



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME: IS 562K – EVERGREEN MIDDLE SCHOOL FOR URBAN EXPLORATION**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 32K562

PRINCIPAL: MARGERY COOPER, IA

EMAIL: MCOOPER11@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. LILLIAN DRUCK

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Margery Cooper	*Principal or Designee	
Erin Oates	*UFT Chapter Leader or Designee	
Lilliam Rodriguez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Lucila Macias	Member/Guidance Counselor	
Jamel Brown	Member/Teacher	
Laura Shedd	Member/Teacher	
Wendy Rodriguez	Member/Parent/Secretary	
Rochelle Hughes	Member/Parent/Chair	
Nancy Burgos	Member/Parent	
Jody Reese	Member/Vice President	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

**By June 2013, 80% of students will demonstrate gains in using evidence from nonfiction texts to support two informational writing pieces and two argumentative writing pieces in 6<sup>th</sup> grade Social Studies and English Language Arts as demonstrated by growth between baseline and summative assessments using teacher developed rubrics and the Teachers College Informational Writing and Argumentative Writing continuums.**

### **Comprehensive needs assessment**

All students participated in an ELA informational writing pre-assessment and an Argumentative writing task designed by Teachers College. The results from these assessments showed that the majority of our students do not use relevant or factual evidence when supporting argumentative claims but tend to rely on personal opinion or irrelevant information. In addition, based on Performance Series assessments, students at Evergreen Middle School have significant weakness in understanding non-fiction text.

### **Instructional strategies/activities**

- The purchase of Common Core non-fiction libraries for Social Studies and ELA classrooms
- The purchase of non-fiction classroom libraries, magazines, newspapers, for all content areas
- 15 in-house coaching days for ELA staff provided by Teachers College Staff Developer
- 15 calendar days provided by Teachers College for all staff members
- 5 full days of Professional Development for ELA grade team leader provided by Teachers College
- Bi-Monthly staff development provided by CFN 411 on integrating the CCS into ELA and Social Studies
- Monthly planning of units using the Backward Planning model, CCS, non-fiction research projects, model projects and rubrics that incorporate skills focused on non-fiction and argumentative writing
- Daily co-planning times for content area co-teachers
- Weekly planning meetings with Principal and ELA and SS teachers
- Pre and post writing assessments connected with ELA units on non-fiction reading and writing and argumentative writing
- Teacher teams norm assessments of student work
- Teachers modify assignments to ensure access for all
- Regular feedback given to students based on rubrics
- Regular evaluation of pre-and post assessments, written and oral final student products resulting in revision of curricula and unit plans.
- Student revision of argumentative and informational writing pieces using rubrics
- Student revision of argumentative and informational writing pieces using feedback from classmates
- Use of a variety of note-taking strategies for gathering relevant information – graphic organizers, boxes and bullets, informational webs

**July 2012 – June 2013**

**Strategies to increase parental involvement**

- Parent nights and days to introduce parents to teaching practices and expectations of students
- Monthly coffee with the principal to discuss curriculum with parents
- Teacher information sessions at Parent Association meetings on curricular topics and learning strategies to incorporate at home
- Parent/Teacher phone logs recording interactions regarding student performance
- Workshops held by Parent Coordinator on topics
- Use of Engrade computerized grading system that allows students and parents access to grades, assignments and dialog with teachers
- End-of-unit celebrations where students explain and display work for parents

**Budget and resources alignment**

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

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

Tax Levy    Title I   \_\_\_\_\_ Title IIA   \_\_\_\_\_ Title III    Grants   \_\_\_\_\_ Other

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**Service and program coordination**

IS 562 is a recipient of a three year State Improvement Grant for \$300,000 to be received during 2012-13, 2013-14, and 2014-15. This grant is currently being used to fund staff development from outside organizations such as Teachers College, to pay the salary of our Parent Coordinator, to support after-school planning hours, and to pay for substitute teachers when staff participates in off-site Professional Development. We will continue to use SIG money to support our partnerships with outside organizations, planning, and professional development. Next year the size of our student population will allow for us to receive funding from the DOE to cover our Parent Coordinator's salary. However, Tax Levy money will be used, in the future, to support staff coaches in Math and ELA which will diminish the need to rely on outside sources to provide these services.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

By June of 2013, 75% of teachers will show growth in planning and preparation with a focus on designing coherent Instruction – as evidenced in pre and post self-evaluations and in administrative observations.

