 90 minutes of integrated ENL/ELA or other content area instruction each week. There are one former first grade ELL and two former ELLs in third grade at East Side.
 - b. TBE program. *If applicable.*

Not applicable
 - c. DL program. *If applicable.*

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

Classes are organized so that ELLs in the same grade are placed in the same class as much as possible. The administration uses the results on the NYSITELL and the NYSESLAT to facilitate this process.

The ENL teacher makes sure Entering students receive 180 minutes of stand alone ENL instruction and 180 integrated ENL/ELA minutes per week while Emerging receive 90 minutes of stand alone ENL instruction along with 180 integrated ENL/ELA minutes and a minimum of an additional 90 minutes of ENL stand alone instruction or integrated ENL with any content area instruction per week as per CR Part 154-2. Transitioning needs to receive 90 minutes of integrated ENL/ELA instruction minutes along with 90 minutes of standalone ENL instruction or integrated ENL instruction with any content area per week, but there are no Transitioning students at PS 267 right now. Expanding receives 180 minutes of integrated ENL/ELA or other content area instruction per week. Commanding receives 90 minutes of integrated ENL/ELA or other content area instruction per week. Former ELLs receive services for 2 years after reaching the proficient/commanding level.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The content areas are delivered by the classroom and ENL 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.

For math teachers of ELLs, the NYCDOE's Office of English Learners, in collaboration with Math Solutions and a selected group of educators, has developed mathematics units of study to provide support for ELLs for grades 2-5. The new Common Core Learning Standards present a challenge as well as an opportunity to our English Language Learners. In order to meet this challenge and embrace this opportunity, mathematics teachers must engage ELLs in high-quality instruction while providing the necessary support. These units are intended to model some of the strategies and scaffolds that should be utilized to provide access for ELLs. Incorporating the needs of ELLs into the design and implementation of all mathematics instruction is of paramount importance to the success of our community. These units are available on the NYCDOE website under Educator Resources for ELLs. There are also outside resources for ELA and Math available on the site. In Science, the science teacher uses visuals as much as possible and models. He groups the students with students who speak the same home language as needed. If not possible, the ELL is grouped with an English dominant student. All students have science twice a week and it is also taught and supported by the classroom and ENL teachers.

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

When Spanish speaking ELLs are first admitted into the NYC school system, they are administered the Spanish LAB. This tool helps teachers ascertain language skills in Spanish. In the future, were East Side Elementary 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 NYSITELL which evaluates listening, speaking, and reading. In the spring, the NYSESLAT is administered to all ELLs which evaluates all four modalities. In addition to those formal assessments, ongoing informal assessments of their reading, writing, speaking and listening take place throughout the year. Each student has a folder of all the work he or she does throughout the year. Everything is dated so the ENL teacher can keep track of the progress of each student in each modality. For speaking, the ENL teacher records each student speaking throughout the year on a school iPad. The students also get to see the videos to see how much progress they have made. The tasks of the other modalities are kept in their folders. For writing, each unit centers on a picture book and the last activity is a depth of knowledge writing task. For listening practice, the teacher reads passages aloud and then asks questions about the passages. The ENL teacher works with the classroom teachers to know the reading level of every student. Students read just right books in ENL and other subjects.

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

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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. The school 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. Developing have received 4- 6 years of service and benefit from modeling, repetition, ENL lessons that preview material from content lessons in the classroom, and lessons aligned to the Common Core Standards. They also need to be exposed to vocabulary and do a variety of activities to acquire the language.

Long-term ELLs have received more than 6 years of service and 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 Elementary, PS 267, there are grades pre-school through fifth grade so there are no long-term ELLs who have completed 6 years.

With former ELLs in years 1 and 2 after testing commanding these students would receive testing accommodations according

to their needs and ENL services for those two years after testing commanding on the NYSESLAT. One former ELL left the school at the end of last year. The other former ELL is in 2nd grade and his classroom teacher is dually certified in ESL and K-6.

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

The ENL teacher and the assistant principal would manage the initial and the re-identification process. Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

East Side Elementary, PS 267, uses a variety of programs to support ELL-SWDs. PAF (Preventing Academic Failure) is an early intervention program for teaching reading, spelling, and handwriting. It prevents or addresses reading failure in learning disabled and struggling readers. The school also uses LLI (Leveled Literacy Intervention) which is designed to support lower achieving students at their grade level in small-group instruction. LLI supports learning in both reading and writing and helps students expand their knowledge of language and words and how they work. In math, Envision is designed to identify at risk students early in their math education and intervene to offer them intensive, balanced, individualized instruction that will work with any other math program being taught to students.

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

Our special education team works with the classroom teacher and the ENL teacher to ensure that all ELL-SWDs achieve their IEP goals. Curriculum is discussed and instructional plans are determined depending on the IEP goals. Scheduling is coordinated with the classroom teacher, ENL teacher, and the special education teachers to meet the needs of the ELL-SWDs.

