



**Department of
Education**

Dennis M. Walcott, Chancellor

2011-2012 Comprehensive Educational Plan (CEP)

School Name : East Village Community School

dbn (district/ borough/ number i.e. 01M000): **01M315**

principal: Robin Williams email: rwillia54@schools.nyc.gov

superintendent: Daniella Phillips

02-21-2012

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Robin Williams	*Principal or Designee	
Roberta Valentine	*UFT Chapter Leader or Designee	
Martha Kessler	*PA/PTA President or Designated Co-President	
	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	
Tricia McGuire	Member/Parent	

Maria Rosenblum	Member/Parent	
Marijke Briggs	Member/Parent	
Bradley Goodman	Member/AP	
David Smoke	Member/Teacher	
Velda Crawford-Woods	Member/Teacher	
	Member/	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

which schools need to complete this?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

how do CEP goals relate to goals set for the principal performance review (PPR)?

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

how should a school develop its goals and action plans?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to

use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

Annual Goal #1 and Action Plan

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

Annual Goal #1

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

Students in grades 3-5 will read grade level informational text and answer literal and inferential questions with accuracy. We will show a 10% increase in number of students performing above 85% accuracy from January to end-of-year assessment.

Comprehensive needs assessment

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

Analysis of the 2010 - 2011 Progress Report indicates 71.0% students in grades 3 - 5 performing at level 3 or 4 proficiency. We will raise student achievement for the Progress Report by increasing the number of students performing at level 3 or 4.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a. strategies/activities that encompass the needs of identified student subgroups,
 - b. staff and other resources used to implement these strategies/activities,
 - c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d. timeline for implementation.
- *Teachers will meet with principal and literacy staff developer to review reading standards*
- *Teachers will use national comprehension rubric to assess student work.*
- *Teacher's College periodic assessment with running records will inform instructional decisions based on students reading and skill level*
- *Teachers will attend network meetings to review CCS to align instruction*
- *Principal and literacy staff developer will facilitate grade level meetings to provide feedback of collected student work*
- *Principal will participate in literacy study group to look at how instruction is aligned to the CCS*

- *Students will be assessed in January*
- *Following administration of the January assessment, teachers, administrators and staff developers will identify and review comprehension strategies*
- *Teachers will implement suggested strategy lessons*
- *Teachers will participate in Network literacy PD*
- *Students will be assessed in May*
- *Copies of written teacher feedback, formal and informal observations*
- *Literacy staff developer log*
- *Grade level meeting notes*
- *Teachers will review student work collectively*
- *Extended Day evaluations and teacher reports*
- *May Assessment data will be compared to the January assessment*

EVCS LITERACY ASSESSMENT PLAN 2011/2012

First Assessment Window-October 3 to October 28

Data Collected November 4

Kindergarten

Concepts of print
Letter ID
Sound ID

First Grade

Word List
*Spelling Assessment
Text Assessment

Second Grade

Word List

*Spelling Assessment

Text Assessment

Third, Fourth and Fifth Grade

*Spelling Assessment

Text Assessment

*Spelling Assessment – Enter the child’s score and spelling stage on the whole class profile and enter the class composite in GoogleDocs.

This assessment is not about how many words they can spell correctly but what information you are getting about your students from their spelling.

UPCOMING

Second Assessment Window - December 5 to December 23, data due on January 4

Predictive Assessment - January 4 to January 10— this will be for the 3rd, 4th and 5th graders.

Third Assessment Window - April 2 to May 18, data due on May 25

Monthly reading levels and class profiles are updated in GoogleDocs..

