

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**01M315**

**School Name:**

**THE EAST VILLAGE COMMUNITY SCHOOL**

**Principal:**

**BRADLEY GOODMAN**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: East Village Community School School Number (DBN): 01M315  
Grades Served: Pre-K – 5<sup>th</sup> Grade  
School Address: 610 East 12<sup>th</sup> Street New York, NY 10009  
Phone Number: 212-982-0682 Fax: \_\_\_\_\_  
School Contact Person: Bradley Goodman Email Address: Bgoodma4@schools.nyc.gov  
Principal: Bradley Goodman  
UFT Chapter Leader: Christine La Plume  
Parents' Association President: Borjana Yakov  
SLT Chairperson: Bradley Goodman  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A

**District Information**

District: 01 Superintendent: Daniella Phillips  
Superintendent's Office Address: 166 Essex Street, Room 136 New York, NY 10002  
Superintendent's Email Address: dphilli@schools.nyc.gov  
Phone Number: 212-353-2948 Fax: 212-353-2945

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 7<sup>th</sup> Avenue, 8<sup>th</sup> Floor New York, NY 10001  
Director's Email Address: ychu@schools.nyc.gov  
Phone Number: 646.470.0721 Fax: 917-339-1765

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Bradley Goodman	*Principal or Designee	
Christine La Plume	*UFT Chapter Leader or Designee	
Borjana Yakov	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Clara Lin	Member/ Teacher	
Andrea Henze	Member/ Teacher	
	Member/	
Elana Bakst	Member/ Teacher	
Louise Thornhill	Member/ Teacher	
Michelle Eaton	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Keren Estime	Member/ Parent	
Allison Gordon	Member/ Parent	
Frank Zambrelli	Member/ Parent	
Becca Esler	Member/ Parent	
	Member/	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

East Village Community School Mission Statement:

East Village Community School children, families and educators are committed to learning through a balanced academic and social curriculum. Students are encouraged to explore their world while building upon their unique strengths, interests, and learning styles.

It is our priority to provide an environment where all children and all families are valued, welcomed, cared for and supported. East Village Community School students learn the importance of community building, social responsibility, and conflict resolution.

Our goal is for EVCS graduates to be confident and kind, academically prepared, and ready to contribute towards positive social change in the community and world around them.

EVCS is a Pre-K through 5<sup>th</sup> grade school in Manhattan's District 1. We are a small school with two classes on each grade level, with an average class size of 24 students. We have both general education and integrated co-taught (ICT) classes on each grade level. Our curriculum is Common Core Standards-based as well as child-centered and developmentally appropriate. We have a strong commitment to instruction in the arts, and children attend at least one class in visual art, dance, music, or theatre every day. We are committed to the principles of social-emotional learning and have school-wide implementation of the Responsive Classroom Approach.

EVCS students have made tremendous gains over the last few years in all academic areas, as measured by state and local assessments. We strive to maintain a culture of high expectations and academic rigor, while continuing to nurture and support the creative, developmental and emotional needs of all of our students. EVCS is an inclusive school and teachers always endeavor to have deep understanding of each individual student's strengths, struggles, affinities and needs. Teachers meet each child where he or she is and works with them from their zone of proximal development.

Over the last five years the teachers and administration of The East Village Community School have been deeply invested in the formidable task of understanding the scope and sequence, academic content and pedagogy demanded by the Common Core State Standards, and aligning our curriculum and approach to them. Our school has a long history of championing a child-centered and constructivist approach to teaching and learning, and while our school community is committed to embracing greater rigor in our curriculum vis-à-vis the common core standards, our mission statement underscores the importance of maintaining balance and harmony between academic rigor and our overall progressive pedagogy. Our goal is to do both equally well.

The Instructional Core suggests that the relationship between student expectations, habits and behaviors, teacher pedagogy and academic content/curriculum must be kept in balance. When one aspect of the instructional core is shifted, as in the adoption of a new curriculum, the other aspects must be adjusted as well to maintain equilibrium. We are entering our third year of using Common Core aligned curriculum and we recognize that simply teaching with new materials and content is not enough to deliver enduring and substantive change. Our teachers require robust and resonant professional development in this new curriculum, and they need ample time and structures to support

collaboration, planning with grade-level partners and across grade levels, and opportunities to study their own and their colleagues' pedagogy in a collegial manner. We have made much progress over the past year regarding our rigorous instruction and how it manifests itself in our classrooms. Many of our teachers have participated in cycles of Japanese Lesson Study over the last several years with teachers and facilitators from our other like minded schools in our district and throughout the city, and we have found that this can be among the most powerful vehicles for professional development, and we hope to do more of this going forward as we focus on collaborative teachers as our key area of focus. We also have a goal this year to integrate structures and routines that support universal and transferable skills of executive functioning and self-regulation. Our staff has been studying Costa and Kallicks's *Habits of Mind*, and is looking at ways these skills can be taught through the academic curriculum. The Lesson Study model allows us to highlight these practices and use them as a lens for looking at curriculum and pedagogy as a vehicle for developing these universal skills.