Chart

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

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

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

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



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

Chart

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

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

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

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

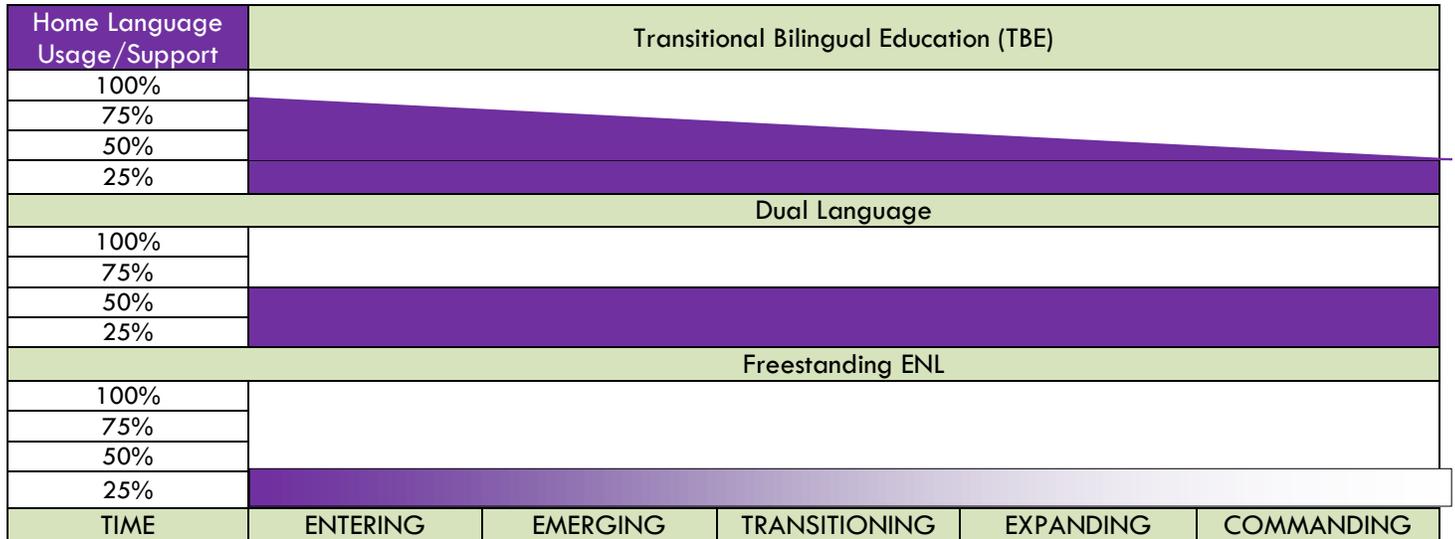


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. East Side Elementary, 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 extra support in reading and math. Next, teachers use their formative assessments aligned to the Common Core Standards to revise that list. There are also SETSS, Reading Recovery, Envision for math, LLI (Leveled Literacy Intervention), PAF (Preventing Academic Failure) and Academic Intervention Services (AIS) provided to students as needed. Instruction is provided in English. Social studies and science lessons are modified for ELLs and they have access to materials at their reading level.
11. 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 ENL program, the language of instruction is English. However, the ENL teacher uses native language knowledge since the linguistic and cognitive interdependence between the first and second language facilitates learning academic English. The ENL classroom library includes dictionaries in the students' first languages. During readers and writers workshop, the ENL teacher confers with the ELLs to make sure the content is comprehensible. The ENL teacher addresses all four ESL modalities: reading, writing, speaking and listening. The ENL teacher develops strategies to be used in ENL and content classes. The ENL teacher applies the results of the NYSESLAT to her teaching. If a student scored lowest in writing, then the teacher focuses on writing skills for that student. The information from the AMAO Tool about the NYSESLAT is shared with all teachers of ELLs. The teachers use that information to plan their lessons.
12. What new programs or improvements will be considered for the upcoming school year?
The integrated instruction where the ENL and classroom teachers will co-teach in classrooms with ELL and former ELL students will be a new program for East Side this year. This will take a lot of planning and coordination in order to fully support the ELL and former ELL students.
13. What programs/services for ELLs will be discontinued and why?
There are no programs/services for ELLs that will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs. There are after school programs which are open to all students. The Parent coordinator enures that all parents receive information in the language they speak. Parents sign up through the PTA either on paper or online. Our website can also be translated into many different languages. After school programs are offered every day and students are able to participate in an exciting array of arts, robotics, chess, drama, cooking and sports.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
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. iPads are also used along with audio books on CD.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
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, if this school were 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. Native language support should be systemic and not limited to the ENL classroom. In addition to hard copy or online glossaries, dictionaries, books and other media in the native languages represented by ELLs, school personnel who are able to provide support to students during the school day should be utilized to provide clarification for ELLs (in their native languages), especially to those who may be struggling with content and concepts in class. Each of these strategies can extend to after and before school programs, as well as to summer school.
17. Explain how the school ensures all required services/resources support and 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 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 nonELLs are working on the same skills. The ENL and classroom teachers use and share many of the classroom materials.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
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.

19. What language electives are offered to ELLs?

At this time we do not have any language electives.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
see response in question #2
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
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 attends these workshops and other district wide professional development. At least 15% of the required professional development hours for all teachers as prescribed by CR Part 80 is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. This is provided by the ENL teacher. Last year the school secretary attended a training about ELL identification, policy and procedures for ELLs which included the input of Home Language codes into ATS, and the use of particular ATS reports which find potential ELLs and former ELLs each year. The parent coordinator attended the workshop “Beyond Translations: Bridging School, Family Language and Cultural Differences” on October 9. This full-day professional development workshop equipped participants with strategies to address cultural barriers and to create a welcoming environment for families with limited English proficiency. The ENL teacher attends various conferences throughout the school year dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. The ENL teacher/coordinator attended two trainings of the administration of the new NYSESLAT in the spring of 2015. The ENL teacher/coordinator also attended a half-day professional learning to review Start-Up policies and procedures for English language learners and changes to Commissioner’s Regulations (CR) Part 154 in early October 2015. She shared pertinent information with the secretary. November 3 and June 9 are Chancellor Conference Days which are days devoted to staff development. These are days when the ENL teacher will attend ELL workshops. Then the ENL teacher takes what she has learned at these workshops which is relevant to all teachers and she trains the teachers, guidance counselor, secretary and parent coordinator at East Side Elementary School, PS 267.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We do not have ELL fifth graders at this present time, but the guidance counselor is trained in using strategies to alleviate ELLs anxiety about the transition which he applies when meeting with 5th grade ELLs throughout the school year to discuss what to expect in middle school and helping ELLs find middle schools that are good matches for them.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
As per CR Part 154.2, all teachers in the school including non-ELL teachers are provided with 15% of a total of 175 hours of professional development in teaching ELLs over a period of 5 years. The administration has opted to use a coaching model to deliver this support. Using this model, the ENL teacher goes into the subject area classrooms. She observes lessons, models ESL strategies and articulates with the teachers. She assists classroom teachers in using ELL data as a tool to differentiate instruction and explains how scaffolding strategies including text re-presentation, use of realia, schema building, metacognition and modeling can impact academic performance. She explains and/or demonstrates how Depth of Knowledge levels can be made more comprehensible to ELLs. The ENL teacher attends as many relevant workshops offered by the Department of English Language Learners and Student Support as possible to meet the 50% of total hours be ELL-specific professional development.