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- We are not a Title I school, however we host a Curriculum Night where teachers explain curriculum plans and expectations
- All families receive a copy of EVCS Family Handbook which references the literacy curriculum
- Periodically EVCS teachers and staff offer parent workshops about curriculum
- Parent's Association hosts monthly meetings to keep parents informed
- The Parent Coordinator sends weekly email and written communications about publishing parties and other classroom projects
- School newsletter keeps parents informed

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Student teachers from Columbia Teacher's College and Bank Street College apply for vacancies after their work experience has ended. Other candidates are recommended for positions and sometimes DOE Open Market applicants are encouraged to apply through a well defined hiring committee and selection process.
- All new teachers are provided an on-site teacher-mentor throughout the school year
- An ICT coach provides on-going support for ICT teachers to develop strong teams
- EVCS literacy staff developer/consultant provides on-site support of Teacher's College literacy curriculum with focus on implementation of reading and writing units of study
- Wilson Language program provides on-site coach training for Foundations literacy program
- Teachers attend network level professional development, Teacher's College Inclusive Project pd, Responsive Classroom pd, on-site music pd and theater arts PD
- Tools of the Mind training and support for implementation of TOM curriculum
- Pupil personnel secretary will work with network HR point person to see that all required documentation and assessment deadlines are met

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- School Aide interacts regularly with CFN support regarding attendance and nutrition student issues

- School Attendance and Health Committee regularly correspond with network support personnel
- The Tools of the Mind curriculum in our preK program allows teachers to systematically scaffold a curriculum that develops self regulation, pre-writing and other skills for our early learners

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Teacher per session for after school program two days per week,
- Funding for instructional materials during extended day program and teacher professional development
- CFE for professional development

Annual Goal #2 and Action Plan

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

Annual Goal #2

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

Students in grades k-5 will read at Fountas and Pinnell grade level benchmark. We will show a 10% increase in number of students performing at benchmark level from mid-year to end-of-year assessment.

Comprehensive needs assessment

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

For the past two years, teachers have reported students reading levels in a GoogleDoc database every month. Beginning this year, teachers are being required to indicate in the database, the instructional next steps for students performing below the grade level benchmark. By communicating this information and sharing it with staff, we hope to broaden and intensify the interventions provided to struggling learners and to see an overall increase in student performance.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a. strategies/activities that encompass the needs of identified student subgroups,
 - b. staff and other resources used to implement these strategies/activities,
 - c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d. timeline for implementation.

- *Teacher's running records*
- *Students will be assessed in October*
- *Conference notes with 'next steps' for individual and group work*
- *Periodic assessment data on GoogleDocs will show students meeting/not meeting benchmark level*
- *Teachers will implement Wilson Foundations lessons to develop decoding skills*
- *Staff and grade level meeting agendas will indicate a focus on development and implementation of reading comprehension strategies*
- *We will show a 10% increase in number of students reading at benchmark level from January assessment to June assessment.*
- *Students will be assessed in May*
- *Principal, staff developer and teachers will review protocol for matching readers to text*
- *Administrators and literacy staff developer will facilitate monthly meetings with teachers to review student work and develop instructional plans from assessment data*
- *Staff meetings will focus on review of class reading level profiles and development of instructional decisions to support all learners*
- *Grade level meetings will focus on review of teachers conference notes, identification of need for strategy lessons and small group work*
- *Teachers will develop and use a rubric with focus on reading standards 1 and 2*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - We are not a Title I school, however we host a Curriculum Night where teachers explain curriculum plans and expectations
 - All families receive a copy of EVCS Family Handbook
- Parent's Association hosts monthly meetings to share information and respond to parents inquiries
 - The Parent Coordinator sends weekly email and written communications to families
 - School newsletter keeps parents informed

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Student teachers from Columbia Teacher's College and Bank Street College apply for vacancies after their work experience has ended. Other candidates are recommended for positions and sometimes DOE Open Market applicants are encouraged to apply through a well defined hiring committee and selection process.
 - All new teachers are provided an on-site teacher-mentor throughout the school year
 - An ICT coach provides on-going support for ICT teachers to develop strong teams
 - EVCS literacy staff developer/consultant provides on-site support of Teacher's College literacy curriculum with focus on implementation of reading and writing units of study
 - Wilson Language program provides on-site coach training for Foundations literacy program
 - Teachers attend network level professional development, Teacher's College Inclusive Project pd, Responsive Classroom pd, on-site music pd and theater arts PD
 - Tools of the Mind training and support for implementation of TOM curriculum

