

**EAST VILLAGE COMMUNITY SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 01M315**  
**ADDRESS: 610 EAST WETH STREET**  
**TELEPHONE: (212) 982-0682**  
**FAX: (212) 260-4012**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 01M315      **SCHOOL NAME:** East Village Community School

**SCHOOL ADDRESS:** 610 East 12<sup>th</sup> Street, New York, NY 10009

**SCHOOL TELEPHONE:** 212-982-0682      **FAX:** 212-260-4012

**SCHOOL CONTACT PERSON:** Robin Williams      **EMAIL ADDRESS:** Rwillia5@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Bradley Goodman

**PRINCIPAL:** Robin Williams

**UFT CHAPTER LEADER:** Roberta Valentine

**PARENTS' ASSOCIATION PRESIDENT:** Martha Kessler

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 01      **CHILDREN FIRST NETWORK (CFN):** CFN 102

**NETWORK LEADER:** Alison Sheehan and Joseph Cassidy

**SUPERINTENDENT:** Daniella Phillips

## 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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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   |           |
| Roberta Valentine | *UFT Chapter Chairperson or Designee   |           |
| Matha Kessler     | *PA/PTA President or Designated Co-President   |           |
|                   | Title I Parent Representative<br><i>(suggested, for Title I schools)</i>   |           |
|                   | DC 37 Representative, if applicable  |           |
|                   | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |           |
|                   | CBO Representative, if applicable  |           |
| Melissa Shiffman  | Member/PA  |           |
| Bradley Goodman   | Member/Staff   |           |
| Mark Duke         | Member/PA  |           |
| Linda Olivieri    | Member/Staff   |           |
| Melissa Shiffman  | Member/PA  |           |
| Alexis Bleich     | Member/Staff   |           |
| Anne Palmer       | Member/PA  |           |

(Add rows, as needed, to ensure all SLT members are listed.)

\* 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.

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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 the Parent's Association, School Leadership Team, numerous school events and many classroom activities such as clubs or Family Friday, 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 (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT |  |               |  |                          |
|---|--|---------------|--|--------------------------|
| <b>School Name:</b>                             |  |               |  |                          |
| <b>District:</b>                                |  | <b>DBN #:</b> |  | <b>School BEDS Code:</b> |

| DEMOGRAPHICS  |                                |                            |                             |   |                             |                                   |                            |                            |                            |
|---|--------------------------------|----------------------------|-----------------------------|---|-----------------------------|-----------------------------------|----------------------------|----------------------------|----------------------------|
| <b>Grades Served in 2009-10:</b>  | <input type="checkbox"/> Pre-K | <input type="checkbox"/> K | <input type="checkbox"/> 1  | <input type="checkbox"/> 2                          | <input type="checkbox"/> 3  | <input type="checkbox"/> 4        | <input 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 |                            |                            |                            |
| <b>Enrollment:</b>  |                                |                            |                             | <b>Attendance: % of days students attended*</b>     |                             |                                   |                            |                            |                            |
| (As of October 31)  | 2007-08                        | 2008-09                    | 2009-10                     | (As of June 30)                                     | 2007-08                     | 2008-09                           | 2009-10                    |                            |                            |
| Pre-K   |                                |                            |                             |   |                             |                                   |                            |                            |                            |
| Kindergarten  |                                |                            |                             |   |                             |                                   |                            |                            |                            |
| Grade 1   |                                |                            |                             | <b>Student Stability: % of Enrollment</b>           |                             |                                   |                            |                            |                            |
| Grade 2   |                                |                            |                             | (As of June 30)                                     | 2007-08                     | 2008-09                           | 2009-10                    |                            |                            |
| Grade 3   |                                |                            |                             |   |                             |                                   |                            |                            |                            |
| Grade 4   |                                |                            |                             | <b>Poverty Rate: % of Enrollment</b>                |                             |                                   |                            |                            |                            |
| Grade 5   |                                |                            |                             | (As of October 31)                                  | 2007-08                     | 2008-09                           | 2009-10                    |                            |                            |
| Grade 6   |                                |                            |                             |   |                             |                                   |                            |                            |                            |
| Grade 7   |                                |                            |                             | <b>Students in Temporary Housing: Total Number</b>  |                             |                                   |                            |                            |                            |
| Grade 8   |                                |                            |                             | (As of June 30)                                     | 2007-08                     | 2008-09                           | 2009-10                    |                            |                            |
| Grade 9   |                                |                            |                             |   |                             |                                   |                            |                            |                            |
| Grade 10  |                                |                            |                             | <b>Recent Immigrants: Total Number</b>              |                             |                                   |                            |                            |                            |
| Grade 11  |                                |                            |                             | (As of October 31)                                  | 2007-08                     | 2008-09                           | 2009-10                    |                            |                            |
| Grade 12  |                                |                            |                             |   |                             |                                   |                            |                            |                            |
| Ungraded  |                                |                            |                             | <b>Suspensions: (OSYD Reporting) – Total Number</b> |                             |                                   |                            |                            |                            |
| Total   |                                |                            |                             | (As of June 30)                                     | 2007-08                     | 2008-09                           | 2009-10                    |                            |                            |
|   |                                |                            |                             |   |                             |                                   |                            |                            |                            |
| <b>Special Education Enrollment:</b>                                    |                                |                            |                             | <b>Suspensions: (OSYD Reporting) – Total Number</b> |                             |                                   |                            |                            |                            |
| (As of October 31)  | 2007-08                        | 2008-09                    | 2009-10                     | (As of June 30)                                     | 2007-08                     | 2008-09                           | 2009-10                    |                            |                            |
| Number in Self-Contained Classes  |                                |                            |                             | Principal Suspensions                               |                             |                                   |                            |                            |                            |
| No. in Collaborative Team Teaching (CTT) Classes                        |                                |                            |                             | Superintendent Suspensions                          |                             |                                   |                            |                            |                            |
| Number all others   |                                |                            |                             |   |                             |                                   |                            |                            |                            |
| <i>These students are included in the enrollment information above.</i> |                                |                            |                             |   |                             |                                   |                            |                            |                            |

| DEMOGRAPHICS  |         |         |         |  |         |         |         |  |
|---|---------|---------|---------|--|---------|---------|---------|--|
| <b>English Language Learners (ELL) Enrollment:</b><br>(BESIS Survey)                                  |         |         |         | <b>Special High School Programs: Total Number</b>                                |         |         |         |  |
| (As of October 31)  |         |         |         | (As of October 31)   | 2007-08 | 2008-09 | 2009-10 |  |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | CTE Program Participants   |         |         |         |  |
| # in Trans. Bilingual Classes   |         |         |         | Early College HS Participants  |         |         |         |  |
| # in Dual Lang. Programs  |         |         |         |  |         |         |         |  |
| # receiving ESL services only   |         |         |         | <b>Number of Staff: Includes all full-time staff</b>                             |         |         |         |  |
| # ELLs with IEPs  |         |         |         | (As of October 31)   | 2007-08 | 2008-09 | 2009-10 |  |
| <i>These students are included in the General and Special Education enrollment information above.</i> |         |         |         | Number of Teachers   |         |         |         |  |
| <b>Overage Students: # entering students overage for grade</b>  |         |         |         | Number of Administrators and Other Professionals                                 |         |         |         |  |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals  |         |         |         |  |
|   |         |         |         |  |         |         |         |  |
|   |         |         |         | <b>Teacher Qualifications:</b>   |         |         |         |  |
| <b>Ethnicity and Gender: % of Enrollment</b>  |         |         |         | (As of October 31)   | 2007-08 | 2008-09 | 2009-10 |  |
| (As of October 31)  | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school                           |         |         |         |  |
| American Indian or Alaska Native  |         |         |         | Percent more than two years teaching in this school                              |         |         |         |  |
| Black or African American   |         |         |         | Percent more than five years teaching anywhere                                   |         |         |         |  |
| Hispanic or Latino  |         |         |         | Percent Masters Degree or higher   |         |         |         |  |
| Asian or Native Hawaiian/Other Pacific Isl.   |         |         |         | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) |         |         |         |  |
| White   |         |         |         |  |         |         |         |  |
| Multi-racial  |         |         |         |  |         |         |         |  |
| <b>Male</b>   |         |         |         |  |         |         |         |  |
| <b>Female</b>   |         |         |         |  |         |         |         |  |

