

**EAST VILLAGE COMMUNITY SCHOOL
2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: EAST VILLAGE COMMUNITY SCHOOL – 01M315
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SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Robin Williams	*Principal or Designee	
Alexis Bleich	*UFT Chapter Chairperson or Designee	
Martha Kessler	*PA/PTA President or Designated Co-President	
Bradley Goodman	Assistant Principal	
Quinn Batson	Parent Member	
Roberta Valentine	Staff Member	
Anne Palmer	Parent Member	
Evelyn Rubio	Staff Member	
Melissa Shiffman	Parent Member	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

At East Village Community School, we focus on the development of the whole child through a hands-on approach to learning. We believe that giving children time and opportunities to explore their world is crucial to their linguistic, academic, social and personal development. Our children don't just "study" science, they become scientists. They don't just "read" a textbook section about communities, they use blocks to build those communities, and theater arts classes to act out the roles of community members. They don't just "practice" writing, they become authors and poets and pen pals to students abroad. Students gain from learning experiences that are connected to their lives. At EVCS, our classes extend beyond the classroom walls into the community. Class trips, projects, research studies, and visiting artists and teachers enrich and help make concrete what children learn in the classroom. Students develop the skills, knowledge, values and habits of mind that will help them for the rest of their lives.

Children learn at different rates, with different strengths and styles. We are dedicated to meeting the needs of individual students and we encourage them to reach their maximum potential, to develop their talents and abilities at their own speed, in a safe, nurturing environment that affirms their sense of worth. When children feel good about themselves, they are more confident learners.

Children flourish when they participate in a wide range of academic and creative activities. From block work, circuit building and archival research to violin instruction, chorus, conversational Spanish and theater arts, we address the learning needs of our students with respect for their diverse learning styles, affinities, strengths and weaknesses. We connect the practice of essential skills to the larger goal of helping children become independent, lifelong learners. Children learn best when their parents are active partners in their education. Parent involvement is primary at EVCS and adult family members are regularly invited to participate in classroom activities, as club leaders, and in many other roles.

Mission Statement

East Village Community School is a community of children, parents and educators who are united in their commitment to teaching and learning through an inquiry-based curriculum. Our students are encouraged to explore their world while building upon their unique strengths, interests, and learning styles.

It is the school's priority to provide a safe environment where children and all kinds of families—of every race, class, religion, and ethnic background—feel valued, welcome, cared for and supported. Community building is a core value of the school, and children learn the importance of social responsibility, democratic processes, and conflict resolution.

Our goal is that our graduates be people who are ready and equipped to contribute to positive social change, confident in the skills they've developed and passionate about learning.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	The East Village Community School			
District:	1	DBN #:	01M315	School BEDS Code #: 310100010315

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<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	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	26	20	33		92.8	93.1	TBD		
Kindergarten	26	29	29						
Grade 1	18	28	29	Student Stability: % of Enrollment					
Grade 2	23	16	25	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	22	19	21		94.9	87.8	TBD		
Grade 4	31	19	21						
Grade 5	22	31	23	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		61.2	37.3	35.0		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		4	0	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	169	163	174		1	4	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	0	3	0	Principal Suspensions	0	1	TBD		
No. in Collaborative Team Teaching (CTT) Classes	0	0	5	Superintendent Suspensions	0	1	TBD		
Number all others	18	23	23						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
2006-07	2007-08	2008-09		CTE Program Participants	0	0	0
# in Trans. Bilingual Classes				Early College HS Participants	0	0	0
# in Dual Lang. Programs							
# receiving ESL services only				Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	12	16	15
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	2	3	4
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	3	3
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100%	100%	100%
American Indian or Alaska Native	3.0	4.3	5.2	Percent more than two years teaching in this school	75.0	62.5	73.3
Black or African American	23.7	20.2	19.5	Percent more than five years teaching anywhere	50.0	43.8	40.0
Hispanic or Latino	34.3	31.9	24.7				
Asian or Native Hawaiian/Other Pacific Isl.	8.9	8.6	9.8	Percent Masters Degree or higher	83.0	88.0	93.0
White	30.2	35.0	29.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.7	75.0	62.5
Multi-racial	N/A	N/A	N/A				
Male	48.5	54.6	52.3				
Female	51.5	45.4	47.7				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
Individual	Elementary/Middle Level	Secondary Level	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Subject/Area Ratings	ELA:	IGS		ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	-	-	-			
Hispanic or Latino	-	-	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial	-	-	-			
Other Groups						
Students with Disabilities	-	-	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	-	-	√			
Student groups making AYP in each subject	1	1	2			
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	N/A
Overall Score	80.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	7.7	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 30% of the Overall Score)	13.9	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 55% of the Overall Score)	59.2	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	0	Quality Statement 5: Monitor and Revise	N/A
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Literacy:

At EVCS our goal is to develop lifelong habits and deep appreciation for reading and writing. The implementation of the curriculum calendar from the Teacher's College Reading and Writing Project provides a balanced literacy program where k-5 teachers offer a 90 minute block of time for instruction. Components of the Readers' Workshop include guided reading, shared reading, independent reading, strategy reading groups and read-aloud, each is carefully embedded in the curriculum. Teachers take many opportunities to model strategies to support student's development in comprehension for all readers. Our classroom libraries are leveled to provide readers with access to 'just right' texts. Daily word work is taught with Words Their Way, a program that provides activities to support students with decoding skills.