## 01M315 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	289	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		94.2%
% Free Lunch	30.1%	% Reduced Lunch		2.2%
% Limited English Proficient	0.7%	% Students with Disabilities		29.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.4%	% Black or African American		12.0%
% Hispanic or Latino	24.3%	% Asian or Native Hawaiian/Pacific Islander		8.0%
% White	49.3%	% Multi-Racial		4.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		21.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		3.68
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	48.4%	Mathematics Performance at levels 3 & 4		65.2%
Science Performance at levels 3 & 4 (4th Grade)	80.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

We have gone to great lengths over the last three years to align our ELA and math curricula to the Common Core Standards. We also have a long-standing commitment to providing rich instruction in social studies and science, as well as visual arts, music, dance and theatre. Based on formal surveys of staff and many discussions with our School Leadership Team, we recognize that our structures for formal assessment are more robust within our ELA and math curricula, and that there is need to strengthen our assessment and celebration of student work in science, social studies, and the arts, and to have a system for tracking student progress in these areas over time.

### Part 2 – Annual Goal

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

Each student in grades K-5 will develop a digital portfolio with at least two artifacts of inter-disciplinary learning by the end of the year. Each artifact of work should be aligned to the Common Core Standards and/or represent the very best of each student’s abilities. These portfolios will travel with students from one year to the next, as a way of mapping the trajectory of their learning while also celebrating their progress. We will use Google Apps for Education as the platform for collecting, sharing and preserving these student performance based assessment tasks.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Student work celebrations will be held throughout the school year to share the inter-disciplinary learning and project-based work they have completed. Parents, other teachers, and related-service providers will be invited to all celebrations.</p>	<p>All students, parents, and teachers</p>	<p>September 2015 – June 2016</p>	<p>Classroom teachers</p>
<p>Professional Development workshops for classroom teachers revolving around the creation of inter-disciplinary units/curriculum and the use of the arts in ELA, math, science, and social studies.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, School Professional Development Committee</p>
<p>Students will have music, art and dance instruction six times each week, and projects in these special subjects will create access for students to display intelligences, skills and affinities that are not ordinarily addressed in the core academic curriculum.</p>	<p>Students with disabilities, English Language Learners</p>	<p>September 2015 – June 2016</p>	<p>Classroom teachers, cluster teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Reso-A grant will provide laptops and a cart, The Parent Association has provided a cart with 32 Chromebooks, the school is enlisting the help of a systems expert to set up Google accounts for all of our students through Google apps for Education.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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We will dedicate a Monday professional development period in February to be a portfolio share fair, where teachers will be expected to have collected at least one portfolio piece from each student, and to share the work and their process with other teachers .

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

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

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

### Part 1 – Needs Assessment

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

East Village Community School has been addressing the social emotional needs of our students through school-wide implementation of the Responsive Classroom approach and the 4Rs curriculum in grades K-5, as well as the STAR program for fifth graders. The school policy towards responding to all forms of misbehavior has always emphasized supporting and understanding all of the students involved as opposed to simply assigning punitive consequences. However, according to a recent survey conducted by our school diversity committee, many parents and teachers feel that more targeted support is needed to directly address issues related to helping students develop empathy and prevent bullying, and a less ambiguous school policy is needed that defines bullying and identifies the necessary response in instances of bullying..

### Part 2 – Annual Goal

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

By June 2016 teachers in all grade levels will have implemented concrete structures from the Responsive Classroom Approach to help all children develop empathy and prevent bullying (e.g. problem solving conferences), and the SLT will generate a clear policy to identify and address instances of bullying when it occurs.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>All of our teachers and staff will participate in a training, entitled Responding to Misbehavior, with Responsive Classroom lead trainer and author, Caltha Crowe.</p>	<p>All teachers, related service providers and administration</p>	<p>November 6, 2015</p>	<p>Principal is arranged training with Responsive Classroom trainers, who will come to our school on election day.</p>
<p>The School Leadership Team will develop an addendum to our school discipline policy that maintains our commitment to using a balanced approach to addressing behavior problems, while also highlighting our response to instances of clear bullying. Our response to undesired behavior is never purely punitive – we always strive to support all students in our response – and this addendum will be consistent with that approach.</p>	<p>Parents, Teachers, principal</p>	<p>April, 2016</p>	<p>Principal, SLT Chair</p>
<p>Teachers will receive feedback from administration and peers on their use of Responsive Classroom systems and structures to improve their practice as it applies to building empathy and bully-proofing their classrooms</p>	<p>All teachers</p>	<p>June 2016</p>	<p>Principal, teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>We will apply funds from our school budget towards professional development with a Responsive Classroom trainer who specializes in addressing behavioral issues within the Responsive Classroom framework.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

We will use data from the DOE School Environment Survey as well as a diversity survey to assess our progress in meeting this goal, using the 2014-15 data as the baseline.

