



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: ROBIN WILLIAMS

DBN: 01M315

PRINCIPAL: ROBIN WILLIAMS

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SUPERINTENDENT: DANIELLA PHILLIPS

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	
Elizabeth Wanttaja	*UFT Chapter Leader or Designee	
Elizabeth Puccini	*PA/PTA President or Designated Co-President	
Bradley Goodman	Member/Assistant Principal	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Jennifer Nessel	Member/Parent	
Teresa Seeman	Member/Parent	
Andrea Henze	Member/Teacher	
David Bilotti	Member/Parent	
Velda Crawford-Woods	Member/	
Marijka Robertson	Member/	
David Smoke	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 Reading

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
At the end of the year, 75% of general education students in grades K-5 will be reading at grade level benchmarks, as measured by running records assessments. 85% of students with IEP's will be reading at the benchmark levels indicated in their goals, as measured by running records

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.

Below are the performance percentages for students in level 3 and 4 on the 2011 and 2012 NYS ELA Test:

2011 71.0%

2012 74.6%

2012-2013 (anticipated gain 78.0%)

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) key personnel 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.

Action Plan

Describe your plan for meeting your goal, including staffing, scheduling, and funding.

- *Teachers will follow the 2013-2014 Literacy Assessment Plan*
- *Teachers will meet regularly to review student performance on periodic assessment and identify students who need additional in class support or participation in extended day classes*
- *Monthly data collection of all students benchmark levels will be entered in GoogleDocs and reviewed by teachers and administrators*
- *Teachers will prepare and implement instructional plans based on performance on periodic assessment*
- *Host weekly staff meetings and grade level meetings to facilitate collegial discussions around curriculum assessment, best practices in teaching, differentiated instruction, literacy, and inclusion*
- *Meet with literacy consultant and grade level teams on a regular basis to*

	<p><i>discuss student achievement and focus on evidence gathering for Common Core Tasks</i></p> <ul style="list-style-type: none"> • <i>Provide training for K-2 teachers in Wilson Language Foundations Program to improve students decoding skills</i> • <i>Provide teacher training for Wilson Language Intervention to target instruction for struggling readers</i> • <i>Teachers will participate in Network led professional development focused on CCS and development of best practices in teaching</i>
<p>Evidence</p>	<p><i>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</i></p> <p>1) Literacy Assessment Plan 2013-2014</p> <p>Kindergarten</p> <ul style="list-style-type: none"> Concepts of print Letter ID Sound ID <p>First Grade</p> <ul style="list-style-type: none"> Word List *Spelling Assessment Text Assessment <p>Second Grade</p> <ul style="list-style-type: none"> Word List *Spelling Assessment Text Assessment <p>*Spelling Assessment – Enter the child’s score and spelling stage on the whole class profile and enter the class composite on GoogleDocs.</p> <p>1) NYS ELA Test performance</p>

- Strategies to increase parental involvement**
- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Curriculum Night is an opportunity for teachers to explain curriculum plans and expectations
 - All families receive a copy of EVCS Family Handbook which references the literacy curriculum
 - School Leadership Team reviews school data to determine curriculum goals

- 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

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- OTPS budget categories include: literacy coach funding and literacy 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 Writing

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

75% of students in grades K-5 will show growth in at least 3 out of 5 rubric criteria between the on demand pre-assessment and post assessment in a non-fiction writing unit.

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.

Below are the performance percentages for students in level 3 and 4 on the 2011 and 2012 NYS ELA Test:

2011 71.0%

2012 74.6%

2012-2013 (anticipated gain 78.0%)

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) key personnel 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 follow the 2013-2014 Literacy Assessment Plan*
- *Teachers will meet regularly to review student performance on periodic assessment and identify students who need additional in class support or participation in extended day classes*
- *Teachers will prepare and implement instructional plans based on performance on periodic assessment and class work*
- *Host weekly staff meetings and grade level meetings to facilitate collegial discussions around curriculum assessment, best practices in literacy teaching, differentiated instruction, literacy, and inclusion*
- *Meet with literacy consultant and grade level teams on a regular basis to discuss student achievement and focus on evidence gathering for Common Core Tasks*
- *Teachers will participate in Network led professional development focused on CCS and development of best practices in grade level writing*

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Curriculum Night is an opportunity for teachers to explain curriculum plans and expectations

- All families receive a copy of EVCS Family Handbook which references the literacy curriculum
- School Leadership Team reviews school data to determine curriculum goals
- 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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- OTPS budget categories include: literacy coach funding and literacy 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.