Literary essays, narrative writing, and research provide the frame for the units of study embedded in the Writers' Workshop. Students write daily in journal notebooks and they apply writing strategies to their work. Revisions and edits are expected and published student work reflects how students think about texts and life.

ELA Test Data:

Year	Students at Level 3 & 4
2006	47%
2007	60%
2008	70%
2009	76%

Mathematics:

TERC *Investigations in Number Data and Space* Mathematics curriculum is implemented in grades K-5 in a single-grade setting. This curriculum helps students to understand fundamental ideas of number and operations, geometry, data, measurement and early algebra. The curriculum focuses on concept building as well as computational fluency. Curriculum components are embedded in daily activities that allow students to gain multiple strategies for problem solving. Math is not taught in isolation; skills and content understandings are connected to the practical application of mathematics in our daily lives.

Mathematics Test Data:

Year	Students at Level 3 & 4
2006	48%
2007	69%
2008	77%
2009	93%

While ELA and Math test scores at EVCS have steadily improved over the last several years, we have observed one performance trend that we are beginning to address. Most of our efforts and resources over the last several years have been put towards supporting our most struggling learners in our extended day program, through AIS and by differentiation of classroom instruction. Test score data illustrates that these interventions have been successful, given that none of our students performed at level 1 on the ELA and only one student performed at level 1 on the math exam last year. At the same time though, we have very few students performing at level 4 on either exam, despite what we believe to be ample talent and potential. This year we are going to continue to support the learners who are struggling but we are also aiming to meet the learning needs of our most talented students by offering extended day enrichment groups and arranging professional development for teachers on creating extensions in the curriculum.

Inquiry Teams at EVCS

Inquiry teams are a core component of the schools improvement strategy. Charged with becoming expert in the use of school data, the inquiry team identifies a change in instructional practice that will accelerate learning for a specific group of underperforming students. Success is measured in the improvement outcomes for the target group and may extend beyond to result in a shifting of school culture. EVCS will increase the number of inquiry teams that staff will focus on.

Year	Inquiry Team
2007	School's Attuned
2008	School's Attuned, Gender, Social Studies
2009	School's Attuned, Gender/Race, Social Studies, Mathematics, Assessment in Pre-K, Play

Schools Attuned

We started our first IT in 2007. After an internal needs assessment using NYS test data, we identified the lowest performing students. To reduce the achievement gap for these students, staff put an intervention program, *Schools Attuned*, in place to support their learning needs. This comprehensive professional development and service delivery program offers staff methods for recognizing, understanding, and managing students with differences in learning. Teachers identify and support student's strengths and weaknesses. They determine appropriate interventions and accommodations to support the learning style for each student and maximize their social developmental and academic learning experiences in school. This year our Schools Attuned inquiry team study will continue by looking into the following question: *How might sharing a student's personal strengths and struggles in a public context (e.g. morning meeting) affect other students' awareness of their own strengths and struggles?*

Gender Study

Over the past several years, boys at EVCS have been consistently underachieving when compared to the girls. Evidence of this achievement gap can be found in the New York State English Language Arts and math test scores, as well from internal assessment data, reading levels and in the instances of disciplinary measures taken against students.

On the 2007 ELA, 74% of girls in testing grades scored at or above grade level (levels 3 and 4) compared to only 44% boys scoring at or above grade level. Furthermore no boys in any testing grade scored a level 4 on the 2007 ELA. In the same year on the math test 71% of girls in testing grades scored at or above grade level (levels 3 and 4) compared to only 68% of boys at or above grade level.

In 2008 the performance on the ELA was far more comparable between boys and girls. 71% of both boys and girls scored at or above grade level. However, only 4% of boys scored at level 4 compared to 10% of the girls.

At the same time, the disparity in achievement between boys and girls became more profound on the math test. 85% of girls in testing grades scored at or above grade level (levels 3 and 4) compared to only 71% of boys.

This trend can also be substantiated by looking at the TC reading level assessments. In June of 2008, 63% of girls in grades K – 5 were reading on grade level, compared to only 49% of boys.

In 2008 EVCS launched a school-wide study group of a professional text on the national gender gap. We also formed an inquiry team that looked into the correlation between gender and achievement, students' self-concept as learners, and students' experience in school. As a result of this inquiry team's findings, several significant changes have been made at EVCS. Teachers have become more attuned to potential bias towards typical "girl behaviors", have consciously increased their threshold for typical "boy behaviors", have done away with the practice of taking away recess as a consequence for negative behaviors, have added an extra 40 minutes of free play time before the start to the regular school day, and have filled classroom libraries with many new books that appeal o boys.

This year our gender inquiry team will be expanding to look into gender and race and achievement. Our inquiry questions will be: *How does race impact student achievement, students' self-concept as learners, and students' experience in school?*

EVCS Social Studies

EVCS provides a thematic inquiry/project-based Social Studies curriculum that examines the world from global and multicultural perspectives. From Pre-K to fifth grade, students explore developmentally appropriate themes such as self, family, community, NYC Pre-Colonial Contact, Colonial America, and Immigration. Concepts of change, power, technology, community, interdependence, cause and effect, conflict, and culture are explored throughout students' years at the school. Students learn geography through active and engaging activities including making maps and models; geography and mapping is taught from pre-K through fifth grade. The thematic inquiry-based studies provide opportunities for children to look at the past and connect it to their own lives. To see learning as an active process in their pursuit of acquiring and assessing knowledge presented from various resources and multiple perspectives. Students conduct research and create projects and have exhibitions and share their knowledge with the school community. Students have the opportunity to make deeper connections to social studies through the theater arts program which focuses on social studies units of study. Music classes and visual arts classes provide alternative learning opportunities to incorporate social studies content in a way that makes learning accessible to all.