### **Comprehensive needs assessment**

Empirical studies and theoretical research have documented the need for articulating clear standards for teaching so that educators can assess the process of teaching. In October 2012, 100% of Evergreen Middle School teachers evaluated themselves using a Best Practices rubric focused on planning and instruction to determine whether they were unsatisfactory, basic, proficient or distinguished in the area of planning and Instruction.

### **Instructional strategies/activities**

- Teachers introduced to best practices for planning and instruction
- Teachers plan their first unit of instruction using summer PD
- Teachers evaluate their practice using and establish professional goals.
- Administrators in September 2012 meet with teachers to focus goals, determine next steps, and create timeline for meeting goals
- Administrators conduct 4-6 formal and informal observations to evaluate teacher practice by June 2013
- Administrators meet with teachers on a regular basis to provide feedback and recommendations to teachers around planning and preparation
- Administrators meet weekly with teachers to assist with both unit and daily planning with a focus on learning activities, instructional groups, materials and resources, and lesson/unit structure

### **Strategies to increase parental involvement**

- Monthly coffee with the principal to discuss curriculum with parents
- Teacher information sessions at Parent Association meetings on curricular topics and learning strategies to incorporate at home
- Workshops held by Parent Coordinator on various topics
- Use of Engrade computerized grading system that allows students and parents access to grades, assignments and dialog with teachers
- Invitation to parents for end-of-unit celebrations where students explain and display work

### **Budget and resources alignment**

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

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

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III     Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Professional development from Teachers College
- Schedule for formal and informal observations
- Daily planning time for co-teachers
- Teacher per-session

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

By June 2013, 75% of students will agree or strongly agree on the Learning Environment Survey that they are comfortable talking to adults in the school about a problem they are having in school.

#### **Comprehensive needs assessment**

Research reveals that a strong school advisory program has been shown to have a high correlation with student achievement. Therefore all students are in advisories of 6– 14 students with 1 or more adults.

#### **Instructional strategies/activities**

- 30 minutes of each day devoted to advisory activities
- First 3 days of school devoted to community building activities with advisory
- Implementation of 4 step Developmental Design advisory structure daily that includes: Morning Message, Greeting, Share, Activity
- Year Long advisory competitions and activities such as community service projects, door decorating contests
- Town Hall meetings where Advisory issues discussed

#### **Strategies to increase parental involvement**

- Parent evenings where parents participate in Advisory activities
- PA meetings include components of Advisory program
- Students receive advisory progress reports 3X per year
- Translation of all materials, in Spanish, to parents
- Daily phone calls to parents regarding latenesses and absences

#### **Budget and resources alignment**

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

#### **Service and program coordination**

Teachers are paid per session to plan weekly advisory lessons  
Consumable instructional materials for use during the regular school day  
Participation in summer week long professional development for new staff members

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA 60 students	Book clubs, decoding instruction, sustained silent reading, accountable talk	Small group, individual conferencing, partner work	After school from 2:50 – 3:40 Tuesdays and Thursdays
Mathematics 30 students	Repetitive practice using Reflex Math and Sumdog.com, math games, preview and review of content area skills	Small group, individual computer use, individual conferencing	After school from 2:50 – 3:40 Tuesdays and Thursdays
Social Studies 8 students	Discussion based accountable talk, non-fiction readings, grammar and vocabulary activities for ESL students	Small group, partnerships, one to one	After school from 2:50 – 3:40 Tuesdays and Thursdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling sessions , games and various clubs based on student interests, multicultural clubs	One-to-one, small group, and 10 student club activities	During the school day