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- The Tools of the Mind curriculum in our preK program allows teachers to systematically scaffold a curriculum that develops self regulation and early literacy skills in our early learners
- School Aide interacts regularly with CFN support regarding attendance and nutrition student issues

- School Attendance and Health Committee regularly correspond with network support personnel

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Teacher per session for after school program two days per week,
- Funding for instructional materials during extended day program and teacher professional development
- CFE for professional development

Annual Goal #3 and Action Plan

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

Annual Goal #3

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

Students in grades K-5 will solve complex grade level word problems and computation problems with accuracy. We will show a 10% increase in number of students performing above 85% accuracy from mid-year to end-of-year assessment.

Comprehensive needs assessment

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

Performance on NYS Mathematics test shows 57.0% of 3-5 graders performing at level 3 and 4. As a result, we have made progress in mathematics a priority. We will raise student achievement for the Progress Report by increasing the number of students performing at level 3 or 4.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a. strategies/activities that encompass the needs of identified student subgroups,
 - b. staff and other resources used to implement these strategies/activities,
 - c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d. timeline for implementation.
- *Administrators and teachers will review TERC Investigations benchmark assessments and teacher's 'next steps' for improvement*
- *Teachers will record assessment data in GoogleDocs*
- *Administrators and teachers will review periodic assessment data in GoogleDocs*

- *Students performing below grade level benchmark will receive individualized, small group and remedial support in the Extended Day Program*
- *Teachers will meet with administrators to create rigorous tasks aligned to Operations and Algebraic Thinking math standard*
- *Teachers will meet with and plan curriculum with Assistant Principal*
- *Assistant Principal will participate in Network math coach sessions to deepen teacher professional development and support*
- *Teachers will develop and use math rubric to assess student work*
- *Teachers and AP will attend Network Instructional Implications meetings to review student work*
- *Staff and grade level meetings will focus on review of student work and discussing instructional decisions and 'next steps'*
- *In February, students problem solving and computation will be assessed and scored against the rubric*
- *Staff will continue to review student work and develop ways to support their learning*
- *We will administer a final assessment in May*

Math Assessment Plan – 2011-2012

DYO Interim Assessments

- Window for IA#1 – October 3 – October 14, 2011

Instructional Implications Meeting #1 – October 19

- Window for IA #2 – November 28 – December 9, 2011

Instructional Implications Meeting #2 – December 14

- Window for IA#3 – February 27 – March 2, 2012

Instructional Implications Meeting #3 – March 7

Window for IA#4 - April 2 – May 18

All data for the Interim Assessments should be entered into Google Docs spreadsheets. Copies of the Interim Assessments, and rubrics for the open ended story problems can be found at: <http://dyo.bns146.org/content/elementary-school-interim-assessments>

Investigations End-of-Unit Assessments

As classes finish each of the nine units of Investigations math (7 in Kindergarten), teachers analyze the summative assessments at the end of the unit to identify levels of mastery of each of the key benchmarks of the units. These levels are recorded for each benchmark, in each unit on our google docs spreadsheets on an on-going basis.

Predictive Assessment for 3,4,5 graders

In early February all 3rd, 4th, and 5th grade students will take a predictive assessments that will include questions from previous years' NYS tests. Teachers will analyze the results of these assessments to identify specific needs individual students may have and areas that the whole class may need to work on before taking the NYS tests in April. Our test preparation schedule and plan will be based on the outcomes and analysis of these assessments.