75% of students in grades K-5 will meet grade level expectations according to a teacher-developed rubric based on the CCS Standards of Practice on the final assessment of a Contexts for Learning number and operations unit..

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.

Below are the performance percentages for students in level 3 and 4 on the 2011 and 2012 NYS Math Test:

2011 75.80%

2012 74.6%

2012-2013 (anticipated gain 78.0%)

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) key personnel 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.
- *On-going teacher professional development focused on alignment of TERC curriculum to CCS*
- *Performance Assessment Grant funding for per session for teacher participation to meet instructional expectations*
- *Monthly collection of student data entered in GoogleDocs and reviewed by teachers and administrators*
- *Development of instructional plans created from assessment data and review of end-of-unit assessments*
Use assessment data and teacher notes and observations to identify students for extra support participation in Extended Day Program

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Curriculum Night is an opportunity for teachers to explain curriculum plans and expectations
- All families receive a copy of EVCS Family Handbook which references the literacy curriculum
- School Leadership Team reviews school data to determine curriculum goals
- 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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

OTPS budget categories include: math coach funding and math professional development

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 be 94% (minimally).

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.

Review overall performance for students in level 3 and 4

2010 93.3%

2011 92.4%

2012 93.6%

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) key personnel 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.

- *Provide incentives and rewards for students with 95% and above attendance*
- *Increase outreach to families when children are absent*
- *Host Monthly meetings with Attendance Committee*
- *School Aide contacts families for follow-up when students are absent*
- *Provide written correspondence for parents of students with poor attendance*
- *Work with network attendance teacher to provide follow-up with children with lowest attendance*

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Curriculum Night is an opportunity for teachers to explain curriculum plans and expectations
- All families receive a copy of EVCS Family Handbook which references the literacy curriculum
- School Leadership Team reviews school data to determine curriculum goals
- Parent's Association hosts monthly meetings to keep parents informed

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

FSF School Aide

TL RS Guidance Counselor

- OTPS budget categories include 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.

Administrators will conduct 6 observations of classroom teachers throughout the school year. Each lesson plan should reflect ‘distinguished’ and ‘highly effective’ features from the Danielson Framework. Specifically,

- **Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate for individual learners.**
- **All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.**
- **Instructional groups are varied as appropriate to the students and the different instructional outcomes.**
- **The lesson or unit structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.**

Comprehensive needs assessment

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

Based on suggestions from 2010 Quality Review, Part 2 Overview, areas that need to improve include the following:

- Raise expectations for task complexity and writing across content areas to challenge students at higher levels
- Monitor closely students’ learning and progress in science and social studies to improve consistency across grades
- Deepen the rigor in differentiating instruction so that questioning and tasks better meet the needs of higher performing students
- Refine expectations for teacher feedback on students’ writing to make clear next steps for learning.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.
- Professional development will focus on ways to prepare teachers to employ methods and learning tasks that engage students in their development of concepts and skills and in generating structures to assist in their transference of knowledge.
- Administrators, coaches, and consultants will facilitate grade level meetings and staff meetings to reinforce expectations for professional responsibilities

around the Danielson Framework for teaching

- Teachers will be provided with ongoing opportunities to collaborate, reflect, and improve their practice with in supportive professional learning community.
- By June, all teachers through the lens of Domain 1 of the Danielson Framework for planning and preparation, Component 1c: Setting Instructional Outcomes from the Danielson Framework, all teachers receive feedback for 6 observations.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Curriculum Night is an opportunity for teachers to explain curriculum plans and expectations
- All families receive a copy of EVCS Family Handbook which references the literacy curriculum
- School Leadership Team reviews school data to determine curriculum goals
- Parent's Association hosts monthly meetings to keep parents informed

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- OTPS Categories: Literacy Coach, Math Grant, Differentiated Instruction

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	N/A		
Mathematics	N/A		
Science	N/A		
Social Studies	N/A		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	N/A		

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

The criteria for hiring is determined by the administrators and teachers who serve on the hiring committee. In addition to satisfaction of standard NYS certification requirements, we seek dedicated teachers who commit to working in a collegial professional community, with the intention of sharing their best practices in teaching. Our teachers demonstrate proficient and distinguished levels of performance in the domains, components, and elements of Danielson's Framework for teaching.