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

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

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

### Part 1 – Needs Assessment

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

During the 2014-15 school year, our in-house arts department grew significantly. We now have three full-time art instructors. As a staff, we focused on the strengthening of our social studies curriculum over the past school year and aligned it with the newly released NYC Social Studies Scope and Sequence. During this time, both classroom teachers and the teachers within our arts department voiced a desire to align the curricula to one another. Based on the feedback from teacher surveys regarding our 2014-15 Professional Learning/Development plan, the teachers in the arts department felt disjointed from the rest of the school. A need to create a collaborative working relationship between art teachers and classroom teachers was identified to both create more rigorous social studies units and to increase the planning cohesion amongst all teachers at EVCS.

### Part 2 – Annual Goal

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

Every classroom teacher in grades Pre-K through 5 will collaborate with our visual arts, music, and dance teachers to integrate at least one unit of social studies work with their special programs.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Regularly-scheduled planning meetings for arts teachers and classroom teachers to align curriculum</p>	<p>All teachers</p>	<p>September 2015- June 2016</p>	<p>Curriculum Coach</p>
<p>Online and living documents of all social studies curricula being used at EVCS that are accessible to all teachers</p>	<p>All teachers, administration, coaches</p>	<p>September 2015- June 2016</p>	<p>Curriculum Coach, Administration</p>
<p>Social Studies pedagogical coach will visit 8 times throughout the year to work on integration of the arts to social studies content teaching</p>	<p>All teachers, administration, coaches</p>	<p>September 2015- June 2016</p>	<p>Administration, Social Studies Coach</p>
<p>Regularly-scheduled planning meetings for classroom teachers, the EVCS curriculum coach, and a Social Studies coach will be held to align curriculum to interdisciplinary work.</p>	<p>All teachers</p>	<p>November 2015-May 2016</p>	<p>Administration, Curriculum Coach, Social Studies Coach</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>We will apply funds from our school budget towards professional development with a social studies coach who specializes in teaching social studies in a multidisciplinary manner and integrating the arts into curriculum and content-teaching.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

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

In March 2016, teachers will share at a Monday Professional Learning session about the integration of the arts into their social studies teaching and analyze the effects it has had on student learning by studying student work as a staff.

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

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

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

### **Part 1 – Needs Assessment**

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

Since we adopted a new, Common Core aligned math curriculum in 2013, there has been a lot of demand by our teachers for professional development in math, as evidenced by surveys conducted by our Professional Development Committee, and feedback from our 2014 School Quality Review. Many EVCS teachers who participated in the Japanese lesson study model of professional development over the last few years through our Network have expressed that it was among the most highly valued professional learning experiences they have had. Last year we conducted three large-scale lesson studies at EVCS that involved all of our teachers in grades Pre-K through 5. We are interested in continuing our use of the professional development model so that all teachers will participate in at least one cycle during this school year. We are also hoping to deepen our practice with lesson study and formalize it as a professional development structure in our school by developing a PROSE proposal around carving out the time and space to do the important and necessary work of studying curriculum and pedagogy.

### **Part 2 – Annual Goal**

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

EVCS teachers and administrators will form a committee to apply for entry into the PROSE network, as a way of supporting and formalizing the innovative teacher practices at our school. Every teacher will participate in at least one Lesson Study cycle (Jugyokenkyu ) in the 2015-2016 school year.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Jugyokenkyu cycles will be scheduled throughout the school year by the school's curriculum coach.	All teachers	October 2015- June 2016	Curriculum Coach
As per the traditional Japanese model of Jugyokenkyu, we will invite interested parents to participate in lesson studies at our school.	All teachers, administration and Parents	September 2015-June 2016	Classroom teachers, coach, math facilitator
Some lesson studies will use the specific lens of differentiation for students with disabilities.	All teachers and administration	September 2015- June 2016	Classroom teachers, coach, math facilitator
Regular PROSE committee meetings will be held as well as feedback sessions for the entire staff on an ongoing basis during our Professional Development time on Mondays.	All teachers, related service providers, and administration	January 2016- May 2016	PROSE Committee (made up of CSA, UFT, and DC37 members)

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Additional staff will be required to permit teachers to observe other classrooms' lessons throughout the lesson study process.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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A professional learning committee survey will be sent out in March, 2016 to assess the effectiveness of the lesson studies already held and solicit feedback on the systems and structures utilized to facilitate the lesson studies.