Montgomery & Waters K-3 Assessment

This comprehensive, one-to-one assessment will be administered in the early grades on an as-needed basis. The assessment can be used to give deep information about an individual student's skills, abilities and understandings in each of the number and operation strands, or it can be used with a small sampling of student to "take the temperature" of a whole class.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- We are not a Title I school, however we host a Curriculum Night where teachers explain curriculum plans and expectations
- All families receive a copy of EVCS Family Handbook which references the literacy curriculum
- Periodically EVCS teachers and staff offer parent workshops about curriculum
- Parent's Association hosts monthly meetings to keep parents informed
- The Parent Coordinator sends weekly email and written communications about publishing parties and other classroom projects
- School newsletter keeps parents informed

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Student teachers from Columbia Teacher’s College and Bank Street College apply for vacancies after their work experience has ended. Other candidates are recommended for positions and sometimes DOE Open Market applicants are encouraged to apply through a well defined hiring committee and selection process.
- All new teachers are provided an on-site teacher-mentor throughout the school year
- An ICT coach provides on-going support for ICT teachers to develop strong teams
- EVCS assistant principal provides on-site support and professional development for TERC Investigations mathematics curriculum
- Teachers attend network mathematics implications professional development meetings
- Teachers attend network level professional development, Teacher’s College Inclusive Project pd, Responsive Classroom pd, on-site music pd support mathematics instruction
- Pupil personnel secretary will work with network HR point person to see that all required documentation and assessment deadlines are met

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- The Tools of the Mind curriculum in our preK program allows teachers to systematically scaffold a curriculum that develops self regulation and mathematics skills for our early learners
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Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Teacher per session for after school program two days per week,
 - Funding for instructional materials during extended day program and teacher professional development
 - FSF funding for AP
 - FSF funding for coach consultant

Annual Goal #4 and Action Plan

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

Annual Goal #4

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

Our school-wide attendance rate will improve by more than one and a half percentage points, so that our average attendance rate for the school year will be at least 94%.

Comprehensive needs assessment

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

The attendance rate for EVCS has hovered around the 92-93% mark for the last several years. Although we have attempted initiatives to bring this rate up, we have not yet been successful in doing so in any substantial way. In 2010-2011 our attendance rate was 92.4%, which according to our progress report, puts us in the zero percentile for our peer group and the 34th percentile City-wide. The EVCS School Leadership Team was alarmed by this statistic and thus identified improving this rate as a priority for the school.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a. strategies/activities that encompass the needs of identified student subgroups,
 - b. staff and other resources used to implement these strategies/activities,
 - c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d. timeline for implementation.

Our SLT began the effort to address this need at our school by creating an online survey for parents, aimed at understanding why students are absent from our school, parent perceptions about attendance and absence, and to collect ideas from parents about how might improve this rate. We have also started a dialogue at Parent Association meetings and by written correspondence home, to inform parents why it is important that their children attend school regularly. Based on the survey responses, our SLT will develop a strategy that combines incentives, rewards, and raising awareness to address this need at our school.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- We are not a Title I school, however we host a Curriculum Night where teachers explain curriculum plans and expectations
- All families receive a copy of EVCS Family Handbook which references information about attendance
- Parent conferences and meetings to inform and update parents about their child's attendance
- Parent's Association hosts monthly meetings to keep parents informed
- The Parent Coordinator sends weekly email and written communications about attendance
- School newsletter keeps parents informed about school-wide attendance incentives

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Student teachers from Columbia Teacher's College and Bank Street College apply for vacancies after their work experience has ended. Other candidates are recommended for positions and sometimes DOE Open Market applicants are encouraged to apply through a well defined hiring committee and selection process.
- All new teachers are provided an on-site teacher-mentor throughout the school year
- An ICT coach provides on-going support for ICT teachers to develop strong teams
- EVCS assistant principal provides on-site support and professional development for TERC Investigations mathematics curriculum
- Teachers attend network mathematics implications professional development meetings
- Teachers attend network level professional development, Teacher's College Inclusive Project pd, Responsive Classroom pd, on-site music pd support mathematics instruction
- Pupil personnel secretary will work with network HR point person to see that all required documentation and assessment deadlines are met

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs,

housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- School Aide interacts regularly with CFN support regarding attendance and nutrition student issues
- School Attendance and Health Committee regularly correspond with network support personnel regarding attendance issues

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- FSF for Clerical Aid position and OTPS for attendance incentives

Annual Goal #5 and Action Plan

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

Annual Goal #5

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

Students in grades K-5 will produce 8- 12 writing pieces from various genres.