There are many opportunities for students to deepen their critical thinking skills through project work that offers substantial opportunities for students to develop reading and writing skills. The theater arts program at EVCS helps students to enhance their understanding of social studies content. Students read, discuss, create and write theater performances with guidance and support from the classroom teacher and the theater arts teacher.

This year's social studies inquiry team will be looking into the question: *How can Social Studies project work give us a lens into student thinking?*

Social Studies Testing Data:
Students performing at levels 3 and 4

2005	55%
2006	65%
2007	83%
2008	85%
2009	88%

Assessment and Screening in Pre-K for Early Intervention

The Department of Education has required all Pre-K teachers to use a research-based assessment tool to screen their students, with the goal of identifying children who may be candidates for early intervention. EVCS has never used such a formal assessment tool in the Pre-K so we will be looking into the following question: *What are the pros and cons of the various DOE approved assessments for Pre-K?*

Play

Through the gender inquiry team study last year as well as from many recent articles in the New York Times and other such publications, we have become acutely aware of the importance of play in the educational lives of elementary aged children. This year we will be launching an inquiry team to consider the following question: *How do different settings for outdoor play affect the behavior and interactions of a diverse group of kindergarteners?*

Math

Through analysis of our DY0 interim assessments, it has become evident that many of our students are entering third grade without deep numeracy understanding. This we are going to try out a math manipulative called a *Rekenrek* that schools around the world have used in early childhood grades with great success in helping students develop strong number sense. Our math inquiry team will look in the following question: How does the *Rekenrek* support children's numeration understanding in the 1st grade?

Academic Intervention Services

Special Education Teacher Support Services

This program provides students with individualized and small group instruction from a special education teacher. Students receive support and direct instruction in the general education class or outside of the general education class in a small group setting. Students are formally evaluated for this program and assessment findings determine specific learning goals to support the needs of each child. An individualized education plan provides teachers and families with strategies to inform instructional decisions and maximize learning opportunities for students.

Extended Day Program

The Extended Day Program extends the school day for struggling learners. Forty minutes before school, students who have difficulty meeting grade specific benchmarks in mathematics or literacy, have the opportunity to work 1:1 with a teacher or in a small group. Learning is focused on developing skills in areas that students have demonstrated difficulties.

Reading Recovery

Reading Recovery is a highly effective short term intervention of 1:1 tutoring for low achieving first graders. Individual support is provided in ½ hour sessions each day for 12- 20 weeks until students reach grade level independence.

Literacy Intervention 1

Similar to Reading Recovery, LL1 is a scientifically-based intervention with specific methods of instruction for struggling learners. This program prevents literacy difficulties before they turn into long term challenges. Students are selected based on the needs that are determined by the programs assessment criteria.

Barriers to Continuous Improvement at EVCS

Existing barriers to the school's continuous improvement will be revealed if the anticipated budget cuts impact the ability of the school to fund various school programs.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. Mathematics

After conducting our needs assessment we found that very few of our students were performing at level 4 on the NYS math test. Our goal this year is to increase the percentage of students performing at level 4 on NYS Mathematics Test by 5%.

2. ELA

After conducting our needs assessment we found that a greater number of students than we had expected were not reading at benchmark level according to our interim assessments. Our goal this year is to increase the percentage of students reading at benchmark level at each interim assessment by 5%.

3. Inquiry Studies

Our goal is to have every teacher in the school involved in action research and the inquiry process, that will lead them to identify and implement at least one or more strategies.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant):

Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1) To increase the percentage of students performing at level 4 on the NYS Mathematics Test. Interim mathematics assessments will provide teachers with opportunities to closely evaluate students and implement instructional changes and strategies to support their learning. Subsequently, the process of continuous student support will better prepare students for formal assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Students who are not making adequate progress based on the evidence presented through these assessment tools may receive further interventions in any of the following forms:</p> <ul style="list-style-type: none"> • Work in small groups in the classroom, designated by targeted skills given by classroom teacher • Receive re-teaching of mini-lesson using a different approach with classroom teacher • Receive parent notification and suggestions for practice in deficit areas at home • Invitation to participate in the Extended Day math program • Participate in “At Risk” intervention program for an 8 week cycle that offers strategies and accommodations for specific struggles • Have PPT review the student’s learning profile • Possible consideration for SETSS program
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Budget Implications:</p> <ul style="list-style-type: none"> ■ Outside teacher professional development in math ■ School-based math coach ■ Network-based staff developer for teacher/coach support ■ School-based professional development ■ DYO Assessment allocation ■ Data Specialist allocation