| 2009-10 TITLE I STATUS                                    |                                  |  |                                  |                                      |
|---|----------------------------------|--|----------------------------------|--------------------------------------|
| <input 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 type="checkbox"/> 2006-07 | <input type="checkbox"/> 2007-08                     | <input type="checkbox"/> 2008-09 | <input type="checkbox"/> 2009-10     |

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY   |   |
|--|---|
| SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>  | If yes, area(s) of SURR identification: |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/> |   |
| <b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>                                |   |

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

| <u>Differentiated Accountability Phase (Check ✓)</u> | <u>Category (Check ✓)</u> |         |               |
|--|---------------------------|---------|---------------|
|  | Basic                     | Focused | Comprehensive |
| In Good Standing (IGS)                               |                           |         |               |
| Improvement (year 1)                                 |                           |         |               |
| Improvement (year 2)                                 |                           |         |               |
| Corrective Action (year 1)                           |                           |         |               |
| Corrective Action (year 2)                           |                           |         |               |
| Restructuring (year 1)                               |                           |         |               |
| Restructuring (year 2)                               |                           |         |               |
| Restructuring (Advanced)                             |                           |         |               |

| <b>Individual Subject/Area Outcomes</b> | <b>Elementary/Middle Level (✓)</b> |  | <b>Secondary Level (✓)</b> |  |
|---|------------------------------------|--|----------------------------|--|
|   | ELA:                               |  | ELA:                       |  |
|   | Math:                              |  | Math:                      |  |
|   | Science:                           |  | Grad. Rate:                |  |

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

| <b>Student Groups</b>                            | <b>Elementary/Middle Level</b> |      |         | <b>Secondary Level</b> |      |              |                 |
|--|--------------------------------|------|---------|------------------------|------|--------------|-----------------|
|  | ELA                            | Math | Science | ELA                    | Math | Grad. Rate** | Progress Target |
| <b>All Students</b>                              |                                |      |         |                        |      |              |                 |
| <b>Ethnicity</b>                                 |                                |      |         |                        |      |              |                 |
| American Indian or Alaska Native                 |                                |      |         |                        |      |              |                 |
| Black or African American                        |                                |      |         |                        |      |              |                 |
| Hispanic or Latino                               |                                |      |         |                        |      |              |                 |
| Asian or Native Hawaiian/Other Pacific Islander  |                                |      |         |                        |      |              |                 |
| White  |                                |      |         |                        |      |              |                 |
| Multiracial                                      |                                |      |         |                        |      |              |                 |
| <b>Other Groups</b>                              |                                |      |         |                        |      |              |                 |
| Students with Disabilities                       |                                |      |         |                        |      |              |                 |
| Limited English Proficient                       |                                |      |         |                        |      |              |                 |
| Economically Disadvantaged                       |                                |      |         |                        |      |              |                 |
| <b>Student groups making AYP in each subject</b> |                                |      |         |                        |      |              |                 |

**Key: AYP Status**

|                 |                                   |   |   |    |   |
|-----------------|-----------------------------------|---|---|----|---|
| √               | Made AYP                          | X | Did Not Make AYP  | X* | Did Not Make AYP Due to Participation Rate Only |
| √ <sup>SH</sup> | Made AYP Using Safe Harbor Target | - | Insufficient Number of Students to Determine AYP Status |    |   |

*Note: NCLB/SED accountability reports are not available for District 75 schools.*  
 \*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 \*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

| <b>Progress Report Results – 2008-09</b>   |  | <b>Quality Review Results – 2008-09</b>                       |  |
|--|--|---|--|
| <b>Overall Letter Grade</b>  |  | <b>Overall Evaluation:</b>                                    |  |
| <b>Overall Score</b>   |  | <b>Quality Statement Scores:</b>                              |  |
| <b>Category Scores:</b>  |  | Quality Statement 1: Gather Data                              |  |
| School Environment<br>(Comprises 15% of the Overall Score)                         |  | Quality Statement 2: Plan and Set Goals                       |  |
| School Performance<br>(Comprises 25% of the Overall Score)                         |  | Quality Statement 3: Align Instructional<br>Strategy to Goals |  |
| Student Progress<br>(Comprises 60% of the Overall Score)                           |  | Quality Statement 4: Align Capacity<br>Building to Goals      |  |
| Additional Credit  |  | Quality Statement 5: Monitor and Revise                       |  |
| <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/Teacher 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 your school's 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%                     |
| 2010 | 55%                     |

## 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%                     |
| 2010 | 68%                     |

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. As we continue to monitor students progress on the Design Your Own Assessment that has been approved by DOE, we can quickly match students to appropriate interventions. 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. This year, every teacher will participate in a focused inquiry study.

| 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 |
| 2010 | 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) assist in overall improvement of students' academic performance measures on periodic assessments?*

## **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 to boys.

In 2009 EVCS formed an inquiry team that focused on the national achievement gap for African American and Latino boys. We created a similar lens to the gender study, and examined the correlation between race and achievement, self-concept and students' experiences in school. This year the gender and race inquiry teams will facilitate staff discussions about gender and race issues for students. We will raise the level of staff awareness and assist teachers with the creation of classroom lessons designed to mitigate gender/race bias.

## **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% |
| 2010 | 90% |

## **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. For the first time, EVCS pre-k teachers are implementing The Tools of the Mind Curriculum. We will be looking into the following question: How has the Tools of The Mind Curriculum affected the performance of students on the DOE Pre-K assessment?

## **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, the Play inquiry study will continue the focus on 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 DYO interim assessments, it has become evident that many of our students are entering third grade without deep numeracy understanding. This year the Math Inquiry Team will continue to focus on implementation of 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. The Inquiry Team will look into 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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### **Literacy Goal**

**Our goal is to improve the reading comprehension and fluency of our students, so that by June of 2011 85% of all of our students will be reading at grade level, as measured by our running records and literacy interim assessments.**

### **Mathematics Goal**

**Our goal is to improve the computational fluency and sophistication of problem solving strategies of our students, so that by June of 2011 85% of our students will be performing at grade level, as measured by our DYO interim assessments.**

### **Parent Engagement**

**Increase parental involvement and school-wide efforts to communicate with parents as evidenced by an increase in the percentage of parents returning parent surveys with positive feedback about the school initiatives and also an increase in survey responses about school-wide communication.**