Comprehensive needs assessment

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

2010 – 2011 Quality Review and 2010 - 2011 Progress Reports suggest the following: “Students did poorly last year in writing constructed responses to questions on the State English language arts test, so school staff wisely identified expository writing as a focus for improvement. Teachers have taken steps to emphasize writing as a key standard and adjust curricula plans, yet students have limited understanding of what expository writing is, what genres it includes, and insufficient examples of challenging writing assignments across content areas. Teachers administer on-demand assessments in writing and have a writing rubric as a common lens for evaluating students’ work. However, more work is needed to share mentor texts and, thereby, elevate expectations for writing across grades and content areas.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a. strategies/activities that encompass the needs of identified student subgroups,
 - b. staff and other resources used to implement these strategies/activities,
 - c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d. timeline for implementation.
- *Teachers will meet with principal and literacy staff developer to create rigorous tasks aligned to CCS writing standard 1*
- *Teachers will use Anderson rubric to guide creation of grade level rubric*
- *Teachers will use rubric to assess student work*

- *Staff meetings will focus on review of student work and discussing instructional decisions and 'next steps'*
- *In January, students writing will be assessed and scored against the grade level rubric*
- *Principal and literacy staff developer will facilitate grade level meetings to share ideas for supporting student work*
- *Teachers will participate in Network literacy PD*
- *Grade level meetings will focus on differentiated instruction for students approaching and below grade level expectations*
- *Students will be assessed in May*
- *See Literacy Assessment Plan above*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - We are not a Title I school, however we host a Curriculum Night where teachers explain curriculum plans and expectations
 - All families receive a copy of EVCS Family Handbook
 - Parent's Association hosts monthly meetings to share information and respond to parents inquiries
 - The Parent Coordinator sends weekly email and written communications to families
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 - All new teachers are provided an on-site teacher-mentor throughout the school year
 - An ICT coach provides on-going support for ICT teachers to develop strong teams
 - EVCS literacy staff developer/consultant provides on-site support of Teacher's College literacy curriculum with focus on implementation of reading and writing units of study
 - Wilson Language program provides on-site coach training for Foundations literacy program
 - Teachers attend network level professional development, Teacher's College Inclusive Project pd, Responsive Classroom pd, on-site music pd and theater arts PD

- Tools of the Mind training and support for implementation of TOM curriculum

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - The Tools of the Mind curriculum in our preK program allows teachers to systematically scaffold a curriculum that develops self regulation and early literacy skills in our early learners
 - School Aide interacts regularly with CFN support regarding attendance and nutrition student issues
 - School Attendance and Health Committee regularly correspond with network support personnel

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Teacher per session for after school program two days per week,
- Funding for instructional materials during extended day program and teacher professional development
- CFE for professional development

Academic Intervention Services (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

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

11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Extended Day (morning) Program with small group and one-to-one instruction, Extended Day (afternoon) Program Wilson Foundations Program Leveled Literacy Intervention Modified Reading Recovery
Mathematics	Extended Day (morning) Program with small group and one-to-one instruction, Extended Day (afternoon) Program
Science	Science Club
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	N/A
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011–12

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Cluster 2	District 01	Borough Manhattan	School Number 315
School Name East Village Community School			

B. Language Allocation Policy Team Composition [i](#)

Principal Robin Williams	Assistant Principal Bradely Goodman
Coach NA	Coach NA
ESL Teacher Sylvia Vidal	Guidance Counselor Aurora Fields
Teacher/Subject Area Leslie Soho	Parent type here
Teacher/Subject Area	Parent Coordinator Mary Talbot
Related Service Provider Bryan Scott	Other Jethro Reyes
Network Leader Alison Sheehan, Joe Cadessdy	Other

C. Teacher Qualifications [i](#)

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0

Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
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D. School Demographics

Total number of students in school	208	Total Number of ELLs	7	ELLs as share of total student population (%)	3.37%
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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. [i](#)

1. During the initial enrollment process of each new entrant, a Home Language Survey (HLS) and an informal interview with the child is completed by our certified ESL teacher Sylvia Vidal. 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 NYSESLAT 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 and/or schedule a meeting with the ESL teacher to view and/or discuss their child's program and/or schedule a meeting with the ESL teacher to view and/or discuss their child's program. The majority of our parents, to this date, have demonstrated a preference for the free-standing ESL model.