120 students			
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### HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- Administration posts job descriptions at teacher training institutions such as Teachers College, NYU, Hunter, and Brooklyn College
- Administrators attend job fairs hosted by the DOE, colleges, etc.
- Administrators utilize the DOE website to interview DOE identified "Highly Qualified" candidates
- Administrators work with Network HR staff to identify highly qualified candidates
- Administrators seek out candidates with multiple licenses to support the many needs of student body
- A minimum of 2 weeks of paid Professional Development are provided during the summer
- Ongoing professional development is provided to all staff members through Teachers College, CFN 411, OELL, and other educational institutions
- Co-teaching partnerships organized based on teacher skill, experience, license and co-planning periods provided every day
- Establish year-long professional goals with teachers
- Weekly planning time with administrator for a minimum of one period
- Regular informal observations for all teachers with immediate feedback
- 4-6 formal and informal observations for all teachers
- Development of content area leaders in Math and ELA

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

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

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

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments through workshops.
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

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

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

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

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed
- 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);
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Christopher Groll;</b>	District <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>562</b>
School Name <b>Evergreen Middle School</b>			

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

Principal <b>Margery Cooper</b>	Assistant Principal <b>Janice Bruce</b>
Coach	Coach
ESL Teacher <b>Liannni Gomori</b>	Guidance Counselor <b>Lucila Macias</b>
Teacher/Subject Area <b>Meg Cancila ESL/SS</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Katherine Carbajal</b>
Related Service Provider <b>type here</b>	Other <b>Pablo Schelino</b>
Network Leader <b>Michael Alcott</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>1</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>151</b>	Total Number of ELLs	<b>26</b>	ELLs as share of total student population (%)	<b>17.22%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

The principal or an ESL teacher, with the bilingual Parent Coordinator, does an initial screening of the family through an oral interview to identify whether the student being admitted is a first time admit to NYC schools or whether the student is a transfer from another NYC school. All information is presented in English or Spanish. If the student speaks a different language, then we will find a staff member from one of the four schools in the building, to translate. If the student is a transfer, the secretary checks ATS. If the home language survey is not identifiable in ATS or the student is a new arrival, then the family will be given the HLIS, shown the NYC DOE online video which explains the TBE, dual language and ESL options, by the parent coordinator with an ESL teacher. If the student is identified as a second language learner, they are given the LABR within 10 days in both English and in their native language by one of the bilingual ESL teachers.

The principal, AP, Network ESL Network Coordinator, and ESL teachers will hold several meetings to analyze the NYSESLAT results following the release of the results in NYStart and ATS. We will also use the RNMR and RILAT reports. The Assistant Principal, along with

ESL teachers will coordinate all NYSESLAT testing including the receiving of and return of materials. The ESL staff will test the students in all modalities.

2. When new ELL parents come to our school, they are immediately shown the video, in their native language, of the program choices offered by the DOE. During summer enrollment, the Principal shows the video. During the school year, either the principal or an ESL teacher shows the video. Parents are required to fill out the paperwork indicating their choices, which is filed in the main office. The choices are reviewed, and students are placed in either the TBE or ESL program. In the event that there is a need to open a dual language program in the future, parents will be immediately informed of the new offering. A letter informing all parents about the opening of the new program will be sent out to the entire community to ensure that parents who had previously requested a dual language program will have that option for their children.

3. Parents fill out the survey and program selection form when they register their child in the school. This information is given to them by the school secretary and principal/ESL teacher. New parents arriving during the school year fill out, and have their documents collected, also during registration. The school secretary immediately enters the information into ATS and files the forms with all the students records in the office.

The school secretary and parent coordinator will work collaboratively to backpack letters with students and use the postal service to send home letters regarding program offerings and changes if necessary. We have purchased the School Messenger System, which we use regularly to inform parents about the pending letters they will receive. Lastly, if there are families who still do not return the letters, then the parent coordinator will conduct an intensive telephone outreach with those families.