**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 2010-11 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, PLA, 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):** Literacy

|   |   |
|---|---|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p><b>Our goal is to have 85% of our students reach grade level benchmark on our DY0 interim assessment by June 2011.</b></p>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>                     | <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Work in small groups in the classroom, designated by targeted skills given by classroom teacher</b></li> <li>• <b>Receive re-teaching of mini-lesson using a different approach with classroom teacher</b></li> <li>• <b>Receive parent notification and suggestions for practice in deficit areas at home</b></li> <li>• <b>Invitation to participate in the Extended Day math program</b></li> <li>• <b>Participate in “At Risk” intervention program for an 8 week cycle that offers strategies and accommodations for specific struggles</b></li> <li>• <b>Have PPT review the student’s learning profile</b></li> <li>• <b>Possible consideration for SETSS program</b></li> </ul> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will</p> | <p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <p><b>Budget Implications:</b></p> <ul style="list-style-type: none"> <li>■ <b>Teacher professional development in literacy</b></li> <li>■ <b>School-based literacy coach</b></li> </ul>   |

|  |   |   |
|--|---|---|
| <p><i>support the actions/strategies/ activities described in this action plan.</i></p>  | <ul style="list-style-type: none"> <li>■ Network-based staff developer for administrator/coach support</li> <li>■ School-based professional development</li> <li>■ DYO Assessment allocation</li> <li>■ Data Specialist allocation</li> </ul> |   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>  | <p><b><i>Interim Assessment #1</i></b><br/> <b>Grades K – 5</b><br/> <b>9/22 – 10/15</b><br/> <b>Students who fail to meet benchmark level as determined by the Teacher’s College interim assessment will:</b></p> <ul style="list-style-type: none"> <li>• Work in small groups in the whole classroom targeted at specific skills</li> <li>• Receive re-teaching of mini-lessons using a different approach</li> <li>• 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</li> <li>• Be invited to participate in Extended Day Literacy Program</li> <li>• Have Pupil Personnel Team review and provide teacher with suggestions/modifications/accommodations</li> <li>• Participate in “At Risk” intervention program for 8 week cycle</li> </ul> <p><b><i>Predictive Assessment</i></b><br/> <b>Grades 3-5</b><br/> <b>11/17 – 1/30</b><br/> <b><i>Interim Assessment #2</i></b><br/> <b>Grades K – 5</b><br/> <b>2/9 – 3/13</b><br/> <b>Students who fail to meet benchmark level will:</b></p> <ul style="list-style-type: none"> <li>• See above</li> <li>• Additionally, student will be considered for SETSS</li> </ul> <p><b><i>Interim Assessment #3</i></b><br/> <b>Grades K - 5</b></p> |

|  |  |   |
|--|--|---|
|  |  | <p><b>5/4 – 5/29 Students who fail to meet benchmark level will:</b></p> <ul style="list-style-type: none"><li>• See above</li></ul> <p><b>Additionally, student will be considered for SETSS</b></p> |
|--|--|---|

Subject/Area (where relevant): Math

|   |   |
|---|---|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p>Our goal is to improve the computational fluency and sophistication of problem solving strategies of our students, so that by June of 2011 85% of our students will be performing at grade level, as measured by our DYO interim assessments.</p>  |
| <p><b>Action Plan</b><br/>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"> <li>• Work in small groups in the classroom, designated by targeted skills given by classroom teacher</li> <li>• Receive re-teaching of mini-lesson using a different approach with classroom teacher</li> <li>• Receive parent notification and suggestions for practice in deficit areas at home</li> <li>• Invitation to participate in the Extended Day math program</li> <li>• Participate in “At Risk” intervention program for an 8 week cycle that offers strategies and accommodations for specific struggles</li> <li>• Have PPT review the student’s learning profile</li> <li>• Possible consideration for SETSS program</li> </ul> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p><b>Budget Implications:</b></p> <ul style="list-style-type: none"> <li>■ Teacher professional development in math</li> <li>■ School-based math coach</li> <li>■ Network-based staff developer for teacher/coach support</li> <li>■ School-based professional development</li> <li>■ DYO Assessment allocation</li> <li>■ Data Specialist allocation</li> </ul>   |

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**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:**

- 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)**

**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.**

**These interventions will be implemented for students who do not demonstrate proficiency on particular benchmarks in any of the following contexts:**

- 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**

**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><b>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.</b></p> |
|  |  |   |

Subject/Area (where relevant): Parent Involvement

|   |   |
|---|---|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> <p><b>Directions:</b> All schools must complete Appendices 1, 2, 3, &amp; 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines. (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 members, and implementation timelines. Will not be required for this year.)</p> <p><b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS</b></p> | <p><b>REQUIRED APPENDICES TO THE CEP FOR 2010-2011</b></p> <p>Increase parental involvement as evidenced by the percentage of parents returning survey forms with positive statements about school communication.</p> <ol style="list-style-type: none"> <li>1) School Leadership Team prepares questions for parent surveys.</li> <li>2) Determine parents' interests by sending monthly surveys about school-wide activities.</li> <li>3) Send monthly newsletter from administrative staff and each classroom.</li> <li>4) Parent Coordinator create distribution list with all families and email school events calendar, etc.</li> </ol> |
| <p><b>APPENDIX 2: PROGRAM DELIVERIES FOR BUDGET, STAFFING/TRAINING, AND SCHEDULE</b></p> <p><b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETING</b></p> <p><b>APPENDIX 4: NCLB REQUIREMENT #1</b></p> <p><b>APPENDIX 5: NCLB SED REQUIREMENTS</b></p>  | <p><b>ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS</b></p> <p><b>CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS</b></p> <p><b>Funding from PA</b></p> <p><b>FOR ALL TITLE I SCHOOLS</b></p> <p><b>FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT</b></p>  |

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

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**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:<br>Guidance<br>Counselor | At-risk Services:<br>School<br>Psychologist | At-risk Services:<br>Social Worker | At-risk<br>Health-related<br>Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
|       | # of Students<br>Receiving AIS             | # of Students<br>Receiving AIS              | # of Students<br>Receiving AIS     | # of Students<br>Receiving AIS        |
| K     | 8                              | 1                              | N/A                            | N/A                            | 2  |   |                                    |                                       |
| 1     | 14                             |                                | N/A                            | N/A                            | 1  |   |                                    |                                       |
| 2     | 13                             |                                | N/A                            | N/A                            | 1  |   |                                    |                                       |
| 3     | 6                              | 2                              | N/A                            | N/A                            |  |   |                                    |                                       |
| 4     | 6                              | 1                              |                                |                                |  |   |                                    |                                       |
| 5     | 3                              | 1                              |                                |                                |  |   |                                    |                                       |
| 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**

| Name of Academic Intervention Services (AIS) | <b>Description:</b> Provide a brief description of <b>each</b> 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.).                            |
|--|---|
| <b>ELA:</b>                                  | <p><b>Extended Day:</b><br/> <b>Small group instruction</b><br/> <b>Guided reading groups</b><br/> <b>Writing instruction</b></p> <p><b>School Day:</b><br/> <b>Reading Recovery 1:1</b><br/> <b>LL1 Literacy Intervention</b><br/> <b>Word's Their Way</b><br/> <b>Small group instruction</b><br/> <b>Academic Intervention Support</b></p> <p><b>After School:</b><br/> <b>Test Prep</b><br/> <b>Small group instruction</b></p> |
| <b>Mathematics:</b>                          | <p><b>Extended Day:</b><br/> <b>Small group instruction</b><br/> <b>Math games group targeting instruction with word problems, place value, 1:1 work with specific skills</b><br/> <b>Academic Intervention Support</b></p> <p><b>School Day:</b><br/> <b>Small group instruction</b><br/> <b>Math Block to accommodate specific grade level instruction</b><br/> <b>Academic Intervention Support</b></p>                          |
| <b>Science:</b>                              | <p><b>School Day:</b><br/> <b>School clubs focused on area in science</b></p>   |

|  |   |
|--|---|
| <b>Social Studies:</b>                                       | <b>School Day:<br/>Theater Arts Program focuses on Social Studies content<br/>Field Trips connected to social studies</b> |
| <b>At-risk Services Provided by the Guidance Counselor:</b>  | <b>1:1 counseling<br/>1:3 counseling<br/>Crisis support</b>   |
| <b>At-risk Services Provided by the School Psychologist:</b> | <b>Behavioral Support</b>   |
| <b>At-risk Services Provided by the Social Worker:</b>       | <b>ERSA Counseling</b>  |
| <b>At-risk Health-related Services:</b>                      | <b>Asthma Classes</b>   |