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

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 default transitional bilingual program.. 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.

Part III: ELL Demographics

A. ELL Programs

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

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

This

school

offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	3
SIFE	0	ELLs receiving service	1	Long-Term	0

Number of ELLs by Subgroups				
		4-6 years		(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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	6	0	3	1	0	0				7
Total	6	0	3	1	0	0	0	0	0	7

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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
TOTAL	0													

Dual Language (ELLs/EPs) K-8

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u>1</u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u>2</u>
	Other: <u>4</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		2												2
Chinese				1										1

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1	0	1	1							0	4
TOTAL	0	3	1	1	1	1	0	7						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

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. When necessary and appropriate, our school ensures that students are evaluated in their native language by using the assessment tool of EL SOL for Spanish speaking students and reach to the Department of Education for resources on evaluation tools for other languages. Our school, also retrieves social history and academic evaluations for students in their native language by scheduling interpreters and bilingual evaluators when necessary.

5. 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

A. Programming and Scheduling Information

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)

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100% 75% 50% 25%	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		
100% 75% 50% 25%	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 a pull-out and push-in program for reading comprehension: such as comprehension		
100% 75% 50% 25%	these strategies will 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 piece		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

consist of students in Kindergarten to fifth grade.

B. Programming and Scheduling Information--Continued

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

8. Several intervention programs are made available and are considered for our population of ELL's for example 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. 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

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

8. Several intervention programs are made available and are considered for our population of Ell's for example 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. 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.

9. 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 supported by the classroom teachers using scaffold instruction. The ESL teacher will evaluate student's progress and target the area of most need and work in developing strategies with the student to reach proficiency levels in all four modalities. Students will engage in self-assessments and take notice of their own learning behaviors by either keeping a journal of goals they can set for themselves, and/or taking notes of strategies they may use when confused or have questions. Continuing collaboration with student will be exchanged to develop new goals and to assess student's progress.

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

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

12. 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 community meetings, student publishing parties, field trips, art and movement. Other programs include S'cool Sounds Music, Spanish, 3rd Street Music School, Boys Club, Middle School Advisory Team and Phoenix Theater Company. Parents are also informed of after school and summer enrichment programs that are available city wide for their children.

13. 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.

B. Programming and Scheduling Information--Continued

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

8. Several intervention programs are made available and are considered for our population of Ell's for example 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. 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.

9. 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 supported by the classroom teachers using scaffold instruction. The ESL teacher will evaluate student's progress and target the area of most need and work in developing strategies with the student to reach proficiency levels in all four modalities. Students will engage in self-assessments and take notice of their own learning behaviors by either keeping a journal of goals they can set for themselves, and/or taking notes of strategies they may use when confused or have questions. Continuing collaboration with student will be exchanged to develop new goals and to assess student's progress.

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

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

12. 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 community meetings, student publishing parties, field trips, art and movement. Other programs include S'cool Sounds Music, Spanish, 3rd Street Music School, Boys Club, Middle School Advisory Team and Phoenix Theater Company. Parents are also informed of after school and summer enrichment programs that are available city wide for their children.

13. 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.

14. Student's language is supported in the classroom by teachers and support specialist in providing bilingual

Courses Taught in Languages Other than English 

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

Social Studies:

0

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. Inquiry teams are also formed where ESL teacher and classroom teachers study and evaluate writing performances that include the performances of English language learners.