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

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

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

### Part 1 – Needs Assessment

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

In the 2014-15 school year our school Parents Association spearheaded a diversity committee. The committee was run by parents and made up of parents, teachers and staff who felt concerned about issues related to diversity with regard to enrollment and our overall school experience. One of the initiatives the committee undertook last year was to conduct a comprehensive survey of all of our families to get a sense of how families at our school feel about and have experienced a range of diversity issues at our school. The survey results revealed that the majority of respondents feel that the EVCS community is a welcoming one and that activities, events and governance are inclusive and accessible. However, single parent and adoptive families reported that they could use more resources when it comes to feeling fully supported by our community. A small number of respondents reported that their children had had negative experiences at school related to diversity issues, and this is something that we will be looking into further.

### Part 2 – Annual Goal

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

The EVCS Diversity Committee will continue in 2015-16 to expand its membership and reach. The school will enlist the support of outside organizations to provide professional development for teachers and workshops for parents to gain tools, strategies and perspective in addressing diversity issues. Efficacy of this work will be measured by an annual diversity survey. Our goal is that more than 90% of parents taking the survey will respond positively to the questions measuring *Sense of belonging*, *Welcome at Parent Association events and meetings*, and *Comfort expressing opinions*.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>We will enlist the help of the outside organization Border Crossers to provide teacher training and parent workshops related to race and ethnic diversity.</p>	<p>Teachers, parents</p>	<p>September 2015 – June 2016</p>	<p>PA Diversity Committee, Administration</p>
<p>We will enlist the help of the outside organization Ackerman Institute for the Family to provide parent and family workshops related to gender diversity.</p>	<p>Students, parents, teachers and staff</p>	<p>September 2015 – June 2016</p>	<p>PA Diversity Committee, Administration</p>
<p>The Diversity Committee will conduct a follow up survey to measure progress made with regard to diversity at EVCS.</p>	<p>Parents</p>	<p>Spring 2016</p>	<p>PA Diversity Committee</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Our school Parents Association will be helping to pay for the outside organizations hired to support the diversity work at EVCS. Two parent volunteers with expertise in survey design and analysis will help to design, conduct and analyze the survey results.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>The Diversity Committee will conduct a follow up survey for parents in spring 2016. We currently have baseline data from 2015 survey, and we can measure if/where progress has been made.</p>

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Running Record Assessments	Reading recovery for 1 st graders, RTI reading program for all grades	One-to-one or small group work, as needed.	During the school day in both a pull-out model and small groups in the classroom, after school RTI in spring
<b>Mathematics</b>	Mid unit and summative assessments, daily exit tickets	Differentiated tasks, online software program called Dreambox	Small groups in the classroom, individual work on Dreambox	During the school day.
<b>Science</b>	Formative assessment	Guided reading groups around Science topics	Small groups in the classroom	During the school day
<b>Social Studies</b>	Formative assessment	Guided reading groups around Social Studies topics	Small groups in the classroom	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Anecdotal records from the classroom teacher, parent request	Individual or group counseling	Individual or group counseling in the guidance counselor's office	During the school day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

#### 2b. High Quality and Ongoing Professional Development

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

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

### **School-Parent Compact (SPC) Template**

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

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

District <b>01</b>	Borough <b>Manhattan</b>	School Number <b>315</b>
School Name <b>East Village Community School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Bradely Goodman</b>	Assistant Principal <b>NA</b>
Coach <b>Elizabeth Wantajja</b>	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Megan Kennedy</b>
Teacher/Subject Area <b>Rebecca Gross</b>	Parent
Teacher/Subject Area <b>Yadir Quintana</b>	Parent Coordinator <b>James Mowrey</b>
Related-Service Provider <b>Jethro Reyes</b>	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>298</b>	Total number of ELLs	<b>02</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	2	<b>Newcomers</b> (ELLs receiving service 0-3 years)	1	<b>ELL Students with Disabilities</b>	0
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	1	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	1	0	0	1			0			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE Arabic														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 

Our school uses 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. .

The collective assessment data provides insights to students strengths and weakness. It provides a lens to where students may be struggling or exceeding. For example, spelling inventory tells us what stages students are in their spelling, facilitating planning for word study, phonic practices and other focused areas. It also provides a lens to how students are understanding the language that they are listening to or reading. The collective comprehension data reveals what they are "really" understanding and where their confusions or strengths may be. Consequently, this data informs our instructional planning, which may include and are not limited to mini lessons embeded into lesson plans. Instructional plans may also include, for example more writing compared to more speaking and listening activities, if data has proven that they are proficient in listening and speaking then target instruction would be more toward reading and writing.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

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 then reading and writing. Data also reveals that our English Language learners have reached an advance level in speaking and listening but are not yet proficient in 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 for both of our current ESL students. ESL teacher is working closely with classroom teachers in reviewing and discussing strategies that have been working well with the students and strategies that have not.