**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 (2010-2011) Language Allocation Policy to this CEP.

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See CEP Attachment

### **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**

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

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 Basic | Title I ARRA | Total   |
|---|---------------|--------------|---------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11:  | 50,000        | 103,842      | 153,842 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:   |               |              | 1035    |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 8,371         | *            |         |
| 4. Enter the anticipated 10% set-aside for Professional Development:  | 9,000         | *            |         |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100
6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**. PS 80 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The school will incorporate this parental involvement policy into its school improvement plan as per school parent compact.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- 1) that parents play an integral role in assisting their child's learning;
- 2) that parents are encouraged to be actively involved in their child's education at school;
- 3) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

1. EVCS will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (PTA meetings, parent notices, quarterly newsletters, monthly calendars, school messenger phone contact system )

2. EVCS will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (PTA, SLT )

3. EVCS will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (SLT, PTA, and parent monthly workshops or meetings)

4. EVCS will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (This process will take form through pre and post surveys of workshops and various

correspondence sent to parents over the course of the school year. A parent report card will be created to evaluate the effectiveness.

5. EVCS will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

i. the State's academic standards

ii. the Common Core Standards

iii. the DY0 academic

iv. workshops, conferences, mainstreaming , PTA and SLT meetings

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and math workshops, to foster parental involvement,

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: providing professional development in cooperation with the parent coordinator, SLT, and the PTA

d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (newsletters, web announcements, School Messenger

Service, Notices posted in the Front and lobby of school, PTA meeting, SLT meetings, and parent coordinator meetings.)

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

\* providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

\* paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

\* training parents to enhance the involvement of other parents;

\* in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide 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.
2. Schoolwide 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:
    - o Increase the amount and quality of learning time, such as extended school year, 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 Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
  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 Schoolwide Program to meet the State's student academic standards.
  5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  6. Strategies to increase parental involvement through means such as family literacy services.
  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.
  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.
  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.
  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.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in

such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name            | Fund Source<br><i>(i.e., Federal, State, or Local)</i> | Program Funds Are<br>“Conceptually” <sup>1</sup> Consolidated<br>in the Schoolwide Program<br>(✓) |    |     | Amount Contributed<br>to Schoolwide Pool<br><i>(Refer to Galaxy for FY’11<br/>school allocation amounts)</i> | Check (✓) in the left column below to verify that<br>the school has met the intent and purposes <sup>2</sup> of<br>each program whose funds are consolidated.<br>Indicate page number references where a related<br>program activity has been described in this plan. |           |
|-------------------------|--|---|----|-----|--|---|-----------|
|                         |  | Yes   | No | N/A |  | Check (✓)   | Page #(s) |
| Title I, Part A (Basic) | Federal  |   |    |     |  |   |           |
| Title I, Part A (ARRA)  | Federal  |   |    |     |  |   |           |
| Title II, Part A        | Federal  |   |    |     |  |   |           |
| Title III, Part A       | Federal  |   |    |     |  |   |           |
| Title IV                | Federal  |   |    |     |  |   |           |
| IDEA                    | Federal  |   |    |     |  |   |           |

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

|          |       |  |  |  |  |  |  |
|----------|-------|--|--|--|--|--|--|
| Tax Levy | Local |  |  |  |  |  |  |
|----------|-------|--|--|--|--|--|--|

**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, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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.

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

| <b>Type of Review or Monitoring Visit</b><br>(Include agency & dates of visits) | <b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.) | <b>Actions the school has taken, or plans to take, to address review team recommendations</b> |
|---|---|---|
|   |   |   |

## **APPENDIX 7: 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>

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### **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.)  
Currently, there are no students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.

### **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 your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

|                     |                                   |             |        |               |  |              |
|---------------------|-----------------------------------|-------------|--------|---------------|--|--------------|
| <b>School Name:</b> | The East Village Community School |             |        |               |  |              |
| <b>District:</b>    | 1                                 | <b>DBN:</b> | 01M315 | <b>School</b> |  | 310100010315 |

**DEMOGRAPHICS**

|                |       |   |   |   |    |          |   |
|----------------|-------|---|---|---|----|----------|---|
| Grades Served: | Pre-K | v | 3 | v | 7  | 11       |   |
|                | K     | v | 4 | v | 8  | 12       |   |
|                | 1     | v | 5 | v | 9  | Ungraded | v |
|                | 2     | v | 6 |   | 10 |          |   |

| <b>Enrollment</b>         |         |         |         | <b>Attendance - % of days students attended:</b>     |         |         |         |
|---------------------------|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Pre-K                     | 33      | 31      | 36      |  | 93.1    | 92.3    | 93.3    |
| Kindergarten              | 29      | 49      | 38      |  |         |         |         |
| Grade 1                   | 29      | 24      | 49      | <b>Student Stability - % of Enrollment:</b>          |         |         |         |
| Grade 2                   | 25      | 30      | 24      | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Grade 3                   | 14      | 23      | 28      |  | 87.8    | 92.9    | 90.7    |
| Grade 4                   | 21      | 11      | 22      |  |         |         |         |
| Grade 5                   | 23      | 23      | 12      | <b>Poverty Rate - % of Enrollment:</b>               |         |         |         |
| Grade 6                   | 0       | 0       | 0       | <i>(As of October 31)</i>                            | 2008-09 | 2009-10 | 2010-11 |
| Grade 7                   | 0       | 0       | 0       |  | 37.3    | 54.6    | 53.1    |
| Grade 8                   | 0       | 0       | 0       |  |         |         |         |
| Grade 9                   | 0       | 0       | 0       | <b>Students in Temporary Housing - Total Number:</b> |         |         |         |
| Grade 10                  | 0       | 0       | 0       | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Grade 11                  | 0       | 0       | 0       |  | 0       | 0       | 1       |
| Grade 12                  | 0       | 0       | 0       |  |         |         |         |
| Ungraded                  | 0       | 0       | 3       | <b>Recent Immigrants - Total Number:</b>             |         |         |         |
| Total                     | 174     | 191     | 212     | <i>(As of October 31)</i>                            | 2007-08 | 2008-09 | 2009-10 |
|                           |         |         |         |  | 4       | 1       | 2       |

| <b>Special Education</b>                       |         |         |         | <b>Suspensions (OSYD Reporting) - Total Number:</b> |         |         |         |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i>                      | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i>                              | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes                    | 0       | 10      | 8       | Principal Suspensions                               | 1       | 1       | 1       |
| # in Collaborative Team Teaching (CTT) Classes | 5       | 7       | 33      | Superintendent Suspensions                          | 1       | 0       | 2       |
| Number all others                              | 23      | 18      | 7       |   |         |         |         |