C. Parental Involvement

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

An annual individual meeting with parents of ELLs is scheduled by the ENL teacher to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands.

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

Copies of all the forms - entitlement, parent survey, placement, etc. are kept in the ENL office. The ENL teacher is responsible for maintaining these records. There are translations of the forms in the 10 most common home languages after English in New York City. The ENL teacher also keeps all of the student's work throughout the year in order to assess the student's language development and to share with the parents or other teachers. For in person meetings and phone calls, when appropriate, the translation services of in-house staff members fluent in Chinese and Spanish are utilized. In other instances, the ENL teacher contacts the NYC DOE's Over the Phone Translation Services to facilitate this process.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent Involvement is very important to our school community. At the beginning of the school year, East Side Elementary, PS 267, hosts a Curriculum Night where parents meet their children's teachers and are informed of curricular expectations. Among other ways the school tries to involve all parents is by hosting potluck dinners for families and staff. For that occasion, parents are encouraged to prepare a dish to celebrate their cultural heritage. Parents are also invited to attend student publishing celebrations, field trips, reading in the classroom, parent workshops, monthly PTA meetings, international day and all other school events. Parents of ELLs are included in all of these activities and when needed translators are provided. The parent coordinator reaches out to all of the families and encourages every family's involvement in the school activities.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Not at this time.
5. How do you evaluate the needs of the parents?

We evaluate the needs of the parents through surveys, parent outreach and parent meetings. The school distributes the DOE's Language Preference form which asks parents to indicate the language they would like to receive written and oral communication from the school. The school uses this data to plan for translation services for parent-teacher conferences and other events. This information is also used to prepare for the turn-around time in using the DOE's Translation Services for written communication and let's the staff know when to use the Translation and Interpretation telephone services.

The parent coordinator registers all the new students and since the parent coordinator is usually the first person they meet at school, she develops relationships with these parents. The parents of ELLs know she is available for them as a resource. She knows which parents of ELLs need translation services and informs relevant staff.

6. How do your parental involvement activities address the needs of the parents?
We query parents at PTA meetings, through the use of Survey Monkey and during informal conversations as to their needs and try to provide the workshops requested. East Side Elementary School, PS 267, has a very active parents' association and every effort is made to get all parents involved. Some parents like to assist the teachers and students and help with curricular events. Some workshops for parents are held in the evening. The parent coordinator, Bailey Gendron, is a liaison between parents and staff. She responds to parental concerns and refers unresolved issues to the administration. The goal is to strengthen the home/school connection.

D. Additional Information

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

Under the Overall NYSESLAT Proficiency Results of the Assessment Breakdown of Part 3 Assessment Analysis, 3 students did not return to East Side Elementary in September 2015. They were an entering 1 st grader, an emerging 2 nd grader and a commanding 2 nd grader.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Medea McEvoy	Principal		
Farah Chowdhry	Assistant Principal		
Bailey Gendron	Parent Coordinator		
Melinda Reid	ENL/Bilingual Teacher		
	Parent		
Florence Kwok/K/ESL	Teacher/Subject Area		
Breanne Kutch/2/ESL	Teacher/Subject Area		
	Coach		
	Coach		
Shawn Ezrapour	School Counselor		
Bonnie Laboy	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

C. School Information

District 2	Borough Manhattan	School Number 267
School Name East Side Elementary, PS 267		

D. Language Allocation Policy Team Composition

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

Principal Medea McEvoy	Assistant Principal Farah Chowdhry
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Melinda Reid	School Counselor Shawn Ezrapour
Teacher/Subject Area Florence Kwok/K/ESL	Parent
Teacher/Subject Area Breanne Kutch/2/ESL	Parent Coordinator Bailey Gendron
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Bonnie Laboy	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	347	Total number of ELLs	15	ELLs as share of total student population (%)	4.32%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	15			0						15
Total	15	0	0	0	0	0	0	0	0	15

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese			1											1
Russian		2	2											4
Bengali														0
Urdu			1											1
Arabic														0
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	2		0									3
TOTAL	0	4	6	0	10									

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 (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	4	2												6
Emerging (Low Intermediate)	2		1											3
Transitioning (High Intermediate)														0
Expanding (Advanced)		4	4											8
Commanding (Proficient)			1											1
Total	6	6	6	0	0	0	0	0	0	0	0	0	0	18

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

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

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					0

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments)? What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Students are assessed using the TCRWP to assess literacy skills. This data source provides teachers with instructional next steps in the areas of phonemic awareness, fluency, comprehension, and vocabulary development. In addition, informal assessments such as word work, on-demand writing tasks, teacher observations around student talk and ongoing running records are reviewed and shared by vertical and horizontal planning teams. At this time, our ELL students would benefit from further vocabulary development and continued support to master phonemic awareness skills in the early grades. This information is shared with teachers so they can incorporate this data into their instructional unit and lesson plans.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 All the returning ELLs, grades 1 and 2, scored a high Expanding level on the spring 2015 NYSESLAT. Looking at the NYSESLAT scores, speaking is the modality where the most students did not reach Commanding/Proficient. Reading was the second one. The new ELL's are almost all kindergartners who either achieved Entering or Emerging level on the NYSITELL. There are two new first graders. One is Expanding level and the other is Entering level. All the ELL students need additional support in all four modalities: listening, reading, speaking and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO tool informs the school which students are at risk due to: poor attendance, holdover or a low score on the NYSESLAT. Three of our ELLs are at risk because of attendance below 90% last year. So far this year, these students have not missed any school, but if they do, the parent coordinator and/or ENL teacher will contact the parents to remind them of the importance of school attendance. 2 of the ELLs were held over in the past. The teachers are all aware of this and take that into consideration. Three of the students did not make as much progress as the others on the NYSESLAT. One has an IEP and that is the reason. The NYSESLAT is very challenging for that student. For the other two, they did not take the NYSESLAT seriously. The ENL teacher and classroom teachers will work together this year to ensure these students work hard and take pride in their work to do well on the NYSESLAT in Spring 2016. The AMAO tool also tells if the student scored high or low in terms of ELL proficiency level on the NYSESLAT and approximately how many more questions the student needs to answer correctly to reach the next proficiency level. All but one of the students who took the NYSESLAT at PS 267 last Spring achieved high Expanding and need to answer 2-3 more questions correctly in each modality to