Consequently, instructional decisions are made differentiating instruction for writing and reading comprehension. Insights reveal that

students need more scaffold instruction to bring meaning to what students are reading. Lessons, such as, those that include word studies and/or learning to deconstruct and reconstruct sentences for meaning and comprehension are some that will foster the development in these areas. Instruction is provided using various strategies tools for both reading and writing.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Percentage of students making progress in English is determined by analyzing the NYSESLAT scores individually. We currently have two ESL students in our school which have both made gain according to the levels of proficiency. Presently both students are in an expanding level of English Proficiency.

Data reveals that as they transition to a higher grade level, reading and writing continue to develop at a much slower rate than speaking and listening.

4. For each program, answer the following:

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

a. NA - we do not assess in home language.

- b. NA - formal periodic assessments are not currently used for our students. ESL teacher and classroom teacher are using informal assessments that consist of those mentioned above.

- c. NA - home language not used

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

The collective data is used to guide ESL teacher for instructional purposes which at the present time consist of a very small group of two students. Therefore, we are targeting the specific areas of need such as providing word work, grammar work, and other necessary tools that are described in RTI framework.

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

Differentiation is considered for instructional planning. ESL teacher and classroom teacher plan together to scaffold and provide various ways for students to participate in their regular classrooms. Students are provided with additional support materials, such as pictures, access to computers and library. Students are given an opportunity to demonstrate their learning using various assessment tools; presentations, verbal responses, and/or by collaborating with other students.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

NA

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

Our program is evaluated through informal and formal assessments such as the NYSESLAT scores, running records, writing assessments, and Getting Ready for the NYSESLAT assessments. Comparing these assessments along with the RLAT reports, ELA, Math and Social Studies scores, teachers and staff are informed of the successes and needs that our ELL's are presently demonstrating.

These assessments are maintained in an ESL student binder for the total years of services, of each student, and reviewed periodically with teachers and students to determine growth in specific areas.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

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

During the initial enrollment process, the Home Language Identification Survey (HLIS) is given to first time registrants into the New York City school and an informal oral interview of the parent is completed by one of our school pedagogues, Ms. Sylvia Vidal. Questions listed on the language survey are explained to parents to assure that parents have a full understanding of the questions. Once the survey is completed the ESL teacher, Ms. Sylvia Vidal reviews the responses and if the responses indicate that the child speaks a home language, at home, other than English the decision is indicated for eligibility for services and is then administered the NYSITELL within 10 school days. For Spanish speaking students, the Spanish LAB is administered within 10 school days of student's admission date.

Parents arriving or calling the school to schedule a first interview to enroll their child is asked whether they will need an interpreter during the interview. Once the request is made, the parent school coordinator arranges for an interpreter to be present during the interview. The Home Language Survey is then made available in parent's home language.

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

In recent years, as well as in the present school year, we have not had SIFE student enrollments.

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

Newly enrolled students with IEPs are carefully screened and reviewed by the Language Proficiency Team (Special Education Teacher, Guidance Counselor, ESL Teacher and Principal). The LPT team determines the child's eligibility for the NYSITELL. If the LPT determines the NYSITELL should be administered, administration will proceed. If the LPT determines that the NYSITELL should not be administered, the determination then goes to the principal. If the principal agrees with the LPT (to not give the NYSITELL), a final decision is made by the superintendent (or designee). The process to accept or reject LPT recommendations is conducted within 20 days of first enrollment date.

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

East Village Community school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and scores are determined by ENL teacher Ms. Sylvia Vidal who carefully follows procedures of start up. ESL teacher first obtains an RLAT report that indicates student's proficiency levels and if any test out scores. Entitlement letters are then sent to parents accordingly. Once the NYSITELL is administered to eligible students, they are scanned on ATS on the same day. Once test scores are obtained, entitlement letters are sent to parents within five days of administration. Entitlement or one-entitlement letters are sent to parents in the preferred language indicated during the intake process.

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

During initial interviews and parent orientations parents are informed of re-identification request policy and procedures; usually verbally during ENL meetings and/or during ENL orientations by the ENL teacher Ms. Sylvia Vidal. Parents that attend orientation in the beginning of the school year complete the parent selection form in person; pertaining information about the program and appeals is therefore explained in detail by the ENL teacher. Correspondence is provided to parents in their preferred language as indicated by parents in the initial intake process. Interpretation is arranged and scheduled, when and if it is requested by parents.

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

After the initial NYSITELL testing parents are invited within 10 days of their child's start date, to attend an orientation with the ESL teacher by letter correspondence in parents preferred language. Parents are invited to watch a video that explains all three available programs for child (Dual Program, Bilingual Program, ENL Program). After parents have watched the video they are asked to make a selection for their child by completing the Parent Selection form. After these have been submitted LAP team members discuss and evaluate parent's choice for programs. Programs are or will be created according to the needs and choice of parents. Presently, parent's choice are for Free Standing ESL. If a parent fails to complete survey, the default placement would be a bilingual program (this has never been the case at our school because ENL teacher and team members have assured that all surveys are completed).