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>We will be using a three-pronged assessment approach to identify students who require math interventions, to diagnose exactly what their struggles are and identify appropriate supports to address the struggles. The three assessment tools are:</p> <ol style="list-style-type: none"> a. Beginning of the year Intervention Benchmark Assessments (September) b. Design Your Own Interim Assessments (October 5, December 1, February 1, March 15) c. Investigations Unit Assessments (ongoing throughout the year) <p>Classroom teachers in grades 1-5 will administer the Intervention Benchmark Assessments at the beginning of the year. Each assessment is linked to specific key developmental benchmarks that students must demonstrate competency with in order to successfully do the work required of them that year. Each benchmark is also linked to several intervention activities, games and routines that will support the students' development with these skills.</p> <p>These interventions will be implemented for students who do not demonstrate proficiency on particular benchmarks in any of the following contexts:</p> <ul style="list-style-type: none"> • During the regular school day, out side of the regular math block time. This might include during morning meeting, immediately after arrival or at other transitional times, during "quiet time" or choice time. • During the extended day program • With a related service provider during a "pull out" time <p>The DYO Interim Assessments are for students in grades 3-5 and focus mainly on fluency with addition, subtraction, multiplication and division combinations, numeracy and problem solving skills.</p> <p>The Investigation Unit Assessments range from formal to informal and are ongoing, all year long. These assessments are used to measure student understanding of the material covered directly by the curriculum and are used in grades K – 5.</p>
<p>Subject/Area (where relevant): ELA</p>	
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the percentage of students reading at benchmark level in each interim assessment.</p>

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Students who are not making adequate progress based on the evidence presented through these assessment tools may receive further interventions in any of the following forms:</p> <ul style="list-style-type: none"> • Work in small groups in the classroom, designated by targeted skills given by classroom teacher • Receive re-teaching of mini-lesson using a different approach with classroom teacher • Receive parent notification and suggestions for practice in deficit areas at home • Invitation to participate in the Extended Day literacy program • Participate in “At Risk” intervention program for an 8 week cycle that offers strategies and accommodations for specific struggles • Considered for Reading Recovery • Considered for Literacy Intervention 1 • Have PPT review the student’s learning profile • Possible consideration for SETSS program
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budget Implications:</p> <ul style="list-style-type: none"> ■ literacy professional development for teachers ■ funding for school-based literacy coach ■ administrative literacy professional development ■ DY0 assessment funding allocation <p>Data Specialist funding allocation</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interim Assessment #1 Grades K – 5 9/22 – 10/15 Students who fail to meet benchmark level as determined by the Teacher’s College interim assessment will:</p> <ul style="list-style-type: none"> • Work in small groups in the whole classroom targeted at specific skills • Receive re-teaching of mini-lessons using a different approach • Complete the Schools Attuned Student Survey to discuss with teacher and obtain student’s input and feedback on their weaknesses and strengths receive parent notification and suggestions for practice in deficit areas at home • Be invited to participate in Extended Day Literacy Program • Have Pupil Personnel Team review and provide teacher with suggestions/modifications/accommodations • Participate in “At Risk” intervention program for 8 week cycle <p>Predictive Assessment Grades 3-5 11/17 – 1/30 Interim Assessment #2 Grades K – 5 2/9 – 3/13</p>

	<p>Students who fail to meet benchmark level will:</p> <ul style="list-style-type: none">• See above• Additionally, student will be considered for SETSS <p><i>Interim Assessment #3</i></p> <p>Grades K - 5</p> <p>5/4 – 5/29 Students who fail to meet benchmark level will:</p> <ul style="list-style-type: none">• See above <p>Additionally, student will be considered for SETSS</p>
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<p>Subject/Area (where relevant): Inquiry Teams</p>	
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our goal is to have every teacher in the school involved in the inquiry process and action research that will lead them to identify and implement at least one or more strategies that inform instruction.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We have set aside staff meeting time roughly once a month for inquiry teams to get together to check in, develop plans and compile findings. Robin and Bradley will support inquiry teams with data collection tools, suggested timeframes for completing different phases of inquiry, and templates for organizing and presenting findings.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Much of the planned meeting time will be during regular staff meeting/PD time, so extra funds will not be necessary. Inquiry team money (\$7,256) is set aside in the budget however to pay teachers per session for work outside of the schedule meeting times, as well as books and supplies that may be necessary.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>We will set clear benchmarks for inquiry team progress at each of the monthly IT meetings. IT members will responsible for turning in copies of their work including research questions, projected timeline of events, action plans, data collection tools, summary of findings and implications.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: *All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.*

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. **Note:** Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	-	-	-
1	4	0	N/A	N/A	0	-	-	-
2	10	2	N/A	N/A	1	-	-	-
3	1	2	N/A	N/A	1	-	-	-
4	5	0	-	-	2	-	-	-
5	2	5	-	-	2	-	-	-
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Extended Day: Small group instruction Guided reading groups Writing instruction</p> <p>School Day: Reading Recovery 1:1 LL1 Literacy Intervention Word’s Their Way Small group instruction Academic Intervention Support</p> <p>After School: Test Prep Small group instruction</p>
<p>Mathematics:</p>	<p>Extended Day: Small group instruction Math games group targeting instruction with word problems, place value, 1:1 work with specific skills Academic Intervention Support</p> <p>School Day: Small group instruction Math Block to accommodate specific grade level instruction Academic Intervention Support</p>
<p>Science:</p>	<p>School Day: School clubs focused on area in science</p>
<p>Social Studies:</p>	<p>School Day: Theater Arts Program focuses of ss content Field Trips connected to social studies</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>1:1 counseling I 1:3 counseling Crisis support</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Behavioral Support</p>

At-risk Services Provided by the Social Worker:	ERSA Counseling
At-risk Health-related Services:	Asthma Classes

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 1-5 _____ Number of Students to be Served: _____ 12 _____ LEP 183 _____ Non-LEP

Number of Teachers _____ .5 _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

LANGUAGE ALLOCATION POLICY

M315 East Village Community School

School Year 2009-2010

East Village Community School’s student population is one hundred seventy five (175). Approximately six percent of our school’s student population is English language learners. The diversity of our English language learners is found across the elementary grade levels beginning at Kindergarten throughout the 5th grade. The number of students in each grade level is described in the table below.