*These students are included in the enrollment information above.*

| <b>Special High School Programs - Total Number:</b> |         |         |         |
|---|---------|---------|---------|
| <i>(As of October 31)</i>                           | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants                            | 0       | 0       | 0       |
| Early College HS Program Participants               | 0       | 0       | 0       |

| <b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b> |         |         |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i>   | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i>                              | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes                               | 0       | 0       | TBD     | Number of Teachers                                     | 16      | 15      | 17      |
| # in Dual Lang. Programs  | 0       | 0       | TBD     | Number of Administrators and Other Professionals       | 3       | 4       | 4       |
| # receiving ESL services only                                     | 10      | 10      | TBD     |  |         |         |         |
| # ELLs with IEPs  | 0       | 0       | TBD     | Number of Educational Paraprofessionals                | 3       | 3       | 7       |

*These students are included in the General and Special Education enrollment information above.*

| Overage Students (# entering students overage for |         |         |         | Teacher Qualifications:                                |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31)                                | 2007-08 | 2008-09 | 2009-10 | (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
|   | 0       | 0       | 0       | % fully licensed & permanently assigned to this school | 100.0   | 100.0   | 100.0   |
|   |         |         |         | % more than 2 years teaching in this school            | 62.5    | 73.3    | 70.6    |
|   |         |         |         | % more than 5 years teaching anywhere                  | 43.8    | 40.0    | 58.8    |
| Ethnicity and Gender - % of Enrollment:           |         |         |         |  |         |         |         |
| (As of October 31)                                | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher                             | 88.0    | 93.0    | 100.0   |
| American Indian or Alaska Native                  | 5.2     | 3.1     | 2.4     | % core classes taught by "highly qualified" teachers   | 75.0    | 62.5    | 100.0   |
| Black or African American                         | 19.5    | 17.8    | 13.2    |  |         |         |         |
| Hispanic or Latino                                | 24.7    | 23.0    | 32.1    |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific            | 9.8     | 12.6    | 8.5     |  |         |         |         |
| White   | 29.9    | 31.9    | 37.3    |  |         |         |         |
| <b>Male</b>                                       | 52.3    | 57.1    | 59.0    |  |         |         |         |
| <b>Female</b>                                     | 47.7    | 42.9    | 41.0    |  |         |         |         |

#### 2009-10 TITLE I STATUS

|                  |           |  |  |         |         |         |         |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v                | Title I   |  |  |         |         |         |         |
|                  | Title I   |  |  |         |         |         |         |
|                  | Non-Title |  |  |         |         |         |         |
| Years the School |           |  |  | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|                  |           |  |  | v       |         | v       | v       |

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

|                             |  |         |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|
| <b>SURR School (Yes/No)</b> |  | If yes, |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

|  | Phase                         |  | Category |       |         |               |
|--|-------------------------------|--|----------|-------|---------|---------------|
|  | In Good                       |  | v        | Basic | Focused | Comprehensive |
|  | Improvement Year 1            |  |          |       |         |               |
|  | Improvement Year 2            |  |          |       |         |               |
|  | Corrective Action (CA) – Year |  |          |       |         |               |
|  | Corrective Action (CA) – Year |  |          |       |         |               |
|  | Restructuring Year 1          |  |          |       |         |               |
|  | Restructuring Year 2          |  |          |       |         |               |
|  | Restructuring Advanced        |  |          |       |         |               |

#### Individual Subject/Area AYP Outcomes:

| <u>Elementary/Middle Level</u> |   | <u>Secondary Level</u> |
|--------------------------------|---|------------------------|
| ELA:                           | v | ELA:                   |
| Math:                          | v | Math:                  |
| Science:                       | v | Graduation Rate:       |

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups      | <u>Elementary/Middle Level</u> |      |         | <u>Secondary Level</u> |      |             | Progress Target |
|---------------------|--------------------------------|------|---------|------------------------|------|-------------|-----------------|
|                     | ELA                            | Math | Science | ELA                    | Math | Grad Rate** |                 |
| <b>All Students</b> | v                              | v    | v       |                        |      |             |                 |
| <b>Ethnicity</b>    |                                |      |         |                        |      |             |                 |

|   |          |          |          |  |  |  |  |
|---|----------|----------|----------|--|--|--|--|
| American Indian or Alaska Native                |          |          |          |  |  |  |  |
| Black or African American                       | -        | -        | -        |  |  |  |  |
| Hispanic or Latino                              | -        | -        | -        |  |  |  |  |
| Asian or Native Hawaiian/Other Pacific Islander | -        | -        | -        |  |  |  |  |
| White   | -        | -        | -        |  |  |  |  |
| Multiracial                                     | -        | -        | -        |  |  |  |  |
| Students with Disabilities                      | -        | -        | -        |  |  |  |  |
| Limited English Proficient                      | -        | -        | -        |  |  |  |  |
| Economically Disadvantaged                      | v        | v        | -        |  |  |  |  |
| <b>Student groups making</b>                    | <b>2</b> | <b>2</b> | <b>1</b> |  |  |  |  |

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

|  |      |  |  |  |  |  |    |
|--|------|--|--|--|--|--|----|
| <b>Progress Report Results – 2009-10</b> |      | <b>Quality Review Results – 2009-10</b>                    |  |  |  |  |    |
| <b>Overall Letter Grade:</b>             | C    | <b>Overall Evaluation:</b>                                 |  |  |  |  | NR |
| <b>Overall Score:</b>                    | 22.8 | <b>Quality Statement Scores:</b>                           |  |  |  |  |    |
| <b>Category Scores:</b>                  |      | Quality Statement 1: Gather Data                           |  |  |  |  |    |
| School Environment:                      | 5.8  | Quality Statement 2: Plan and Set Goals                    |  |  |  |  |    |
| <i>(Comprises 15% of the</i>             |      | Quality Statement 3: Align Instructional Strategy to Goals |  |  |  |  |    |
| School Performance:                      | 4.7  | Quality Statement 4: Align Capacity Building to Goals      |  |  |  |  |    |
| <i>(Comprises 25% of the</i>             |      | Quality Statement 5: Monitor and Revise                    |  |  |  |  |    |
| Student Progress:                        | 12.3 |  |  |  |  |  |    |
| <i>(Comprises 60% of the</i>             |      |  |  |  |  |  |    |
| Additional Credit:                       | 0    |  |  |  |  |  |    |

|  |  |   |  |  |  |  |  |
|--|--|---|--|--|--|--|--|
| <b>KEY: AYP STATUS</b>                               |  | <b>KEY: QUALITY REVIEW SCORE</b>              |  |  |  |  |  |
| v = Made AYP   |  | U = Underdeveloped                            |  |  |  |  |  |
| vSH = Made AYP Using Safe Harbor Target              |  | UPF = Underdeveloped with Proficient Features |  |  |  |  |  |
| X = Did Not Make AYP                                 |  | P = Proficient                                |  |  |  |  |  |
| – = Insufficient Number of Students to Determine AYP |  | WD = Well Developed                           |  |  |  |  |  |
|  |  | NR = Not Reviewed                             |  |  |  |  |  |

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

|  |                    |   |                                 |
|--|--------------------|---|---------------------------------|
| Network Cluster                                      | District <b>01</b> | School Number <b>315</b>                    | School Name <b>East Village</b> |
| Principal <b>Robin Williams</b>                      |                    | Assistant Principal <b>Bradley Goodman</b>  |                                 |
| Coach  |                    | Coach                                       |                                 |
| Teacher/Subject Area <b>Sylvia Vidal ESL</b>         |                    | Guidance Counselor <b>Auroa Fields</b>      |                                 |
| Teacher/Subject Area                                 |                    | Parent <b>type here</b>                     |                                 |
| Teacher/Subject Area <b>Alexis Bleich</b>            |                    | Parent Coordinator <b>Mary Talbot</b>       |                                 |
| Related Service Provider <b>Jessica Helms, SESTS</b> |                    | Other <b>Bryan Scott, Speech Specialist</b> |                                 |
| Network Leader <b>Allison Sheehan, Joe Cadessdy</b>  |                    | Other <b>Jethro Reyes</b>                   |                                 |