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent Surveys and Program Selection forms are signed and submitted during our parent orientation day in parent's preferred language. Parents that are unable to attend are sent a letter or memo in their preferred language, inviting them to a teacher - parent meeting on the most earliest and convenient day for the by the ENL teacher Ms. Sylvia Vidal. Meetings and follow ups are usually conducted on Tuesdays which are our school's official parent engagement day. Letters and/or memos that are sent to parents of reminders to submit the parent survey and/or Program Selection form are copied and filed by the ENL teacher. When and if forms are not returned within a timely manner the default program for ELL's is indicated as bilingual education. This has not been the trend in our school; surveys have been returned by parents in a timely manner.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. To further ensure surveys are completed and returned ENL teacher, may in occasions, meet parents during student arrivals and or during dismissal and ask that they complete the forms during a brief orientation. In other instances parent coordinator will assist in reaching out to parents by email.
9. Describe how your school ensures that placement parent notification letters are distributed. ENL teacher retains copies of placement parent notification letters in a binder accessible in the ENL room. Principal and other administrators review binder during the initial process to assure that letters were sent out to parents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). ENL teacher maintains a binder that includes copies of all startup procedures, testing results, parent surveys, parent program selection forms and all entitlement letters.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. ENL teacher along side with classroom teacher and testing coordinator plan days and time to administrate the NYSESLAT. The NYSESLAT eligible report is obtained on ATS to assure that all eligible students are administered the NYSESLAT exam. The NYSESLAT is administered by grouping ELL's appropriate by testing grade levels. Each subtest is administered on different days. Speaking portion of the test is administered individually on the first day and other subtest are administered, in small groups accordingly, as stated in the NYSESLAT memos. Scheduling includes at least five available days for make up exams for students that were absent on test dates.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. At the beginning of the identification process and review of NYSESLAT scores, the ENL teacher Ms. Sylvia Vidal identifies the students that will continue receiving services and sends notification letters to parents in their preferred language. Copies of letters are kept in a binder that is reviewed periodically along side the list of eligible students to assure that all parents have received notification of continuing services and transitional support.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
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.

## Part V: ELL Programming

## A. Programming and Scheduling Information

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

The organization model for our schools consist of Free Standing ENL program. We currently have two English language learners that are pulled out and travel together to the ENL room. Although students are in different grades they are at the same proficiency level of expanding. 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 one level apart. For example; entering with emerging , or transitioning with expanding. Grade levels are also taken into consideration when grouping (kindergarteners with first graders, and second – fifth graders grouped heterogeneously).
  - b. TBE program. *If applicable.*  
NA
  - c. DL program. *If applicable.*  
NA
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

ELL students in entering and emerging stage receive 360 minutes of English a a new language weekly. ELL students in transitioning and expanding levels of proficiency receive 180 minutes of instructional mandated time weekly. Current English language learners are both "expanding" and are recieiving 180 mandated mintues of ENL instruction. Students are serviced three times a week for 60 minutes.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Core content is delivered and scaffold in small groups. ESL teacher and classroom teachers often meet to discuss content learning themes, skills and expectations that ENL are currently learning and participating in their classrooms. ENL teacher then scaffolds and creates themes and lessons that align to the learning goals and related instructions of the classrooms.

Differentiation is considered for instructional planning. ESL teacher and classroom teacher plan together to scaffold and provide various ways for students to participate in their regular classrooms. Students are provided with additional support materials, such as pictures, access to computers and library. Students are given an opportunity to demonstrate their learning using various assessment tools; presentations, verbal responses, and/or by collaborating with other students.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELL's are not evaluated in their home languages throughout the year; periodic assessments are all in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Informal assessments are administered throughout the year using a variety of assessment tools. For example, "Getting Ready for the NYSESLAT" is used as well as, running records, spelling inventory, listening and speaking activitiies.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status
  - a. NA - we haven't had SIFE students in our school for several years.
  - b. Newcomer - Newcomers are often grouped with more advanced students (emerging students) to provide listening and speaking opportunities with others. Prompts for common phrases, academic instructions, pictures and symbols are provided to students. This collection of support is in their individual folders and accessible to the students in and out of the classrooms.
  - c. Developing - Developing students continue to received differentiated instruction with less prompts. However they are provided with hands on and accessible support; such as folders, lists of phrases, and /or pictures that prompt both their speaking and writing skills. IPAD and internet access is also available at any time when working in small groups with ENL teacher. Most classrooms also provide IPAD with internet access for quick look ups (websites and apps are integrated for quick access on IPADs and laptops).
  - d. Long term ELLs - Both our current ELL students are long term and are receiving instruction that targets the areas of most

- Chart need, such as developing writing and reading skills, which are the areas that both students have scored lower compared to speaking and listening.
- e. At the present time we do not have former ELL's. Our former ELL's have graduated.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.
- NA - we have not had this experience
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- Instructional strategies include but are not limited to providing opportunities for students to research, inviting students to share their interest in books and themes and creating ways for students to connect prior knowledge and experience to new knowledge and experience. ENL teacher encourages students to connect and/or use their cultural experiences for meaningful understanding of new learning. Materials that are use may stem from graphic organizer, venn diagrams, use of real objects, maps - these may look different every year depending on the individual profiles and needs of our ELLs.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- ENL teacher and special education teacher along with other members (speech, occupational therapist, etc) meet often to discuss learning behaviors that are common or different among the different settings. Just the same, specialist meet to discuss scheduling that is flexible to all providers and those that do not promote a restrictive environment.