	K	1 st	2 nd	3 rd	4 th	5 th
Chinese	1	0	0	0	0	0
Tibetan	0	0	0	2	2	2
Arabic	0	0	1	0	1	0
Haitian Creole	0	0	0	0	0	1
Japanese	0	1	0	0	0	0
Portuguese	1	0	0	0	0	0

An English as a second language program is available to service the diversity of our English language learners. At the present time we do not offer optional language programs due to the low percentage rate of our ELL population. Students in grades K-5 receive English as a Second Language instruction in a pull out program by one part time ESL teacher. The language of instruction is English. The children serviced first languages are Spanish, Chinese, Tibetan, Arabic, Portuguese, Japanese and Haitian Creole. The ESL teacher groups the children for instruction according their language proficiency levels and age appropriateness.

East Village Community School recognizes the importance of parent, family and community involvement in the education of LEP/ELLs. Parents of these newly enrolled students are provided with an orientation session at the beginning of the school year on the state standards, assessments, school expectations, and general program requirements for bilingual education and ESL programs. Parents are invited to watch a video and receive a brochure that explains the different options that they have for their children that may not be offered at our school but available in other districts within the five boroughs. Orientation is also offered to parents in Spanish. Parents of other languages are provided with information using an interpreter and/or with translated materials.

Parents of all new students admitted to the school must fill out a Home Language Identification Survey (HLIS). Our parent coordinator and/or office staff make sure the parents fill out the HLIS at the time of admission. Students whose parents identified a language other than English on the HLIS must take the LAB-R within ten days of admittance. Our ESL teacher screens each HLIS to determine which students are eligible to take the LAB-R. According to the LAB-R score, students who did not test out of ESL programming are placed at a beginning, intermediate or advanced level of English Language Proficiencies. Each of these units requires a specific amount of instructional time. Parents of students who are eligible for ESL services are notified with an entitlement letter that describes the amount of allocated time their children are entitled to. Parents of English Language Learners (ELLs) are invited to an orientation where they can watch a video explaining each of the three program choices (Transitional Bilingual Education, Dual Language, Freestanding ESL). EVCS does not have any bilingual programs because there is not a critical mass of ELLs, speaking one language, at any given grade level. According to the parents surveys received over the last few years, parents of ELLs have indicated a preference English as a Second Language services. At the end of each year, all English language learners are administered the NYSESLAT exam, which indicates their progress. As per CR Part 154, test scores are reviewed to determine the allocation unit time for the next school year and appropriate grouping of students. For the school year 2008-2009, students scoring at the three proficiency levels (beginning, intermediate and advance) are described in the table that follows.

Analysis of LAB/R or NYSESLAT	K	1 st	2 nd	3 rd	4 th	5 th
Number of scores at the beginners (B) level	0	0	0	0	2	1
Number of scores at the intermediate (I) level	2	1	1	1	1	2
Number of scores at the Advance (A) level	0	0	0	0	1	0

Analysis and review of student's results in the four modalities of listening, speaking, reading and writing indicate a higher performance score in both listening and speaking. This pattern is reflected across all grade levels. As a result instructional planning targets dedicate more time to reading and writing development. Speaking and listening activities are integrated within these disciplines.

Analysis of the English language learner's City and State ELA assessment data from spring is only available for one of our ELL students, because the others were either not yet enrolled in the NYC schools or had been in

the school system for less than one year and were therefore exempt. This student scored a proficiency rating of 3.3 on the ELA and 3.5 on math.

Students that require an extension of services are recommended for an extension after evaluating their progress in ESL instruction, as well as, their progress in the mainstream classroom instruction. Classroom teachers and ESL teacher work in collaboration for planning instruction that targets the areas of low performances.

Plan for school year 2009-2010 will commence with identifying learners with minimal first language literacy and learners with minimal formal schooling among our new enrollments. Curriculum design, methods, techniques and strategies will be created to meet their needs. Various alternative assessments for specific learning difficulties will continue to be available and used to determine if students are in need of other related services. Alternative placement in special education is and will continue to be determined by our evaluation committee: School Psychologist, Principal, Teachers, Parents and School Counselor. Transitional plan for students reaching their proficiency levels and are exiting out of the ESL program will continue to receive support by classroom teachers in collaboration with our ESL teacher.

East Village Community School will continue to offer ESL services to our English language learners for the school year 2009-2010. A pull out and/or push in program model will be designed that reflects the diversity of our English language learner's population. A curriculum will be planned and organized from data gathered by the ESL teacher as well as classroom teachers at the beginning of the school year and in an ongoing basis throughout the school year. All eligible students for ESL services will be administered the LAB-R. These scores in addition to NYSESLAT scores of former ELLs will reflect group placement. Teaching methods will include techniques and strategies that also meet the needs of learners with minimal first language literacy and learners with minimal formal schooling.