### B. Teacher Qualifications

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

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

### C. School Demographics

|                                    |            |                      |           |   |              |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total Number of Students in School | <b>212</b> | Total Number of ELLs | <b>10</b> | ELLs as Share of Total Student Population (%) | <b>4.72%</b> |
|------------------------------------|------------|----------------------|-----------|---|--------------|

## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. During the initial enrollment process of each new entrant, a Home Language Survey (HLS) is completed by one of our school pedagogues. The Home Language Survey is made available in parent's home language and/or an interpreter is provided for parents whom speak another language other than English. The Home Language Survey is then screen and reviewed by our certified ESL teacher whom determines, according to the language indications on the form, if a student is eligible for the Revised LAB-R administration. Students who are eligible for the LAB-R are scheduled for testing within the next ten school days. LAB-R is available in both English and Spanish and is administered by our certified ESL teacher. Within five days of administration, our ESL teacher uses unofficial hand scores to determine eligibility and informs parents of student's results. A formal entitlement or non entitlement letter is sent to all parents of students who were administered the revised LAB-R.

English language learners are evaluated every school year using the NYSESLAT assessment, administered during the months of March through April. Before the initial assessment of the NYSESLAT parents are notified in writing of the date their child is scheduled for testing. The ESL teacher also notifies classroom teachers and students of the testing schedule and works with the allocation team to coordinate all testing accommodations. NYSESLAT scores are then used to review and evaluate student's progress. The NTSESLAT scores are also used for instructional planning and grouping. According to student's proficiency levels, in each of the four modalities, the ESL teacher provides instruction that reflects the student's needs and groups them accordingly.

2. Our school offers parents of English Language learners an opportunity to view and discuss their child's program through the orientation process. Parents of children that were determined eligible to receive services are invited to participate in a parent orientation that is held within 10 days of student's enrollment. The parent orientation is offered to parents in Spanish as well as in English. Parents of other languages are provided with information using an interpreter and translated materials. The orientation includes watching a video that explains each of the programs available for English language learners (Transitional Bilingual, Dual Language & Free Standing ESL). After parents have viewed the video they proceed to complete the program selection forms before leaving the orientation. Parents that do not attend the orientation are sent letters along with the Program Selection form and are asked to return the Program Selection Form on or before five days of the notification. Parents are also invited to call and/or schedule a meeting with the ESL teacher to view and/or discuss their program choice on or before five days of notification. The majority of our parents, to this date, have demonstrated a preference for our free-standing ESL model.

3. Our school ensures that entitlement letters, Parent Surveys and Program Selection forms are returned by obtaining an open file with the ESL teacher for follow up. The ESL teacher keeps records of all parent notifications, letters and forms that have been sent out and returned in her ESL file cabinet. The ESL teacher either sends another reminder to parents, calls parents and/or ask classroom teachers to follow up on the return of forms from parents. If a form is not returned students are placed in the existing program, available in our school. A letter informing parents of this decision is sent to their homes and a copy is maintained in the ESL cabinet.

4. Based on parent's choices our school evaluates and reviews the trend of program choice and honors the trend for that program. As new entrants enroll, our ESL teacher monitors the continuing trend and informs other team members of any changes or modifications that would be necessary for the following school year.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice that parents have requested is for free-standing ESL; 100% percent of parents have requested free standing ESL for their children.

6. The program model offered in our school is aligned with parent request for free-standing ESL program. Should there be a trend for another program our school participates in a network for ELL's where teachers are invited to observe other programs in our school district. These schools demonstrate the models for Transitional Bilingual and Dual Language Programs and support to create these programs are offered through our networks and other participating schools.

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |   |  |   |                               |
|-----------------------------|---|--|---|-------------------------------|
| All ELLs                    |   | Newcomers (ELLs receiving service 0-3 years) | 8 | Special Education             |
| SIFE                        | 1 | ELLs receiving service 4-6 years             | 1 | Long-Term (completed 6 years) |

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

|                      | ELLs by Subgroups |      |                   |                  |      |                   |                                    |      |                   | Total |
|----------------------|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
|                      | ELLs (0-3 years)  |      |                   | ELLs (4-6 years) |      |                   | Long-Term ELLs (completed 6 years) |      |                   |       |
|                      | All               | SIFE | Special Education | All              | SIFE | Special Education | All                                | SIFE | Special Education |       |
| <b>TBE</b>           |                   |      |                   |                  |      |                   |                                    |      |                   | 0     |
| <b>Dual Language</b> |                   |      |                   |                  |      |                   |                                    |      |                   | 0     |
| <b>ESL</b>           | 10                | 1    |                   |                  |      |                   |                                    |      |                   | 10    |
| <b>Total</b>         | 10                | 1    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 10    |

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

### C. Home Language Breakdown and ELL Programs

#### Transitional Bilingual Education

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

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

| Dual Language (ELLs/EPs)<br>K-8                |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|  | K        |          | 1        |          | 2        |          | 3        |          | 4        |          | 5        |          | 6        |          | 7        |          | 8        |          | TOTAL    |          |
|  | ELL      | EP       |
| Spanish  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| French   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

| Dual Language (ELLs/EPs)<br>9-12               |          |          |          |          |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |
|  | 9        |          | 10       |          | 11       |          | 12       |          | TOTAL    |          |
|  | ELL      | EP       |
| Spanish  |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese  |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian  |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean   |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian  |          |          |          |          |          |          |          |          | 0        | 0        |
| French   |          |          |          |          |          |          |          |          | 0        | 0        |
| Other  |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

|                                   |                              |                  |
|-----------------------------------|------------------------------|------------------|
| Ethnic breakdown of EPs (Number): |                              |                  |
| African-American:                 | Asian:                       | Hispanic/Latino: |
| Native American:                  | White (Non-Hispanic/Latino): | Other: <u>0</u>  |

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

A: Programming and Scheduling Information:

1a: The organization model for our schools consists of a Push-In and Pull-Out model. The program model is created to fit the needs of students according to their proficiency levels as well as their developmental stages.

1b: In our Pull-Out model, students are grouped heterogeneously when proficiencies are a level apart; beginners with intermediate, or intermediate with advanced. Grade levels are also taken into consideration when grouping (kindergarteners with first graders, and second – fifth graders grouped heterogeneously). In our Push-In model, students are grouped in the classroom heterogeneously and are serviced in their existing grade levels.

2. Our school ensures that each student is delivered the mandated number of instructional minutes according to proficiency levels in each program model. Our ESL teacher provides classroom teachers and other LAP members with each student's NYSESLAT or LAB-R results indicating student's placement decision. Students that are in the beginning and intermediate level of proficiency receive 360 minutes per week as per CR Part 154 and students in the advanced Level of proficiency receive 180 minutes per week as per CR Part 154. Teachers and team members assure that students receive these mandated allocated time by keeping a daily sign in / sign out sheet which the ESL teacher must sign when students are either being serviced outside the classroom or serviced inside the classroom.

a. Students that are in the Beginning and Intermediate level of English language proficiency receives a combined model instruction: pull-out model consists of 70 minutes of instructional time three days a week during the morning and 75 minutes of instructional time in the afternoon, twice a week, in a push in model. Students in an Advance level of proficiency receive 60 minutes of instructional time in a push-in model three days a week.