achieve Commanding. One new student scored at the Entering level on the latest NYSESLAT. This student scored a high Entering level and was approximately 1 question away from scoring at the next proficiency level. All the teachers of ELLs need to plan lessons that include building the ELLs skills in all four modalities. The AMAO Tool data was shared with all teachers of ELLs. The patterns across NYSESLAT modalities: reading/writing and listening/speaking affect instructional decisions. Teachers differentiate instruction and group students accordingly. For example, if speaking was the modality in which the student scored the lowest, the ENL teacher and classroom teacher will give the student more opportunities for speaking practice.

12. For each program, answer the following:

- d. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- e. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- f. What is the school learning about ELLs from the periodic assessments? How is the home language used?

This does not apply to our school.

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

At East Side Elementary, 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 ENL teacher. Beyond screening and identification for ENL services to support language development, the ELL student also takes part in RtI screening to assess whether his/her literacy skills and competencies are meeting grade level benchmarks. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency, the student should receive targeted instructional support to bolster development in this area. This support should be delivered in coordination with language support services. 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 ENL teacher during ENL class. The third tier, the intensive intervention, is provided by the ENL teacher by pull-out or push-in sessions where the focus is on specific learning targets. Tier 2 and Tier 3 instruction is also tailored to meet ELLs' language needs and incorporated into research-based intervention strategies.

14. How do you make sure that a child's second language development is considered in instructional decisions?

The ENL teacher and classroom teachers collaborate to ensure there is differentiation in every lesson so that ELLs can access the material and develop the new language. Developing English Language Learners' (ELLs) oral language means developing the skills and knowledge that provide the foundation for their listening, speaking, and writing. Oral language is made up of five components: vocabulary (understanding the meaning of words and phrases), syntax (understanding word order and grammar rules), morphological skills (understanding the meaning of word forms and parts), pragmatics (understanding the social rules of communication), and phonological skills.

When planning instruction for ELLs in the content areas, the teacher needs to consider three overlapping lenses: Teaching for Understanding, Disciplinary Language, and Disciplinary Literacy. Each lens has a foundational guiding question. When the focus is teaching for understanding the question is how do students learn? For disciplinary literacy, the question is how do scientists, historians, mathematicians and others read and write differently. For disciplinary language, how does academic language in each discipline differ from every day language.

The Common Core State English Language Arts Standards require that students read and understand texts of increasing complexity. There are three levels at which a text can be complex: the lexical, or word level; the sentence level; and the discourse, or whole text level. When selecting texts for ELLs, it is important to consider those levels of text complexity.

Scaffolding is important in every subject for ELLs. It refers to dynamic and responsive supports that enable learners to develop their full potential and eventually become autonomous learners.

To successfully comprehend texts, readers must have a deep and rich vocabulary. In fact, vocabulary is the strongest predictor of success in comprehending texts. English encompasses such a massive vocabulary that all English words cannot possibly be taught in schools. What can be taught are critical words that exemplify principles commonly found in the English vocabulary. Three aspects of English vocabulary that are important to uncover for ELLs are: morphology, core vocabulary, and the extended vocabulary networks of informational and narrative texts.

The ability to understand the language of academic texts, also called 'academic language (AL),' is fundamental for the success of ELLs' second language development. Words selected to teach should be predominately of two types: 1) Discipline-specific AL words that are used in a single content area and often have specialized meanings; 2) and 'general-use' AL that appears in all academic texts across disciplines.

In addition, ELLs within a single classroom can be heterogeneous in terms of home language(s) proficiency, proficiency in English, literacy levels in English and student's home language(s), previous experiences in schools, and time in the U.S. Teachers must be attentive to these differences and design instruction accordingly.

15. For dual language programs, answer the following:

- d. How are the English-proficient students (EPs) assessed in the target language?
- e. What is the level of language proficiency in the target language for EPs?

f. How are EPs performing on State and other assessments?

Not applicable.

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

The LAP team evaluates the success of its 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's Language Allocation Policy is based on the new requirements which is either a combination of standalone ENL instruction and integrated ENL/ELA for entering and emerging or integrated ENL/ELA or another content area for the expanding and commanding levels as per CR Part 154. This includes coherence, academic rigor, explicit ENL 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.

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

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 or students who have not been in a NYS school for two or more continuous years, parents fill out the Home Language Identification Survey (HLIS) which is translated into ten languages. The certified ENL teacher, Melinda Reid, conducts the initial screening an interview, and administers the HLIS. If the ENL teacher is not available, the principal, Medea McEvoy, or the assistant principal, Farah Chowdhry, NYS certified pedagogues, administer this. When appropriate, the translation services of in-house staff members fluent in Chinese and Spanish are utilized. In other instances, the ENL teacher contacts the NYC DOE's Over the Phone Translation Services to facilitate this process. The NYSITELL is administered to only those students whose home language is not English and eligible for the NYSITELL. A more in-depth interview and review of work will be conducted to determine NYSITELL-eligibility. The NYSITELL is a test used to determine initial entitlement. This test is administered within ten days of enrollment by the ENL teacher, Melinda Reid. If the student's native language is Spanish and the student is determined to be an ELL, the student is also administered the Spanish LAB. This is only given to students who are NYSITELL eligible and their home language is Spanish. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.

An ELL is placed within an ELL program within 10 days, but the parent can appeal the placement. Parents and students have the right to a re-identification process within 45 days of initial enrollment.

The first step the ENL 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 ENL teacher reviews the RADP which lists all admitted and discharged students.