Whenever an ELL student is picked for ESL services, the ESL teacher signs a log in the classroom indicating the time the student was taken out for ESL instruction. The ESL teacher and the principal meet monthly to check over these logs to ensure that ESL students are receiving their mandated number of instructional minutes, according to their proficiency level.

Classroom teachers differentiate instruction for ELL students in content areas by providing them with content rich but level-appropriate texts, individualized support from out-of-classroom personnel, and strategic grouping. Additional resources are made available to ELL students to help them gain access to the content. Our ESL teacher provided ongoing support to classroom teachers on strategies for making content area work accessible to ELLs.

At the present time we have two students with interrupted formal education (SIFE). In addition to their work with the ESL teacher on a daily pull-out basis, the two students are coming for extra targeted instruction with our reading recovery specialist during our extended day program. They have also been matched with student teachers from Teacher's College at Columbia University for one-to-one help during the regular school day. ELLs who are Newcomers are exposed to material that are related to living in New York City, as well as material that engages them to describe their home countries, in an effort to facilitate the transition. Further, an effort is made to engage the newcomers' families and welcome them into the school community by reaching to them and inviting them to shares and special events at the school. We currently do not have any ELLs receiving services for more than 4 years. We currently have one ELL student with special needs. Instructional plans for this student are made in collaboration with the related service providers, such as OT, speech, and the guidance counselor as well as the classroom teachers and IEP specialist.

Some of our ELLs have been targeted for academic intervention. These include extended day instruction in math, reading and writing, and reading recovery during the school day for first graders.

Students who are in the advanced level of proficiency and are preparing to exit from ESL services are assessed on an ongoing basis to target their residual areas of concern, and instructional plans made in collaboration with classroom teachers to support them in their immediate areas of weakness.

All school programs are made available and accessible to all of our students, including our ELLs. For example, notifications and invitations are provided to parents in their home languages whenever possible, and translators are used for communicating important information parents such as at parent-teacher conferences and in filling out middle school applications.

Whenever possible, services and resources correspond to ELLs ages and grade levels. Two of our SIFE students at a fourth and fifth grade level are reading and writing at a 1st grade level due to their prior lack of formal education in their home country. The services and resources we are providing them is commensurate with their instructional level.

Instructional materials used with ELLs include a specialized word study curriculum called *Words Their Way*, listening centers, and independent reading books are made available to ELLs on their reading level through their classroom libraries and the school library. In the content areas, classroom teachers match materials to students' reading levels, as well use Smartboards to provide visual imagery that supports the written and spoken information presented.

Planning time will continue to be during our teacher's professional time and/or during clerical days provided by the school district. The staff will continue to provide ESL staff development to enrich teacher's understanding of first and second language acquisition theories and practices.

Our professional development plan for ESL includes the ESL teacher sharing her outside PD content with classroom teachers over the course of the year at staff meetings and on citywide PD days. We also have an inquiry team at the school investigating the correlation between ethnicity and performance at the school and looking into eliminating the performance gap. The findings of this inquiry team will be shared with the entire school community.

Parent involvement at EVCS is very strong. It includes participation in bi-monthly "Family Fridays", where all parents are invited to spend the morning with their children's classes, coming to publishing parties, bi-weekly "Town Meetings", and many special events such as our multicultural share and school picnic, as well as Parent Association meetings. Parents with specific needs will often make their needs known to members of our school community, including our parent coordinator, who will connect individual families with organizations in the neighborhood that might provide services that they need, as appropriate.

In addition, ESL teacher will collaborate with ELA teachers in content areas to provide ESL techniques and strategies in their classrooms. Instruction strategies will include *scaffolding*: ESL teacher models instruction, begins instruction at a level that encourages student success, providing the right amount of support to move students from their current level of understanding to a higher level of understanding. Scaffolding may include verbal prompting, elaborating on students' responses, and providing materials that promote rich opportunities for reading, writing, listening and speaking. *Interaction*: ESL instruction will provide frequent opportunities for interaction and discussions among students and their peers. The teacher consistently provides sufficient wait time for students to respond and encourages elaborated responses, reflections and opinions related to their learning and progress. Students are taught and given opportunities to practice skills for clarifying or

negotiating meaning, confirming information, persuading, and or disagreeing. *Meaningful activities:* ESL lessons are made meaningful by providing students with hands on experiences that correspond to the subject area and grade level curriculum.

Lessons will be made clear and meaningful to English language learners through the use of supplementary materials such as graphs, models, pictures, real materials and visual aids. The content of the materials is adapted to student’s level of English proficiency. Continuous efforts will be made to bring the best teaching methodologies for our English language learners.

Robin Williams, Principal

Sylvia Vidal, ESL Teacher

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Numerous professional development opportunities are available for teachers and staff responsible for the delivery of instruction and services to Limited English Proficient students. Intensive professional development is provided to enhance learning outcomes for ELLs with support for the components of the literacy and mathematics blocks, social studies and science curriculum and project work. Additional support is provided for the ESL teacher who in turn collaborates and shares professional best practices and specific instructional plans for ELL’s. Finally, there are opportunities for teacher professional development from the DOE, the schools network affiliation and university courses that support scientifically based instructional approaches for LEP students.

Form TIII – A (1)(b)

School: _____ BEDS Code: _____

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum)

contracts.		enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Written Notices -

Written notices are distributed in English and Spanish. Tibetan oral translation is provided by parent volunteers.