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

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

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

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



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

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

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

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

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

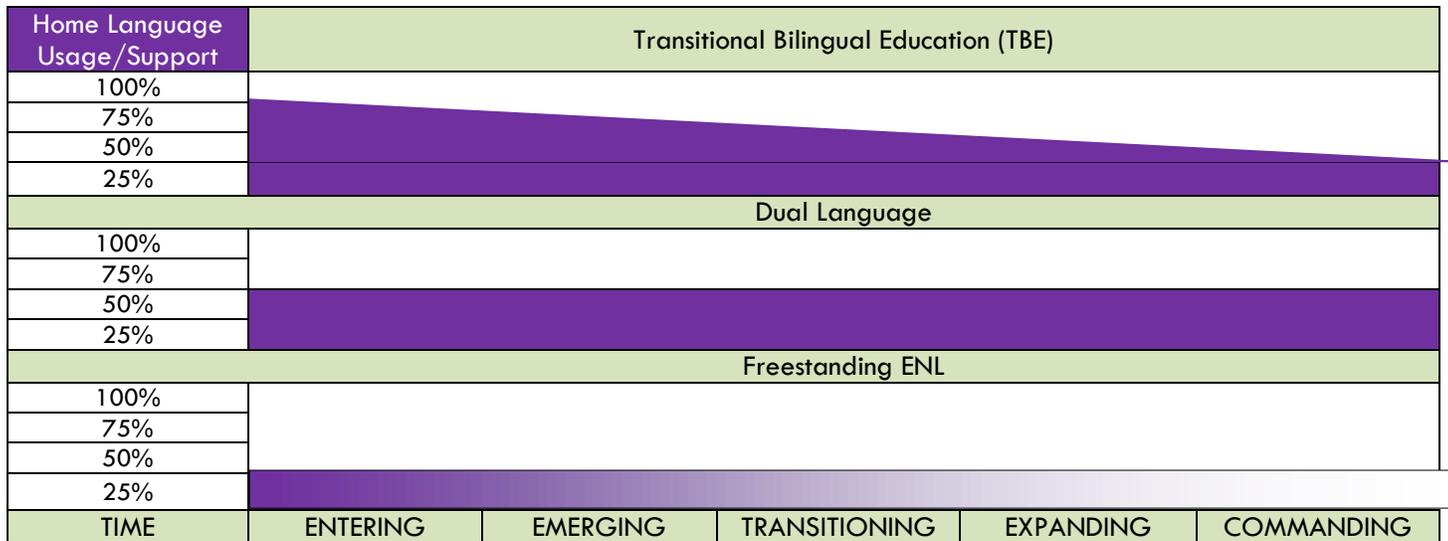


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
SESTS, Extended Day, Afterschool: Test Prep, Enrichment, On site Jewish Board Family Services for academic and emotional counseling.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
They are periodically assessed. Needs for improvements are discussed and reviewed with teachers, other specialist and with parents. Together plans and/or interventions are created that will foster their development.
12. What new programs or improvements will be considered for the upcoming school year?  
At the present time we are not considering new programs.
13. What programs/services for ELLs will be discontinued and why?  
NA
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
English language learners have equal access to all programs. Parents are notified of all events and programs. They are periodically advised of changes and or needs for improvements and advised of interventions that will foster their development. Teachers also work collaborately discussing the needs of students and matching them to intervention programs that will target those needs. Our parent coordinator sends every parent emails, news letters and announcements of schools current events.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
White Board  
Laptops  
Classroom Computers  
Listening Centers
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
DL - Not Applicable  
TBE - Not Applicabe  
ENL - Students are encouraged to read in their native language at home. School has a limited number of bilingual text that students often take home or use for independent reading time in the classroom.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
There is one ENL teacher that currently works for two schools housed in the same building. Therefore, services, resources and support that correspond to ELL's ages and grade levels are adequately distributed and aligned to age levels as well as proficiency levels based on prior experience and collection of resources ENL teacher as gathered throughout the years.  
  
In addition, ENL teacher often communicates with librarian and other teachers to find books that offer rich vocabulary and experiences that are appropriate for their age levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Our school is a progressive school which on a daily bases offers "all" students rich oportunities to engage in different activities. These activities include but are not limited to participation in school wide meetings, enrollment in music / band groups, project work, arts and drama. Special programs for example our new elective program is offered to all students in 4<sup>th</sup> and 5<sup>th</sup> grade levels. This includes chess, rock band, computer engineering, mural arts and musical theater.  
  