Copies of parent ELL notifications and letters are kept in students' cumulative folders. The ENL teacher provides parents of ELLs annual and individual meetings to discuss their child's progress in addition to already existing parent teacher conferences.

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

Students with interrupted/inconsistent formal education (SIFE) are 2nd grade and above ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools, are two or more years below grade level in literacy in their home language and/or two more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. The identification of SIFE students must be completed within 30 days of enrollment. As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, then the ENL teacher needs to proceed with the SIFE Identification Process for students who are newly identified ELLs and in grades 3-9 and at the beginner/entering or low intermediate/emerging level of proficiency as indicated by the NYSITELL results. The appendices from the ELL Policy And Refence Guide are used as a reference.

The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire should be used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language. This questionnaire must be given within 30 days of the student's enrollment.

For those students, who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS). The LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE bring with them when they enter New York City schools. This information will be highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student's strengths and weaknesses is essential for teachers to plan instruction.

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

The Language Proficiency Team consists of the 4th grade teacher, Liz Calascibetta, the 2nd Grade teacher and the principal designee, Breanne Kutch, Reading Recovery specialist and SETTS provider, Alyssa Newman and the ENL teacher, Melinda Reid, review evidence of the student's English language development and refer to the chart titled Some Similarities Between Learning Disabilities and Language Acquisition which is in the appendix of the ELL Policy and Reference Guide. They review evidence of the student's English language development. If the LPT recommends that the student is NYSITELL eligible, the student takes the NYSITELL to determine ELL status. The ELL identification process continues as with all students. The parent or guardian will be notified of the results of the NYSITELL. Notifications will be translated in the home language or parents. When appropriate, the translation services of in-house staff members fluent in Chinese and Spanish are utilized. In other instances, the ESL teacher contacts the NYC DOE's Over the Phone Translation Services to facilitate this process.

If the LPT does not recommend that the student take the NYSITELL, the LPT recommendation is sent to the principal for review. Upon review if the principal determines that the student is NYSITELL eligible, then the student takes the NYSITELL to determine ELL status. The ELL identification continues as with all students. The parent or guardian is notified and translation will be provided as needed. The parent(s) or guardian(s) have 20 days to accept or reject the LPT decision.

Upon review if the principal does not recommend that the student take the NYSITELL, then the recommendation is sent to the superintendent or designee for review. The parent or guardian is notified within 3 days. Upon review if the superintendent or designee recommends that the student takes the NYSITELL, then the student takes the NYSITELL to determine ELL status. The ELL identification continues as with all students.

If the superintendent or designee does not recommend that the student takes the NYSITELL, then the parent or the guardian is notified. The ELL identification procedures are terminated.

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

Entitlement letters for new ELLs are sent home with the students and by mail. In order to ensure that Parent Survey and Selection forms are returned, the ENL teacher, Melinda Reid, collects them at the conclusion of the parent meeting and they are kept on file in the ENL office. In addition, copies are placed with the students' cumulative records. At the beginning of the school year, the ENL teacher, Melinda Reid, 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. Non-entitlement letters are sent to parents of students who either tested Commanding/Proficient on the NYSESLAT in the spring of the last school year or tested Expanding/Advanced on the NYSESLAT and a level 3 or 4 on the ELA. Copies of these letters are kept on file in the ESL office. The ENL teacher is responsible that all the above is complete and up to date.

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

If the student is found to be entitled to ENL services which is determined by the results of the NYSITELL, during the parent meeting when the parents complete the parent survey and program selection form which is in the parents' preferred languages, the parents are also informed that they have the right to appeal the ELL status within 45 days of enrollment. The parent coordinator or the ENL teacher conduct the meeting. Copies of every form are kept on file in the main office and the ENL office.

19. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Within the first ten days of school or within the first ten days of enrollment in the NYC school system 920 days for students entering with an IEP), the ENL teacher, Melinda Reid and the parent coordinator, Bailey Gendron, set up a meeting for parents. 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 if it is available at your school 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 ENL teacher, Melinda Reid, informs the parents that at the present time, East Side has a Freestanding English as a New 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 contacts the DOE's Office of ELLs.

20. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Entitlement letters for new ELLs are sent home with the students and by mail. In order to ensure that Parent Survey and Selection forms are returned, the ENL teacher, Melinda Reid, collects them at the conclusion of the parent meeting and they are kept on file in the ENL office. In addition, copies are placed with the students' cumulative records. At the beginning of the school year, the ENL teacher, Melinda Reid, 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 ENL office. If a parent requests a program that is not available at the time, the ENL teacher will keep track of the availability and notify the parents when there is an opening in a program requested by the parent.

21. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. At East Side Elementary, PS 267, this has not been a problem because the parents always attend the parent meeting and then complete the Parent Survey and Program Selection form at school. The video is shown in the parent's preferred language if available. If it is not, then someone translates for the parent. If a parent did not attend, then we would call the parent or guardian and send a letter home to ensure the forms were returned to East Side in a timely manner. The forms are kept in the ENL Office and Melinda Reid, the ENL teacher is responsible for them.
22. Describe how your school ensures that placement parent notification letters are distributed. The parent notification letters in the parents' preferred language are sent home with the students and the ENL teacher calls the parent or guardian to confirm that the notification letter has been received and read by the parent or guardian.
23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The original HLIS are kept in the cumulative folders of the students which are kept in locked closets of the classrooms. Copies of the HLIS are kept in the ENL office. Copies of the non-entitlement letters are kept on file in the ESL office, the original signed entitlement letters are kept in the ENL office and the ENL teacher, Melinda Reid, is responsible for the maintenance of these records.
24. 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 ENL teacher may administer all of the NYSESLAT, but he or she cannot score it. Another teacher that does not teach those students must score the speaking section. In addition, the writing sections must be scored by teachers who do not teach those ELLs. The other three sections are administered in groups according to grade bands which is 5-6 or 7-8 for middle school. Each of the other three sections include listening, reading and writing. The writing prompt is tied to a global theme and is connected to one passage from the reading section. The students write a constructed response during all three written test sessions. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT (and as permitted in the School Administrator's Manual for the test). During the summer, the results are posted in the function RLAT on ATS and students are classified as Entering (formerly Beginner), Emerging (Low Intermediate), Transitioning (Intermediate), Expanding (Advanced), or Commanding (Proficient). The REXH ATS report also shows the exam history of students. This can be used to find who has taken the NYSESLAT in the past.
25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The continued entitlement and transitional support parent notification letters are sent home with the students and the parent or guardian is also called to confirm that the notification letter has been received and read by the parent or guardian. Copies are kept in the ENL office. This is the ENL teacher's responsibility.
26. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend in program choices that parents have requested is the freestanding English as a Second Language Program. This year parents of 5 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 when a threshold of fifteen parents in contiguous grades with the same home language request it.