School Events and Meetings -

With regard to school events and parent-teacher meetings, EVCS has a bilingual office staff and bilingual parent coordinator who are available to translate for Spanish speaking parents during school hours. Our Tibetan families are on call for similar needs regarding translation of events and important meetings.

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

Parents and teachers were surveyed and English, Spanish and Tibetan languages are most prevalent. All documents are translated for parents.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written documents are translated on site by bilingual staff and bilingual parents.

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

Oral interpretation services are in-house, provided by office staff, parent coordinator, bilingual parents.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following

link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Official DOE posting offering assistance for language translation and interpretation services is displayed in the Main Office and school lobby.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	154,692	92,925	247,617
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,000		2,000
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,000	1,000
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	4,000		4,000
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		4,000	4,000
6. Enter the anticipated 10% set-aside for Professional Development:	27,000		27,000
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		1000	1000

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 62%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. Staffing changes have increased the percentage of highly qualified teachers to approximately 85%.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

General Expectations

- The school will provide programs and activities for all parents of Title 1 eligible students.
- The school will provide opportunities for parents of LEP students with disabilities including reports in a format that can be understood.
- The school will inform parents of children served in Title 1 program about spending of Title I funds for parental involvement.
- Parental involvement is encouraged in the classroom and through numerous school-wide community celebrations, clubs and regular school-wide town meetings.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

EVCS will take the following actions to involve parents in the joint development of the District Parent Involvement Plan:

- Involve parents in discussions regarding the District Parents Involvement Plan and at all PTA meetings.
- Invite PTA Executive Board members to be involved with District personnel
- Consult regularly with the School Leadership Team and work with the team to inform and change the CEP to address the needs of the school community
- Use Parent Surveys to inform decisions that affect school business
- The Parents Association will regularly provide opportunities for parent’s feedback on topics such as instruction, school lunches, etc.
- The school will make every effort to translate information for families in the form of newsletters and oral parent –teacher conversations.
- Translation services information is posted in the school’s Main Office in the appropriate native languages.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

To encourage parent participation at EVCS, we offer as many windows into school life as possible. Each family's schedule, needs and talents are taken into account, and we learn about these needs through a family survey and strong personal connections. Parents can participate in classrooms, reading out loud, helping with and leading special projects, leading Friday afternoon clubs (such as jewelry making or cooking) and assisting on class trips. They are also involved in the Parent Association, which works to better the school through all-school events, fundraising, cafeteria involvement, maintaining a nearby community garden and many other projects. Once or twice a month, we hold Family Fridays, whereby adult family members are invited to join their child's classroom for the first period of the day, and to take part in Morning Meeting.

We also run twice-monthly workshops for parents on subjects they ask for: single parenting, discipline with love, financial planning, diversity and bullying. Twice a month we hold Town Meetings, to which all parents are invited, along with all students, to learn about school issues and accomplishments. Parents are also engaged in monthly parent-to-parent discussion groups with the school's support. Flyers, calendars and letters go home to parents on a weekly basis, and families can also communicate with help from our Parent Association email listserv, our school website family pages and the EVCS Family Directory. Several times a year, the school and Parent Association partner in cultural nights for parents which have proved to be very successful community builders for EVCS and are usually followed by a surge in parent involvement. Finally, being a small school, we know each and every parent and are able to engage them in dialogue whenever possible. Through a strong personal connection to the school, parents feel welcome.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a School-wide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Refer to Needs Assessment above.

2. School-wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that will:
 - Increase the amount and quality of learning time, such as extended school day, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Be consistent with and are designed to implement State and local improvement, if any.

Refer to Goals and Action Plan above.

3. Instruction by highly qualified staff.

Most of our teachers are certified and provide instruction in their license area. Teachers who are teaching out of license have college credits and/or they are enrolled in professional development to support their learning.

- 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School-wide Program to meet the State's student academic standards.

EVCS provides in-house professional development activities with weekly staff meeting that focus on inquiry studies and curriculum support and development from literacy and math coach and outside consultants. Teachers regularly enroll in outside teacher professional development offerings from New York University, Teacher's College, Bank Street College, Leslie University, Department of Education Integrated Service Center PD, 92nd Street Y. All classroom teachers receive professional development from Third Street Music School, Phoenix Theater Company, and our school Conversational Spanish Instructor..

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The EVCS hiring committee actively communicates with the above university programs when filling teaching vacancies. Recommendations are often taken network affiliated schools (Empowerment Schools #3).

6. Strategies to increase parental involvement through means such as family literacy services.

EVCS provides workshops for parents throughout the year, including topics presented by social workers, social service agencies and guest speakers like "Keys to less Stressful, More Successful Parenting, and Saturday Workshops that provide insight for parents about curriculum and testing. Parents are encouraged to visit classrooms regularly and to be involved in classroom literacy routines.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

The school will coordinate and integrate parental involvement activities that encourage and support parents to participate in their child's education. From Family Friday's where parents may visit with their child's class for the first period of the day, to bi-monthly Town Meetings and other family events, parents have many opportunities to be involved in their child's school life.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