3. Content areas in each program model (pull-out and push-in) is delivered in English. The instructional approaches and methods used to make content comprehensible consist of careful planning among the classroom teacher and ESL teacher. Supplemental materials are provided to enrich language, such as picture books, picture dictionaries and word study books designed specifically for English language learners. English language learners also receive individual support in the classroom by other support teams that are available in our school these may consist of student teachers, literacy teachers or other support members.

4. a. Our school's plan for SIFE students consist of interventions offered to parents and students. Students are offered enrollment in our extended day program to support the immediate needs in the four modalities. Students are also provided with intervention in the regular school hours, such as reading recovery programs for first graders. Individualized support in the classroom by literacy teachers or other support members are made available, specifically to work one on one with SIFE students. Instructional methods include observations and familiarization of school and community environment.

b. Differentiated instruction for English language learners, in US schools, with less than three years (newcomers), consist of individual planning; ESL teacher in collaboration with classroom teacher create an initial plan using informal assessment data collected periodically. Students that demonstrate a low proficiency in speaking and listening will be provided with listening support materials (listening center) and more opportunities for speaking in and out of the classroom. These are supported by visuals; sentence prompts and/or questions with pictures that are visibly accessible, in the classroom, for students to use when attempting to express an idea, confusion or question. Students that demonstrate a low proficiency in reading and writing will be provided with materials that are at their level of comprehension, for example picture cards, signs and artifacts are used to support comprehension in reading. Students are encouraged to draw their ideas and begin with labeling them with single words or short phrases, giving them an opportunity to develop simple sentences.

c. Our plan for students receiving service 4 to 6 years consist of collaboration with content area teachers and ESL teacher. Students who have not met performance standards in reading and writing will continue to receive ESL services in a pull-out and push-in program. Teachers will set goals for each student to develop specific strategies for reading comprehension; such as connecting to text, questioning and answering, retelling, identifying important details and/or sequencing of events. Students will be provided with unlimited time to work through these strategies with a support teacher in the classroom or in a small group with their ESL instructor. Students who have not yet met performance standards in writing will also have set goals to develop the specific areas of weakness. Writing support will provide students with, but not limited to scaffolding tools for writing; using prompt sentences, visuals of writing pieces, visual and accessible word walls and word study sessions. Collaboration with ESL teacher will continue with classroom teachers to determine the outcome of progress and to develop new goals for each student.

d. Our school does not have a plan for long term Ell's that has completed 6 years. Our school demographics consist of students in Kindergarten to fifth grade.

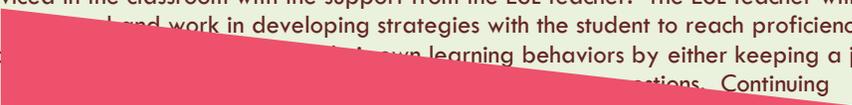
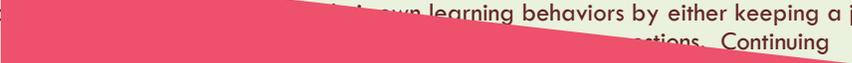
e. Our plan for students who have special needs consist of the collaboration of classroom teachers, IEP special Education teacher and ESL teacher. Classroom teachers and ESL teacher will follow the recommendations and special approaches used for instruction by the IEP

specialist. In addition the ESL and classroom teacher will take these recommendations into consideration when providing instructional time to Ell's with IEP. These methods and instructional approaches consist of providing students with unlimited time to complete work, accessible reading and writing support tools that have been specified in our goals for each student. Continuous assessments will be provided to determine student's progress and to develop new goals.

## B. Programming and Scheduling Information--Continued

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

5. Several intervention programs are made available and are considered for our population of Ell's. Students performing at a beginning and intermediate level are recommended for our extended day program that targets specific areas in reading, writing and in the content area of Math. Students in first grade levels are offered placement in our reading recovery program to accelerate their performances in reading. Other resources include individual support in after school programs. Ell's are also placed and grouped in small math groups where language is enriched and supported by manipulative materials. Ell's are also given unlimited access to library materials that will foster their understanding in content areas.

6. English language learners, who are reaching proficiency levels, as demonstrated in their NYSESLAT scores, will transition with individual support in the classroom. These students will be serviced in the classroom with the support from the ESL teacher. The ESL teacher will evaluate student's progress and target the area of  and work in developing strategies with the student to reach proficiency levels in all four modalities. Students will engage in self-d  own learning behaviors by either keeping a journal of goals they can set for themselves, and/or taking  actions. Continuing collaboration with student will be exchanged to develop new goals and to assess student's progress.

7. At the present time our school does not have any new programs planned for the upcoming school year.

8. At the present time there are no programs or services that will be discontinued for English language learners.

9. English language learners are afforded equal access to all school programs by parent coordinators, classroom teachers and ESL teacher whom assure that information to school events are sent home in parent's native language. Ell's participate in all school functions, such as in monthly whole school town meetings, student publishing parties, field trips, art and movement, Rosie's Broadway Theater, The Tennis Club, Recorder lessons, Violin Lessons, Reading Buddy Program and After School Programs. Parents are also informed of after school and summer enrichment programs that are available city wide for their children.

10. English language learners have access to computers in their main stream classrooms as well as listening centers where they can work individually at their levels of proficiency. Students are also afforded supplemental materials, such as journals, personalized dictionaries and literature books that depict cultural experiences and hands on manipulative for mathematical reasoning.

11. Student's language is supported in the classroom by teachers and support specialist in providing bilingual literature for students to read independently during school or at home. Students are encouraged to express their initial thoughts in their language with pictures to tell their stories and are supported to translate these to the English language. Translated dictionaries are also accessible to students in various languages. Students are also encouraged to seek peers that speak the same native language for meaning and translations.

12. Service support and resources correspond to English Language learner's developmental stages. Literature is carefully selected according to the needs and appropriateness of student's age and grade. For example, big picture books with simple sentences are provided to early childhood readers, guided reading books are selected with vocabulary that reflects their reading levels and their spelling stages in the different grade levels.

13. Our school offers and invites new families to attend "New Family Orientation Breakfast" before the beginning of the school year. Parents are also sent information packets familiarizing them with upcoming school events and are informed of English as a Second language programs for adults, should they wish to attend in other school programs.

14. Our Elementary school does not offer language electives.

### C. Schools with Dual Language Programs

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

NA

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

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

1. Our school plans to invite ESL teachers and classroom teachers to attend network meetings in our school district that is presently training and supporting our ESL program. Meetings and professional development are offered at least every two months where our ESL teacher meets with a cohort of other ESL teachers to collaborate and participate in workshops designed to meet specific needs in the content areas for Ell's. In addition, the ESL teacher meets periodically with SESTS and other school providers to collaborate and share new trainings, approaches and methods. Study groups are also formed within our staff to review new materials to use in the classrooms for Ell's. Example of these includes "Balance Literacy for English Language Learners" and "English Language Learners Day by Day K-6". After review of these materials teachers collaborate and plan the integration of these materials for teaching Ell's in the content areas.

2. Our school supports staff to assist Ell's as they transition from elementary school to middle school by providing teachers and staff with content area PD's, overview of expectations for middle schools and invite teachers to conduct workshops to students about middle school expectations. Students in 5th grade also participate in Boys and Girls Project where they learn to confront transitional issues and developmental changes. Students also participate in conferencing about their goals for middle school and are given materials to continue developing their skills to prepare them for middle school. Parent coordinator also assists and coordinates tours to middle schools for both students and parents. Workshops are also provided to students about the middle school process. In addition, students that have not yet met performance levels are invited to attend summer school and enrichment programs.