Part V: ELL Programming

B. Programming and Scheduling Information

21. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- d. Freestanding ENL program.
There are no ELLs that are alone in a class. The kindergarteners are in two different classes. The first graders are in one class, the second graders are in the same section and the third grade ELLs are in the same class. This helps with scheduling their ENL instruction.
- During the standalone ENL class, the entering and emerging kindergarten and first grade ELLs are in one class and they are in groups by proficiency level. They are taught by a certified ESL teacher. The kindergarten teacher of the ELLs is a dually certified ESL and K-6 teacher. The ENL teacher works in the first grade classroom with ELLs every week. The entering and emerging students receive a combination of standalone ENL and integrated ENL/ELA instruction each week.
- There are no ELLs at Transitioning level at PS 267 right now.
- The second grade ELL's are all Expanding. The second grade teacher of the ELLs is also dually certified. The second grade teacher also co-teaches in the third grade class of ELLs. All of the third grade ELLs are Expanding. The ENL teacher works in that third grade classroom each week. The Expanding students receive integrated ENL/ELA or other content area instruction each week.
- Former ELLs receive services for 2 years after reaching the proficient/commanding level. They receive 90 minutes of integrated ENL/ELA or other content area instruction each week. There are one former first grade ELL and two former ELLs in third grade at East Side.
- e. TBE program. *If applicable.*
Not applicable
- f. DL program. *If applicable.*
Not applicable
22. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- b. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Classes are organized so that ELLs in the same grade are placed in the same class as much as possible. The administration uses the results on the NYSITELL and the NYSESLAT to facilitate this process.
The ENL teacher makes sure Entering students receive 180 minutes of stand alone ENL instruction and 180 integrated ENL/ELA minutes per week while Emerging receive 90 minutes of stand alone ENL instruction along with 180 integrated ENL/ELA minutes and a minimum of an additional 90 minutes of ENL stand alone instruction or integrated ENL with any content area instruction per week as per CR Part 154-2. Transitioning needs to receive 90 minutes of integrated ENL/ELA instruction minutes along with 90 minutes of standalone ENL instruction or integrated ENL instruction with any content area per week, but there are no Transitioning students at PS 267 right now. Expanding receives 180 minutes of integrated ENL/ELA or other content area instruction per week. Commanding receives 90 minutes of integrated ENL/ELA or other content area instruction per week. Former ELLs receive services for 2 years after reaching the proficient/commanding level.
23. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. The content areas are delivered by the classroom and ENL 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.

For math teachers of ELLs, the NYCDOE's Office of English Learners, in collaboration with Math Solutions and a selected group of educators, has developed mathematics units of study to provide support for ELLs for grades 2-5. The new Common Core Learning Standards present a challenge as well as an opportunity to our English Language Learners. In order to meet this challenge and embrace this opportunity, mathematics teachers must engage ELLs in high-quality instruction while providing the necessary support. These units are intended to model some of the strategies and scaffolds that should be utilized to provide access for ELLs. Incorporating the needs of ELLs into the design and implementation of all mathematics instruction is of paramount importance to the success of our community. These units are available on the NYCDOE website under Educator Resources for ELLs. There are also outside resources for ELA and Math available on the site. In Science, the science teacher uses visuals as much as possible and models. He groups the students with students who speak the same home language as needed. If not possible, the ELL is grouped with an English dominant student. All students have science twice a week and it is also taught and supported by the classroom and ENL teachers.

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

When Spanish speaking ELLs are first admitted into the NYC school system, they are administered the Spanish LAB. This tool helps teachers ascertain language skills in Spanish. In the future, were East Side Elementary 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.

25. 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 NYSITELL which evaluates listening, speaking, and reading. In the spring, the NYSESLAT is administered to all ELLs which evaluates all four modalities. In addition to those formal assessments, ongoing informal assessments of their reading, writing, speaking and listening take place throughout the year. Each student has a folder of all the work he or she does throughout the year. Everything is dated so the ENL teacher can keep track of the progress of each student in each modality. For speaking, the ENL teacher records each student speaking throughout the year on a school iPad. The students also get to see the videos to see how much progress they have made. The tasks of the other modalities are kept in their folders. For writing, each unit centers on a picture book and the last activity is a depth of knowledge writing task. For listening practice, the teacher reads passages aloud and then asks questions about the passages. The ENL teacher works with the classroom teachers to know the reading level of every student. Students read just right books in ENL and other subjects.

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

- f. SIFE
- g. Newcomer
- h. Developing
- i. Long Term
- j. Former ELLs up to two years after exiting ELL status

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. The school 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.

Developing have received 4- 6 years of service and benefit from modeling, repetition, ENL lessons that preview material from content lessons in the classroom, and lessons aligned to the Common Core Standards. They also need to be exposed to vocabulary and do a variety of activities to acquire the language.

Long-term ELLs have received more than 6 years of service and 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 Elementary, PS 267, there are grades pre-school through fifth grade so there are no long-term ELLs who have completed 6 years.

With former ELLs in years 1 and 2 after testing commanding these students would receive testing accommodations according to their needs and ENL services for those two years after testing commanding on the NYSESLAT. One former ELL left the school at the end of last year. The other former ELL is in 2nd grade and his classroom teacher is dually certified in ESL and K-6.

27. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12

Chart 5.1 is after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The ENL teacher and the assistant principal would manage the initial and the re-identification process. Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

28. 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?

East Side Elementary, PS 267, uses a variety of programs to support ELL-SWDs. PAF (Preventing Academic Failure) is an early intervention program for teaching reading, spelling, and handwriting. It prevents or addresses reading failure in learning disabled and struggling readers. The school also uses LLI (Leveled Literacy Intervention) which is designed to support lower achieving students at their grade level in small-group instruction. LLI supports learning in both reading and writing and helps students expand their knowledge of language and words and how they work. In math, Envision is designed to identify at risk students early in their math education and intervene to offer them intensive, balanced, individualized instruction that will work with any other math program being taught to students.

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

Our special education team works with the classroom teacher and the ENL teacher to ensure that all ELL-SWDs achieve their IEP goals. Curriculum is discussed and instructional plans are determined depending on the IEP goals. Scheduling is coordinated with the classroom teacher, ENL teacher, and the special education teachers to meet the needs of the ELL-SWDs.

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

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

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

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



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

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

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

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

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

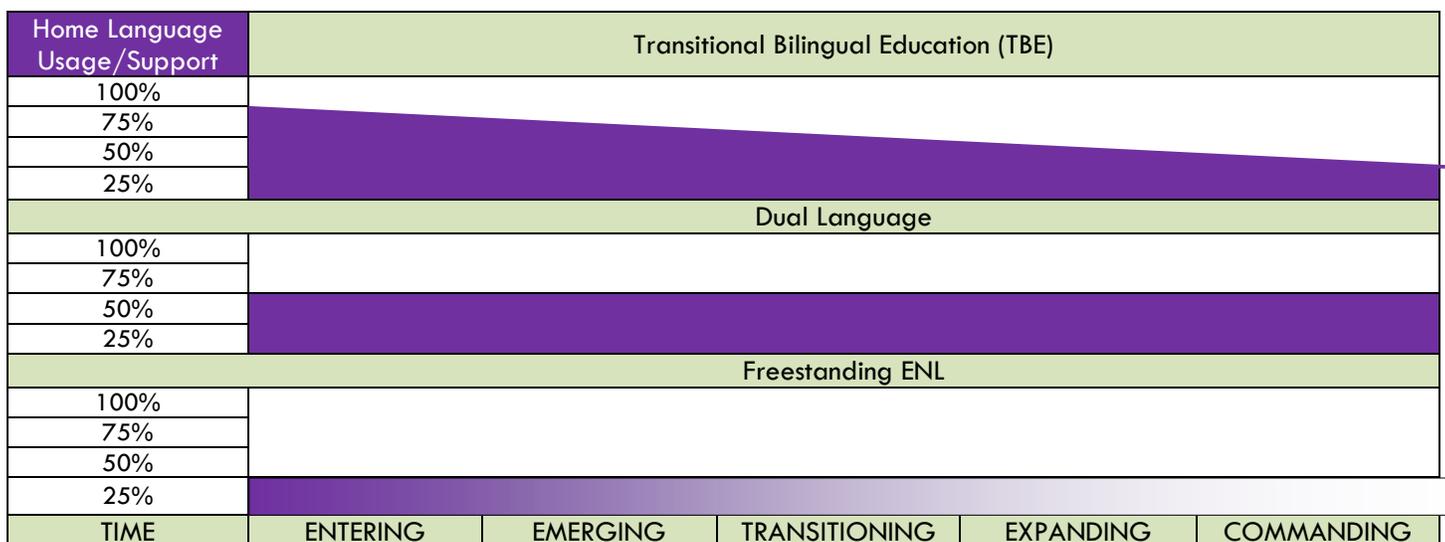


*Note: “other approved services” does not apply to New York City at this time.

CI Chart 5.2

Home Language Usage and Supports

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



E. Programming and Scheduling Information--Continued

30. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. East Side Elementary, 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 extra support in reading and math. Next, teachers use their formative assessments aligned to the Common Core Standards to revise that list. There are also SETSS, Reading Recovery, Envision for math, LLI (Leveled Literacy Intervention), PAF (Preventing Academic Failure) and Academic Intervention Services (AIS) provided to students as needed. Instruction is provided in English. Social studies and science lessons are modified for ELLs and they have access to materials at their reading level.
31. 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 ENL program, the language of instruction is English. However, the ENL teacher uses native language knowledge since the linguistic and cognitive interdependence between the first and second language facilitates learning academic English. The ENL classroom library includes dictionaries in the students' first languages. During readers and writers workshop, the ENL teacher confers with the ELLs to make sure the content is comprehensible. The ENL teacher addresses all four ESL modalities: reading, writing, speaking and listening. The ENL teacher develops strategies to be used in ENL and content classes. The ENL teacher applies the results of the NYSESLAT to her teaching. If a student scored lowest in writing, then the teacher focuses on writing skills for that student. The information from the AMAO Tool about the NYSESLAT is shared with all teachers of ELLs. The teachers use that information to plan their lessons.
32. What new programs or improvements will be considered for the upcoming school year?
The integrated instruction where the ENL and classroom teachers will co-teach in classrooms with ELL and former ELL students will be a new program for East Side this year. This will take a lot of planning and coordination in order to fully support the ELL and former ELL students.
33. What programs/services for ELLs will be discontinued and why?
There are no programs/services for ELLs that will be discontinued.
34. 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. The Parent coordinator enures that all parents receive information in the language they speak. Parents sign up through the PTA either on paper or online. Our website can also be translated into many different languages. After school programs are offered every day and students are able to participate in an exciting array of arts, robotics, chess, drama, cooking and sports.
35. What instructional materials, including technology, are used to support ELLs? Include core 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. iPads are also used along with audio books on CD.
36. How is home language support delivered in each program model (DL, TBE, and ENL)?
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, if this school were 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. Native language support should be systemic and not limited to the ENL classroom. In addition to hard copy or online glossaries, dictionaries, books and other media in the native languages represented by ELLs, school personnel who are able to provide support to students during the school day should be utilized to provide clarification for ELLs (in their native languages), especially to those who may be struggling with content and concepts in class. Each of these strategies can extend to after and before school programs, as well as to summer school.
37. Explain how the school ensures all required services/resources support and 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 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 nonELLs are working on the same skills. The ENL and classroom teachers use and share many of the classroom materials.
38. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
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.