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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 S'cool Sounds, 3rd Street Music School, Boys Club, and Phoenix Theater Company. Each of these community based organizations offers a parent component for parental involvement.

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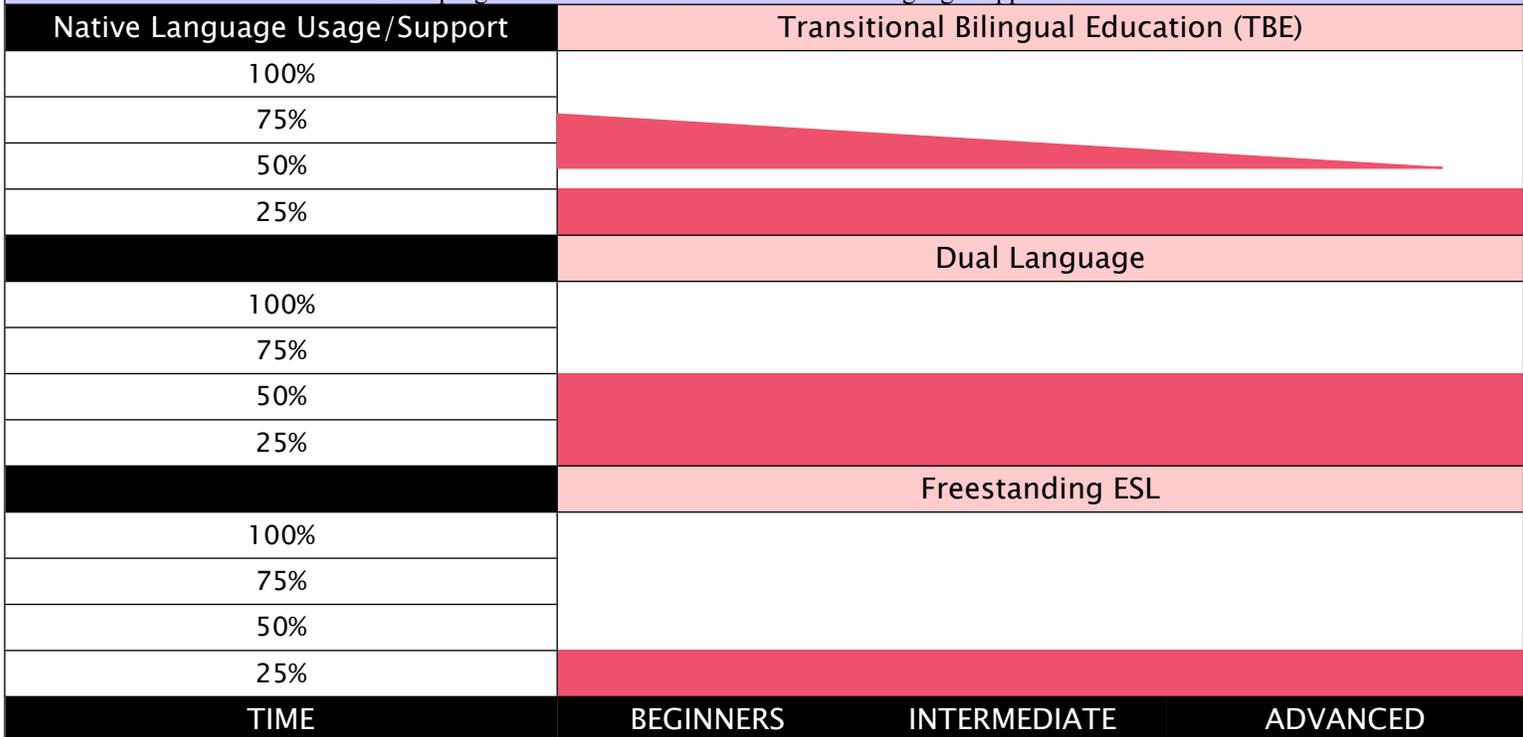
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What other activities are offered to ELLs?

B. Programming and Scheduling Information--Continued

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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Several intervention programs are made available and are considered for our population of Ell's for example 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. 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.