These activities and programs have proven to be enriching oportunities for our new arrivals that integrate into our school community.
19. What language electives are offered to ELLs?  
We do not offer language electives.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
ENL teacher (1) participates in the same professional developments provided for classroom teachers. ENL teacher also selects PD that are relevant and of interest throughout the year.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
ENL teacher (1) participates in the same professional developments provided for classroom teachers. ENL teacher also selects PD that are relevant and of interest throughout the year. These include but are not limited to ENL teacher collaboration workshops of ENL teachers meeting from different schools and ENL visits to other ENL classrooms in the district. †
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Our school supports staff to assist ELLs 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.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
ENL teacher receives PD opportunities sent from principal or other related PD services. Teacher is encouraged to select PD that are most relevant and appropriate for his/her needs.

### C. Parental Involvement

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

At the present time our ENL teacher meets with parents of ELL's during parent engagement time on Tuesdays. ENL teacher also communicates with parents via email or letter correspondence to discuss goals of the program, language development progress and informal assessments that have been conducted.

The parents of our current students are not in need of translation and their preferred language is English

2 (Response to following question; could not insert in space below) Records of student data are kept in a binder in the ENL room. Binder includes accumulative assessments, anecdotes, lesson plans and goals for ELL students. Parents are invited by correspondence or phone call to view the progress of their children from previous years in person. This is usually conducted every two - three months of the school year. .

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
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. For example families are invited during family Fridays or during publishing parties. Parent involvement also includes parents meeting through PTA activities where parents can voice their ideas, concerns or questions they 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.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Our school partners with community based organizations to bring workshops to parents, offer student participation in special events and to support school goals. These organizations include The Turtle Bay Music School, Ballet Hispanico, The Alvin Ailey Dance Theater, The Girls Scout of America. The Brownie Group, Chelsea Piers Golf and Bent on Learning Advisory Team.. Each of these community based organizations offers a parent component for parental involvement.
5. How do you evaluate the needs of the parents?  
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.
6. How do your parental involvement activities address the needs of the parents?  
Parents are very much a part of our school community and their common needs are usually to be involved in their child's learning. This is addressed by providing oportunities for parents to visit classrooms, and participate in school wide moring meetings. Many of our classroom field trips invite parents to "come along" as they become part of their child's learning experiences.

### D. Additional Information

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

Paste response here:

## **Part VI: LAP Assurances**

School Name: **East Village Community**

School DBN: **M315**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bradley Goodman	Principal		10/26/15
	Assistant Principal		
James Mowrey	Parent Coordinator		10/26/15
Sylvia Vidal	ENL/Bilingual Teacher		10/26/15
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Elizabeth Wantajja	Coach		10/26/15
	Coach		
Megan Kennedy	School Counselor		10/26/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 01M315**

**School Name: East Village Community Scho  
Superintendent: DPhillips**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We post all posters and information provided by the DOE for resources. We have the language poster in our main lobby and we post it on our website. We also send home flyers. During Parent Teacher Conferences, we also remind parents that if they need assistance there are resources for this.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

We have primarily English speaking families. We also have Spanish, Italian, German, French, Portuguese, Japanese, Chinese, and Hebrew, and Tibetan.

**Part B: Creating a Communications Calendar**

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The only item that we create and translate at this time is our "Welcome Letter" that defines our TOURS for the year. We also share the link page that offeres resoureces for translation during Parent Teacher Conferences.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Open House, New Family Breakfast each spring and fall, School Wide Morning Meetings- all year long, Parent Teacher Conferences, New Intitiative- Coffee with Principal Bradley, Parents often visti the parent coordinator office for various questions related to their childs education, teacher one on one meetings through out the year.

### **Part C: Providing Language Assistance Services**

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We send home a request to families in backpacks requesting any translation needs prior to the teacher conferences.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We have never used over the phone translation. If any parent asked for this we would follow the online guidelines for requesting this service.

### **Part D: Training Staff on Policies and Procedures**

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We provide each staff member with the direct telephone line to call during conferences. We use 718 752 7373 x 4. however this is NOT guaranteed. Staff must have the DBN #(01M315) and the language requested upon calling in. To have an onsite interpreter you call a contracted vendor at 646 770 8002. This is paid out of the school budget as a PO. There are 9 languages available by the DOE, but over 300 possible dialects that may or may not be served.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We post all of the materials provided by the DOE at the entrance and on our bulletin boards. We also post resources on our website.

## **Part F: Monitoring and Quality Control**

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We are planning a Parent Survey/Questionnaire that will go out during or directly following the conference. We also ask parents at PA meetings and have taken poll in the past.