4. Because we are a middle school, our students are coming from different elementary schools that offered different programs. We look through ATS records, and student files, to identify whether families requested that their child be placed in an ESL or TBE program. Parents were also notified at enrollment meetings and at introductory meetings held at our site and at elementary schools that both TBE and ESL programs would be available at the school.

5. This is only our first year as a school, so it is difficult to identify trends thus far as to what parents want. However, in looking over the data from prior years, we identified that 44% of parents wanted ESL programs for their students and 56% wanted bilingual services. Two of our students came from bilingual ICT programs. We have gotten two new students who came directly from the Dominican Republic and both their families requested that the children receive bilingual services. All placement letters are maintained in student's individual record folders in the main office.

6. The needs of all of our ESL students are met according to mandate. Currently, our TBE program does not fulfill all the needs of our students. We have a licensed bilingual teacher who provides math instruction in Spanish. Our TBE students are taught ELA and Social Studies by teachers who are fluent in Spanish but are not licensed bilingual teachers. TBE students are placed in advisories with our bilingual staff members and Spanish speaking teachers. For the coming year, we are working with IS 562 to share our bilingual staff with their's to meet the needs of all of our students. They currently have SS, Science, and Native Language Arts teachers.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
--	---

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Push-In							3							3
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	3
SIFE	2	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	2

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	13	2	1	2		1	1		1	16
Dual Language	0			0						0
ESL	5		0	4		0	1		0	10
<b>Total</b>	<b>18</b>	<b>2</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>26</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							16							16
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>

### Dual Language (ELLs/EPs) K-8

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

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

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

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

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. At IS 562, we use the co-teaching model. In each of our co-teaching pairs, one of the teachers is a Spanish speaker and is licensed in either ESL or bilingual (except for our Science team) When teaching Science, we have a bilingual guidance counselor push-in 3X a week to assist our bilingual students. During our 30 minute advisory time, our bilingual students are in a mixed group serviced by a Spanish speaking advisor.

1b. Our classes are heterogenously grouped. However, our newcomer bilingual students do travel together along with English speaking students. In this manner, their particular needs can be best met. All of the other students in our TBE program are heterogenously grouped. They are serviced by

both the Spanish and English speaking teachers depending on need.

Our ESL students are also heterogenously grouped. The linguistic needs of these students are addressed in SS and ELA classes where our ESL licensed teachers service students. The ESL teachers scaffold their lessons based on student level and children are grouped so that their mandated minutes are met.

2a/b. Because we use the push-in model, and because several of our teachers are licensed in ESL/Bilingual, or are Spanish speakers, our TBE students are receiving instruction either in their native language or from ESL instructors. 55 minutes of Math instruction, 30 minutes

## A. Programming and Scheduling Information

of Advisory, are presented in Native language. In ELA and SS, students receive instruction in English, unless they are a newcomer and then receive instruction in Spanish. All ESL students are receiving mandated minutes. Both Social Studies and ELA are taught by ESL instructors. Depending on whether the child is an B, I, or A they will either be with the ESL teacher in that area or with a general education teacher.

Bilingua students also receive 100 additional minutes of Native Language Arts instruction.

3. As mentioned above, each of our co-teaching partners includes a Spanish speaking teacher who is either licensed in ESL or bilingual education. Our ESL teachers scaffold the content area by introducing vocabulary to students using visuals, Spanish language, and reading materials in both English and Spanish. Students are given leveled texts, and supplementary internet based resources including video and audio. For our bilingual students, math is presented in Spanish. Math and Science textbooks are in Spanish. Classroom libraries also have reading material in Spanish and English. Our bilingual students receive NLA 100 minutes each week and are taught by our bilingual teachers. We use the Teachers College Reading and Writing curriculum, CMP math, Glencoe Science instruction, and follow the New York State SS curriculum. We make every effort possible to purchase Social Studies trade books around the content area in Spanish. Science is currently being taught in English, though materials are translated by our bilingual staff.