3. The ESL teacher shares information and/or conducts an ESL workshop during our 7.5 hours of PD to classroom teachers at least three times a year as per Jose P. The ESL teacher also assures to meet with common branch and special education teachers in small groups or on a one to one session for planning.

### E. Parental Involvement

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

1. Parents of our school community including all parents of English language learners participate in various school activities; these include celebrating student's progress in writing (publishing parties) town meetings and they are offered out of school resources to assist them in working with their children, such as listings and information about public libraries and after school activities in their neighborhood. Our school has a parent association group that conducts various activities during the school year that fosters student's activities, such as book sales, multicultural events and "All Family" school trip and all school picnics. Our parent coordinator works closely with our parent association to assure that parents of English language learners get equal access to information and activities; materials are translated and translators are made available for parents that speak other languages to assure their participation.

2. Our school partners with community based organizations to bring workshops to parents, offer student participation in special events and to support school goals. These organizations include 3rd Street Music School, Boys Club, Go Project, Girls & Boys Project, Middle School Advisory team, and Phoenix Theater Company. Each of these community based organization offers a parent component for parental involvement.

3. Our school evaluates the needs of parents through parent surveys and questionnaires. Our small community school offers parents personalized time to speak and discuss their needs on a one to one basis when and if requested. The parent association also assures that parent's voices are heard and brings attention to staff through PTA meetings that are conducted regularly at our school.

4. Our school parental involvement activities addresses the needs of our parents by providing them with an opportunity to familiarize with the processes of their children's academic development and brings families into the classroom to collaborate with their children on an academic level. It also addresses concerns or questions parents may have in reference to their children and their families. These activities also include parents in the decision making for our school and their children.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

| NYSESLAT Modality Analysis |                   |   |   |   |   |   |   |   |   |   |   |    |    |    |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate         | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING/<br>SPEAKING     | B                 | 3 | 2 |   |   |   | 1 |   |   |   |   |    |    |    |
|                            | I                 |   | 1 |   |   |   |   |   |   |   |   |    |    |    |

|                     |   |   |   |  |  |   |   |  |  |  |  |  |  |  |
|---------------------|---|---|---|--|--|---|---|--|--|--|--|--|--|--|
|                     | A |   |   |  |  | 2 |   |  |  |  |  |  |  |  |
|                     | P |   |   |  |  |   | 1 |  |  |  |  |  |  |  |
| READING/<br>WRITING | B | 3 | 3 |  |  |   |   |  |  |  |  |  |  |  |
|                     | I |   |   |  |  | 1 |   |  |  |  |  |  |  |  |
|                     | A |   |   |  |  | 1 | 1 |  |  |  |  |  |  |  |
|                     | P |   |   |  |  |   |   |  |  |  |  |  |  |  |

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

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

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

| NYS Social Studies |         |    |         |    |         |    |         |    |       |
|--------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                    | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                    | English | NL | English | NL | English | NL | English | NL |       |
| 5                  |         |    |         |    |         |    |         |    | 0     |

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

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

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

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

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

1. Our school uses the TC Literacy Assessment tools as well as the assessment tools from Marie M. Clay. These include running records, writing observations, Bear Inventory Spelling, and oral language observations. Others include Quantitative Reading Inventory, Reading Recovery Assessments, LLI and Wilsons.

2. Accumulative data reveals the stages English learners are in and how they are processing language and meaning. The patterns across proficiency levels reveal that speaking and listening is developed at a higher rate than reading and writing. Data also reveals that students may reach an advance level in speaking and listening but remain in a beginning level for reading and writing. This data informs us of the immediate areas of need and targets specific areas for development, such as writing.

3. Instructional decisions are made differentiating instruction for writing and reading comprehension. Insights reveal that students need more scaffold instruction to bring meaning to what students are reading. Lessons, such as, those that include word studies and/or learning to deconstruct and reconstruct sentences for meaning and comprehension are some that will foster the development in these areas.

4. a. The analysis of assessments in the four modalities demonstrate great progress in the areas of speaking and listening; Ell's in our school accelerate in social language and there is rapid progress with students in the lower grades in the areas of reading and writing. Ell's that enter our school in grade levels of 3rd and higher have demonstrated slower progress in all four modalities compared to children entering at kindergarten to second grade levels. As a result a greater need and low performance has been demonstrated in reading and writing in the content areas. Taking into the consideration the results and trend in the data, the ESL teacher in collaboration with other instructional school members, will design plans that will target the immediate needs of individual students, particularly in the higher grades. These may include approaches to learning academic language by using challenging word studies, exposing students to more non-fiction text, and using multicultural literature. Focused efforts will be made to develop critical thinking skills and create, for students. Meaningful purposes for reading and writing.

5. NA

6. Our program is evaluated through informal and formal assessments. Comparing ELA, Math and Social Studies scores teachers and staff are informed of the successes and needs our ELL's are presently demonstrating.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

| Name (PRINT) | Title                | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
|              | Principal            |           |                 |
|              | Assistant Principal  |           |                 |
|              | Parent Coordinator   |           |                 |
|              | ESL Teacher          |           |                 |
|              | Parent               |           |                 |
|              | Teacher/Subject Area |           |                 |
|              | Teacher/Subject Area |           |                 |
|              | Coach                |           |                 |

|  |                    |  |  |
|--|--------------------|--|--|
|  | Coach              |  |  |
|  | Guidance Counselor |  |  |
|  | Network Leader     |  |  |
|  | Other              |  |  |

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 01M315**

*All Title I SWP 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 Basic | Title I ARRA     | Total            |
|---|---------------|------------------|------------------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11:  |               | <b>\$103,842</b> | <b>\$103,842</b> |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:   |               | <b>\$1,035</b>   | <b>\$1,035</b>   |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: |               | *                |                  |
| 4. Enter the anticipated 10% set-aside for Professional Development:  |               | *                |                  |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 99%

6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide 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.
  
2. Schoolwide 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:
    - Increase the amount and quality of learning time, such as extended school year, 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 Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
  
3. Instruction by highly qualified staff.

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 Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to

provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all

the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name            | Fund Source<br><i>(i.e., Federal, State, or Local)</i> | Program Funds Are<br>"Conceptually" <sup>1</sup> Consolidated<br>in the Schoolwide Program<br>(✓) |    |     | Amount Contributed<br>to Schoolwide Pool<br><i>(Refer to Galaxy for FY'11<br/>school allocation amounts)</i> | Check (✓) in the left column below to verify that the<br>school has met the intent and purposes <sup>2</sup> of each<br>program whose funds are consolidated. Indicate page<br>number references where a related program activity<br>has been described in this plan. |             |
|-------------------------|--|---|----|-----|--|---|-------------|
|                         |  | Yes   | No | N/A |  | Check (✓)   | Page #(s)   |
| Title I, Part A (Basic) | Federal  |   |    | X   |  |   |             |
| Title I, Part A (ARRA)  | Federal  | X   |    |     | \$102,807  |   | Page 33     |
| Title II, Part A        | Federal  |   |    | X   |  |   |             |
| Title III, Part A       | Federal  |   |    | X   |  |   |             |
| Title IV                | Federal  |   |    | X   |  |   |             |
| IDEA                    | Federal  |   | X  |     |  |   |             |
| Tax Levy                | Local  | X   |    |     | \$1,073,047  |   | Pages 33-35 |

<sup>1</sup> **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