See Goals and Action Plan above.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See Goals and Action Plan above.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Violence Prevention Programs are included in general school curriculum.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds

upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

EVCS monitors the implementation of best practices in instruction through ongoing observation by school administration, our in-house literacy coach, a system of collegial coaching among teachers, and feedback from our ESA network staff. EVCS uses Teacher's college Reading and Writing Curriculum. Following the monthly calendar, teachers implement this balanced literacy model which provides many opportunities for differentiation of instruction. Students regularly read and write independently. Teachers conduct 1:1 conference with students regularly and they design instruction based on the findings of their assessments.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Please refer to the findings above. We have made gains in ELA and will continue to do so with strict adherence to the TC curriculum which closely supports individual student growth in literacy.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

EVCS monitors the implementation of best practices in instruction through ongoing observation by school administration, our in-house math specialist, a system of collegial coaching among teachers, and feedback from our ESA network staff. EVCS uses TERC *Investigations in Number, Data and Space*, which is directly aligned with NYS standards and includes: counting and number systems, addition and subtraction, multiplication and division, rational numbers, geometry, measurement, data and probability, patterns and functions, place value and early algebra. Recently revised, the curriculum supports the following: computational fluency, explicitness and coherence, clarity and focused classroom discussion, support for a range of learners.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

EVCS monitors the implementation of best practices in instruction through ongoing observation by school administration, our in-house literacy coach, a system of collegial coaching among teachers, and feedback from our ESA network staff. EVCS uses the Teacher's College Reading and Writing Workshop Curriculum. Teachers provide a mini-lesson and independent or guided work follows. Conference notes provide feedback of how students apply strategies to their reading and writing. Teachers continue to meet individually with students and they regularly assess their understanding and implementation of key elements of the reading and writing processes that are taught.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Based on observations and discussion of literacy coach and classroom teachers, the implementation of Reading and Writing workshop and the strategies and methods we use in our instruction to identify student needs, this finding is not applicable to EVCS. We analyze data from authentic assessment to determine individual student needs.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

EVCS monitors the implementation of best practices in instruction through ongoing observation by school administration, our in-house math specialist, a system of collegial coaching among teachers, and feedback from our ESA network staff. EVCS uses TERC Investigations Mathematics curriculum. Teachers follow the sequence of the lessons and they regularly assess students against benchmark understandings. The assessments help to inform teachers so that they may differentiate their instruction to meet the needs of each student.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

EVCS has shown remarkable growth in mathematics, with 93% 3,4,5th grade students testing at level 3 and 4. This growth is evidence that teachers are adhering to the curriculum and carefully monitoring and supporting students in their understanding of mathematics concepts.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

EVCS is a very small school and has low teacher turnover. Our SLT and hiring committee looked in to the rate of turnover and determined that it was not statistically relevant or an area of concern.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program.

Many EVCS teachers are dual certified and sometimes they take on new teaching assignments, however, they have demonstrated a high level of commitment to this school community and their support dedication to the school is unprecedented.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our SLT and Cabinet have been meeting to look into the frequency and quality of professional development offered to support instruction of ELLs. Currently, our ESL teacher is attending high quality and on-going professional development for through the DOE and our ESA network, and she is turn-keying that information to the rest of our pedagogical staff at regularly scheduled weekly staff meetings and citywide professional development days.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This finding is not relevant based on observations by administrators and teachers regarding the implementation of ESL strategies and methods that improve instruction for English language learners.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school data specialist and the ESL teacher have met to create data snapshots for all of our ELLs, including their NYSESLAT scores, interim assessment data and NYS ELA and math test data. Students'

data are shared with pedagogical staff and the needs for each student become a focus of instructional decisions for all staff who work with ELLs.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational

This finding is not applicable because there is ongoing support for ELL's through the NYSESLAT assessment and other informal assessments that provide critical information to support student instructional needs.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support.

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Individual student assessments are monitored and reviewed by ESL teacher. Meetings with classroom teacher and ESL teacher help to interpret test information and to formulate instructional plans targeting specific skills. Analysis of student benchmarks indicate a marked progression of learned student outcomes.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school formed a special committee this year, made up of special education teachers, school administration, instructional coaches, and parents, to investigate the efficacy of all of our special education programs, and to work towards the ultimate goal of inclusive education for all of our students. The students in our most restrictive setting all spend time every day in general education environments and the teachers of general education and special education classes plan together across grade levels. All teachers meet regularly to discuss periodic assessment findings and teacher observations of students. These informative meetings allow general education, special education, ESL teacher, related service providers to work collaborative and to address the instructional needs for all students.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Please refer to assessment findings above.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

All IEP's are created through a formal evaluation process and periodic informal assessments provide additional feedback for teachers to update the IEP. Classroom and special education teachers meet regularly with the pupil personnel team to review IEP recommendations and to inform teachers about changes and modifications as they arise. Ongoing assessment happens throughout the year as the IEP is a living document that requires review and revision.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This finding is not relevant because the periodic assessments and general 1:1 conferencing is regularly adhered to. The assessments provide additional evidence of needed interventions and modifications. Weekly Pupil Personnel Meetings provide additional opportunities for staff to share suggestions for strategies and methodologies for students with special needs.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We have two students in temporary housing.

2. Please describe the services you are planning to provide to the STH population. In addition to the support that is provided for all students (see goals above) the school takes additional opportunities to maintain close communication with this family and we provide space for additional outside services that are addressing their needs. For example, we identified a free afterschool program in the neighborhood and assigned a staff member to walk both of these children over to the program site every day, since their mother is working and is unavailable to pick them up at the end of the school day. We have also offered extended day instruction in the mornings for both students and individualized targeted instruction through SETTS to one of the students, to address their learning needs.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not

receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.