4. We use several methods to evaluate our ELL students. In addition to administering the LABR in both English and Spanish, we evaluate our ELLs in Reading using both the Spanish and English Fountis and Pinnell assessments. We are using Pearson interim assessments to evaluate reading, writing and listening skills and these come in both Spanish and English. In addition, all exams in SS, Science and Math are translated for students.

5. We differentiate for our ELL subgroups by providing leveled instruction based on language proficiency. Lessons are differentiated according to the ability levels of individual students. All of our students (English and Spanish speaking) are broken into groups and work on strategies geared to their needs. We recently finished our first round of periodic assessments and will aggregate the data to help guide our curriculum development.

5a. Our two SIFE students have been placed with our other newcomer ELLs in one class, along with English speaking students. They receive both ESL instruction (in ELA and SS) as well as instruction in native language. These students participate in our after-school program where they continue to receive ELA instruction in Spanish.

5b. All of our newcomer ELLs (except 3 students) travel together in one class that is mixed with other English speaking students. These children are taught in both English and Spanish throughout the day. Two of our other newcomers receive ESL services, and the third is in an ICT class that is serviced by both bilingual and ESL teachers (2 of our SPED teachers are bililingual licensed). All students, regardless of level, participate in curriculum designed by Teachers College. This CCLS aligned curriculum addresses the skills and strategies needed for the State ELA exam.

5c. Currently, we have 6 students who have been receiving ESL or Bilingual services for 4-6 years. All of these students are currently in our after-school program where they are receiving additional ELA support. These students will continue to participate in this intervention program for the entire year. These students are all advanced. A NYSESLAT preparation course is going to be implemented this year as the test approaches in order to get them to the Proficient Level.

5d. Two students in our school have been receiving bilingual and ESL services for seven years. One of these students is in an ICT class and is receiving intensive small group instruction in each content area. He is also participating in an intensive after-school ESL program focused on developing vocabulary, grammar use, and reading comprehension. The other student is an Advanced ELL - orally fluent and with good cmphension. However his decoding skills and writing skills make it difficult for him to be successful on tests. We are working to develop his writing skills in each content area and his ELA teachers are focusing on decoding strategies with him.

6. We believe in mainstreaming students at every opportunity and therefore have integrated our SWD into our general education classes with the support of a SPED teacher. Currently two of our bilingual SPED students are in an ICT classroom and the third pushes in with his 12:1 to general education classes. These students are using the same curriculum that all of are general education students are, though it is being modified by their SPED teachers. For these students, there is always a Spanish speaking teacher, a General Education teacher and a SPED teacher available to work with them. In addition, an ESL teacher supports these students in ELA and SS.

7. All of our teachers were trained to use the Inquiry model when presenting instruction. This method of teaching relies on students using the modalities in which they are strongest, to make meaning of the material. As a result, students have choice in how they learn and how they present their learning to others. Secondly, we have aligned each of our 12:1:1 classes with another class, so that they can travel with that class and receive the same type of instruction. With these classes, there are nearly always 3 teachers with the students so that differentiation can happen. And because each of these teachers has their own classroom, children flexibly move from class to class where they are given strategic instruction.

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Spanish/English			
Math:	Spanish/English			
Science:	Spanish/English			
ELA	English			
PE	English			
Advisory	Spanish/English			

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

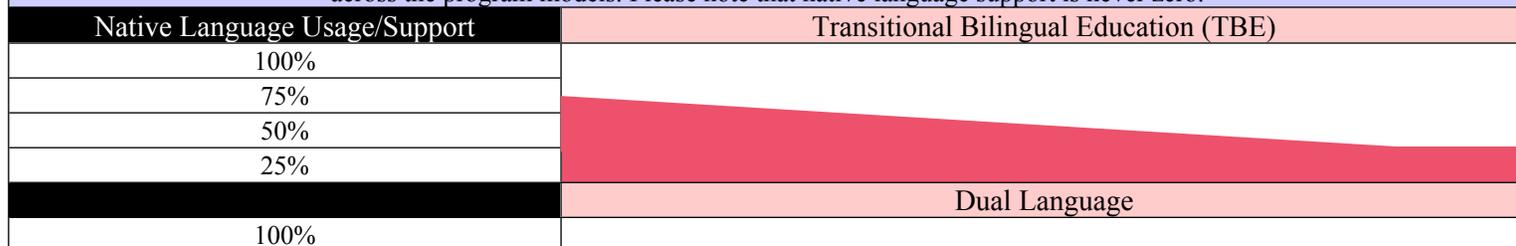
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