All teachers participate in on-going professional development including

Coach led math professional development

Math consultant support

CFN 102 Network math professional development

Literacy consultant support

CFN 102 Network literacy professional development

Teacher's College Reading and Writing Project workshops

Wilson Language coach support

Bank Street College Language Series

On-site professional development

Morningside Center for Teaching Social Responsibility

New Teachers work closely with an assigned mentor who supports them two hours per week. Other teachers are Highly Qualified as defined by NCLB.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

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 [?](#)

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

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	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		

D. School Demographics

Total number of students in school	260	Total Number of ELLs	7	ELLs as share of total student population (%)	2.69%
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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. [①](#)

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. Parents are also invited to call and/or schedule a meeting with the ESL teacher to view and/or discuss their program choice on or before five days of notification. The majority of our parents, to this date, have demonstrated a preference for our free-standing ESL model.

3. Our school ensures that entitlement letters, Parent Surveys and Program Selection forms are returned by obtaining an open file with the ESL teacher for follow up. The ESL teacher keeps records of all parent notifications, letters and forms that have been sent out and returned in her ESL file cabinet. The ESL teacher either sends another reminder to parents, calls parents and/or ask classroom teachers to follow up on the return of forms from parents.

If a form is not returned students are placed in the 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 <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional														0

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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
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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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

A. Programming and Scheduling Information

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 available to one on one with SIFE students. Instructional methods include observations and familiasrization of school and community environment.

Courses Taught in Languages Other than English ⓘ

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

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

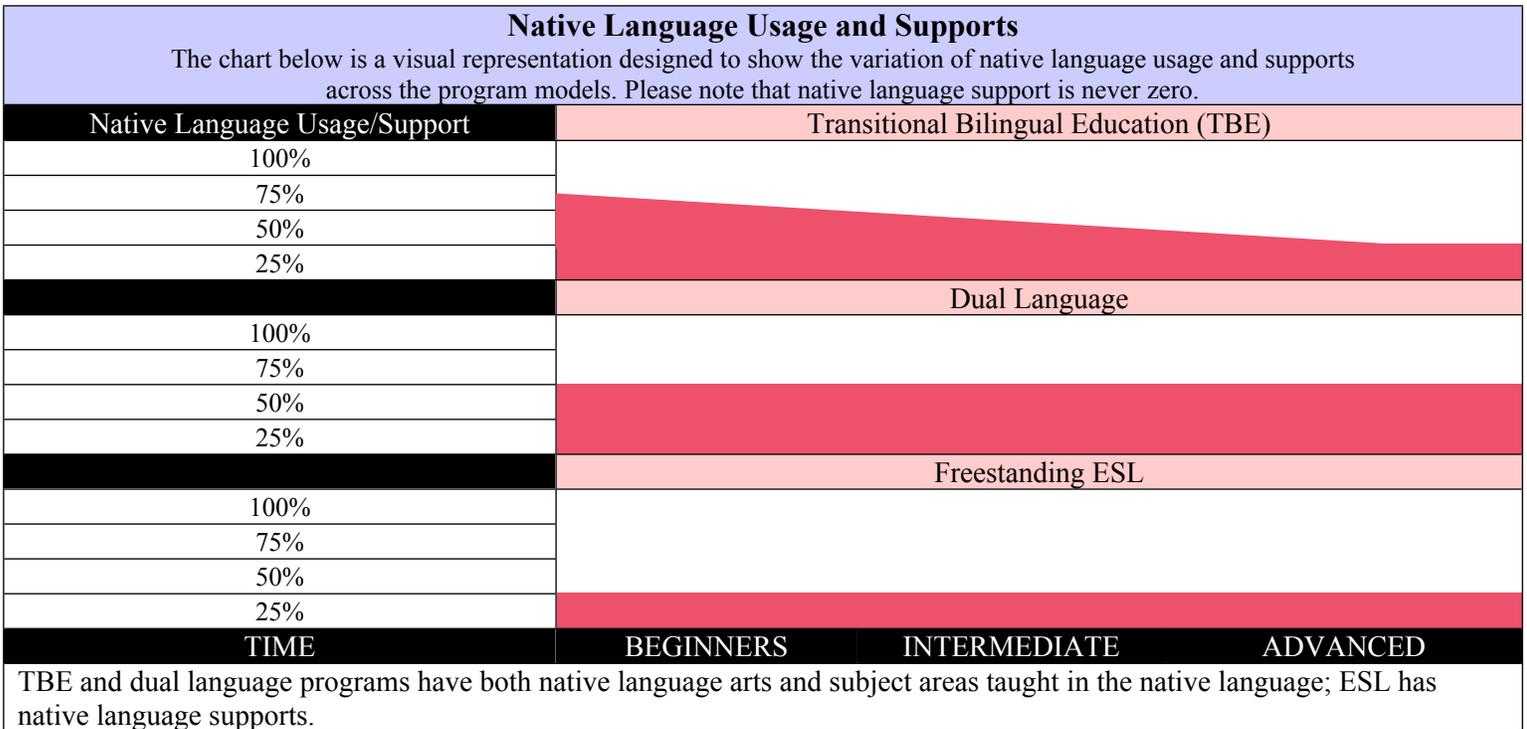
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