39. What language electives are offered to ELLs?

At this time we do not have any language electives.

40. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

F. Professional Development and Support for School Staff

5. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
see response in question #2
6. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
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 attends these workshops and other district wide professional development. At least 15% of the required professional development hours for all teachers as prescribed by CR Part 80 is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. This is provided by the ENL teacher. Last year the school secretary attended a training about ELL identification, policy and procedures for ELLs which included the input of Home Language codes into ATS, and the use of particular ATS reports which find potential ELLs and former ELLs each year. The parent coordinator attended the workshop “Beyond Translations: Bridging School, Family Language and Cultural Differences” on October 9. This full-day professional development workshop equipped participants with strategies to address cultural barriers and to create a welcoming environment for families with limited English proficiency. The ENL teacher attends various conferences throughout the school year dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. The ENL teacher/coordinator attended two trainings of the administration of the new NYSESLAT in the spring of 2015. The ENL teacher/coordinator also attended a half-day professional learning to review Start-Up policies and procedures for English language learners and changes to Commissioner’s Regulations (CR) Part 154 in early October 2015. She shared pertinent information with the secretary. November 3 and June 9 are Chancellor Conference Days which are days devoted to staff development. These are days when the ENL teacher will attend ELL workshops. Then the ENL teacher takes what she has learned at these workshops which is relevant to all teachers and she trains the teachers, guidance counselor, secretary and parent coordinator at East Side Elementary School, PS 267.
7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We do not have ELL fifth graders at this present time, but the guidance counselor is trained in using strategies to alleviate ELLs anxiety about the transition which he applies when meeting with 5th grade ELLs throughout the school year to discuss what to expect in middle school and helping ELLs find middle schools that are good matches for them.
8. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
As per CR Part 154.2, all teachers in the school including non-ELL teachers are provided with 15% of a total of 175 hours of professional development in teaching ELLs over a period of 5 years. The administration has opted to use a coaching model to deliver this support. Using this model, the ENL teacher goes into the subject area classrooms. She observes lessons, models ESL strategies and articulates with the teachers. She assists classroom teachers in using ELL data as a tool to differentiate instruction and explains how scaffolding strategies including text re-presentation, use of realia, schema building, metacognition and modeling can impact academic performance. She explains and/or demonstrates how Depth of Knowledge levels can be made more comprehensible to ELLs. The ENL teacher attends as many relevant workshops offered by the Department of English Language Learners and Student Support as possible to meet the 50% of total hours be ELL-specific professional development.

G. Parental Involvement

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

An annual individual meeting with parents of ELLs is scheduled by the ENL teacher to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands.

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

Copies of all the forms - entitlement, parent survey, placement, etc. are kept in the ENL office. The ENL teacher is responsible for maintaining these records. There are translations of the forms in the 10 most common home languages after English in New York City. The ENL teacher also keeps all of the student's work throughout the year in order to assess the student's language development and to share with the parents or other teachers. For in person meetings and phone calls, when appropriate, the translation services of in-house staff members fluent in Chinese and Spanish are utilized. In other instances, the ENL teacher contacts the NYC DOE's Over the Phone Translation Services to facilitate this process.

9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent Involvement is very important to our school community. At the beginning of the school year, East Side Elementary, PS 267, hosts a Curriculum Night where parents meet their children's teachers and are informed of curricular expectations. Among other ways the school tries to involve all parents is by hosting potluck dinners for families and staff. For that occasion, parents are encouraged to prepare a dish to celebrate their cultural heritage. Parents are also invited to attend student publishing celebrations, field trips, reading in the classroom, parent workshops, monthly PTA meetings, international day and all other school events. Parents of ELLs are included in all of these activities and when needed translators are provided. The parent coordinator reaches out to all of the families and encourages every family's involvement in the school activities.
10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Not at this time.
11. How do you evaluate the needs of the parents?

We evaluate the needs of the parents through surveys, parent outreach and parent meetings. The school distributes the DOE's Language Preference form which asks parents to indicate the language they would like to receive written and oral communication from the school. The school uses this data to plan for translation services for parent-teacher conferences and other events. This information is also used to prepare for the turn-around time in using the DOE's Translation Services for written communication and let's the staff know when to use the Translation and Interpretation telephone services.

The parent coordinator registers all the new students and since the parent coordinator is usually the first person they meet at school, she develops relationships with these parents. The parents of ELLs know she is available for them as a resource. She knows which parents of ELLs need translation services and informs relevant staff.

12. How do your parental involvement activities address the needs of the parents?

We query parents at PTA meetings, through the use of Survey Monkey and during informal conversations as to their needs and try to provide the workshops requested. East Side Elementary School, PS 267, has a very active parents' association and every effort is made to get all parents involved. Some parents like to assist the teachers and students and help with curricular events. Some workshops for parents are held in the evening. The parent coordinator, Bailey Gendron, is a liaison between parents and staff. She responds to parental concerns and refers unresolved issues to the administration. The goal is to strengthen the home/school connection.

H. Additional Information

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

Under the Overall NYSESLAT Proficiency Results of the Assessment Breakdown of Part 3 Assessment Analysis, 3 students did not return to East Side Elementary in September 2015. They were an entering 1st grader, an emerging 2nd grader and a commanding 2nd grader.

Part VI: LAP Assurances

School Name: **East Side Elementary**

School DBN: **02M267**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Medea McEvoy	Principal		
Farah Chowdhry	Assistant Principal		
Bailey Gendron	Parent Coordinator		
Melinda Reid	ENL/Bilingual Teacher		
	Parent		
Florence Kwok/K/ESL	Teacher/Subject Area		
Breanne Kutch/2/ESL	Teacher/Subject Area		
	Coach		
	Coach		
Shawn Ezrapour	School Counselor		
Bonnie Laboy	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		