9. 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 supported by the classroom teachers using scaffold instruction. The ESL teacher will evaluate student's progress and target the area of most need and work in developing strategies with the student to reach proficiency levels in all four modalities. Students will engage in self-assessments and take notice of their own learning behaviors by either keeping a journal of goals they can set for themselves, and/or taking notes of strategies they may use when confused or have questions. Continuing collaboration with student will be exchanged to develop new goals and to assess student's progress.

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

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

12. 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 community meetings, student publishing parties, field trips, art and movement. Other programs include S'cool Sounds Music, Spanish, 3rd Street Music School, Boys Club, Middle School Advisory Team and Phoenix Theater Company. Parents are also informed of after school and summer enrichment programs that are available city wide for their children.

13. 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.

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14. Student's language is supported in the classroom by teachers and support specialist in providing bilingual

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

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Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4					1				1
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								0

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 the development of writing and reading. Data informs a lower proficiency in the area of writing with the upper grades (3rd – 5th). Inquiry teams and study groups are focusing closely to the development of writing.

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.

NA

Part VI: LAP Assurances

School Name: East Village Community

School DBN: M315

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robin Williams	Principal		
Bradely Goodman	Assistant Principal		
Mary Talbot	Parent Coordinator		
Sylvia Vidal	ESL Teacher		
	Parent		
Leslie Soho	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Aurora Fields	Guidance Counselor		
Alison Sheehan	Network Leader		
Bryan Scott	Other <u>Speech Therapist</u>		
Jethro Reyes	Other <u>Physical Therapist</u>		
	Other		1/1/01

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LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 01M315 **School Name:** East Village Community School

Cluster: 01 **Network:** CFN102

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

Part A: Needs Assessment Findings

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

We use a range of methods to ensure that our parents are receiving information in the language most comfortable for them. Because we are a small school we do an initial assessment with each family that comes in to register. We talk with them fact-to-face to figure out what their needs are. We use the home language intake sheet, as well as a family survey. And we rely on information from teachers and support staff who may learn of a family member in need of information provided in a language other than English, either orally or in written format.

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.

Less than five percent of our parent population requires interpretation and translation services. Again, because of the size of the school, we are able to communicate this to staff and the parent association orally and via letter and email.

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.

We translate, in -house, documents such as narrative reports and interim assessment data for parents. Many members of our staff are bilingual including our parent coordinator, and have translation experience. Because we know exactly who needs written translations, we are able to provide these in a timely manner, and we stay in regular contact with those parents to insure that the information has been received and understood.

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.

We also offer interpreting for parent-teacher conferences and workshops in-house, by school staff. We also can communicate via telephone and in person with our non-English speaking families on a daily basis, to answer questions or offer information. We are able to provide interpreting at the supr of the moment because our parent coordinator, ESL teacher and other staff are on site and available to step in to provide services when needed.

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

All of our school publications (parent handbook, letters home at the beginning of the school year, teacher communications with parents) remind families that translation and interpretation services are available. We also display posters notifying families of available services and teachers maintain close contact with families to ensure that they are getting the translation and interpretation services they need.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: East Village Community School	DBN: 01M315
Cluster Leader: Corinne Anselmi	Network Leader: Alison Sheehan
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 6
Grades to be served by this program (check all that apply): ●K ✱1 ✱2 ✱3 ●4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ESL teacher works 1:1 with students in language based after school sessions. Students are recommended by the teachers based on below benchmark performance on literacy assessment. The teacher is a licensed ESL teacher who works regularly with our program. The teacher has access to ESL materials and materials used for students in the Extended Day Program who require academic intervention.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The Title III Program teacher receives network level professional development from CFN 102 and CFN 203

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents are invited to literacy and math workshops, Cookshop for Parents workshops, PA meetings to discuss curriculum, Curriculum Night, parent meetings focused on curriculum and ways to work with children at home. Parents are notified in newsletters, email communications and in person.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$624

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	624.00	624.00 for per session
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		