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. Native language support is delivered in the ESL program model by facilitating students with materials in their native language when available. ESL teacher works closely with students to encourage and motivate students to perform tasks in native languages when necessary.

15. Students are grouped according to grade and proficiency levels at the beginning of the school year.

16. Newly enrolled ESL participate in all school activities, such as "Welcome Parent Share" given in the beginning of the school year.

17. NOT APPLICABLE

C. Schools with Dual Language Programs

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

NA

D. Professional Development and Support for School Staff

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

1. Our school plans to invite ESL teachers and classroom teachers to attend network meetings in our school district that are 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.
2. Our school plans to support staff to assist ELL's as they transition from elementary school to middle school by providing teachers and staff with content area PD's, overview of expectations for middle schools and invite teachers to conduct workshops to students about middle school expectations. Students in 5th grade also participate in an Advisory teams where they learn to confront transitional issues and developmental changes. Students also participate in conferencing about their goals for middle school and are given materials to continue developing their skills to prepare them for middle school. Parent coordinator also assists and coordinates tours to middle schools for both students and parents. Workshops are also provided to students about the middle school process. In addition, students that have not yet met performance levels are invited to attend summer school and enrichment programs.
3. The ESL teacher shares information and/or conducts an ESL workshop during our 7.5 hours of PD to classroom teachers at least three times a school year. The ESL teacher also assures to meet with common branch and special education teachers in small groups or on a one to one session for planning.

E. Parental Involvement

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

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

2. Our school partners with community based organizations to bring workshops to parents, offer student participation in special events and to support school goals. These organizations 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.

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
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									0
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				
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								

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. Teacher collaboration teams and study groups are focusing closely to the development of writing.

3. instructional decisions are based on both proficiency levels obtain from exams as well as informal assessments conducted throughout the year from in classroom teachers and ESL teachers. Teachers collaborate to plan and create instruction based on those result. For example differentiated instruction is provided, reading materials match reader's level and writing is scaffold.

4. a. NOT APPLICABLE (NO NATIVE ASSESSMENTS ARE PROVIDED) / DO NOT USE ELL PERIODIC ASSESSMENT
 b. NOT APPLICABLE
 c. NOT APPLICABLE

5. NA

6. The success of our ESL program is based and evaluated using informal assessments, classroom teacher assessments and student's performances and participation in his/her regular classroom.

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robin Williams	Principal		1/18/13
Bradley Goodman	Assistant Principal		1/18/13
Mary Talbot	Parent Coordinator		1/18/13
Sylvia Vidal	ESL Teacher		1/18/13
	Parent		1/1/01
	Teacher/Subject Area		1/18/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Aurora Fields	Guidance Counselor		1/18/13
Alison Sheehan	Network Leader		1/18/13
Jethro Reyes	Other <u>Related</u>		1/18/13
Bryan Scott	Other <u>Speech</u>		1/18/13
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 01M315 School Name: East Village Community School

Cluster: 1 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.