**B. Programming and Scheduling Information--Continued**

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

8. At present, our targeted intervention program is our 100 minutes of after-school intervention (Math and ELA), lunch support (all content areas), and homework help one lunch period a week (all content areas). During lunch support, teachers work with students on their homework, and current assignments they have. During our after-school intervention program, our Bilingual students focus on remedial skills needed. They are taught by our bilingual/SPED math and bilingual/ SPED ELA teacher. Teachers use the Common Core Learning Standards and results from student tests to determine what specific skills to work on with students. Our ESL students are serviced by our two ESL teachers. One teacher works with our B and I students on conversational social skills while the other teacher works with I and A students on conversations and writing around literacy. i Nearly 40% of our ELL population attends the BEACON after-school program housed in IS 562. There, children receive additional homework assistance, tutoring, and counseling. As of yet, we do not have a targeted intervention program for Science or Social Studies. However, ELL students in need of SETTs receive those intervention services as mandated on their IEPs.

9. Our model will support students during the transitional years after reaching proficiency. One of our school's long term goals is to hire teachers certified both in a content area and ESL. Currently, our students who have already reached proficiency are being taught Social Studies or ELA by a licensed ESL teacher. We are committed to maintaining this model in all grades.

10. We recognize the need for a computer based program that is leveled and thus can meet the needs of all of our students. We are currently waiting to receive a grant of \$80,000 to purchase computer equipment so that students will have access to these programs. Secondly, we are considering running a summer program for our beginner and intermediate ELLs so that they will have continued exposure to English and will not lose ground over the summer.

11. As of now, none of our programs will be discontinued.

12. All information is provided to parents in Spanish and English. We are fortunate to have a BEACON program in our building and we encouraged all of our families to enroll their children in the program. All PTA meetings include a Spanish translator. We have an after-school clubs program that is open to all students. These clubs include basketball (M/F), Dream Girls (M), and Gardening(F). All children are provided with bilingual applications. Currently only the Gardening program is taught by a Spanish speaker. We also will offer a Saturday test prep program to students who have received 2s, 3s, and 4s on past NYS tests. This program is available to all of our students. Funding for all of these programs come from Title 1, SIG, and Tax Levy.

13. All of the text books that we ordered are in Spanish and English. We have a Spanish library and a books on tape library to assist with language acquisition. Every classroom has a Smartboard and we have 110 laptops in the school. Teachers use technology with nearly every lesson to provide visual supports for ELLs. We have bilingual libraries in our ELA classes, have bilingual Scholastic News, bilingual Math and Science textbooks. The classroom libraries have books ranging from levels D-Z. We order SN for students reading at 2<sup>nd</sup>, 3<sup>rd</sup>, and 5<sup>th</sup>/6<sup>th</sup> grade levels. Consequently, students receive the same content and instruction, but the reading is appropriate for their need.

14. In each co-teaching partnership, there is a teacher who is fluent in Spanish, and is either licensed in ESL or bilingual education. Therefore, native language support is available in every content area classroom, in addition to having textbooks and other written material in Native Language. In Science, our bilingual guidance counselor provides support to our newcomer group so that they have access to information.

15. Yes, required services support and correspond to each ELLs' age and grade level. All of our students are taught curriculum based on the Common Core Standards. The curriculum is modified for students based on their needs. However, all of our instruction is geared towards students reaching grade level standards.

16. Because we are a brand new school, we have not yet implemented a program before the beginning of the school year to assist our newly enrolled ELLs.

17. We do not have a language elective in our school at present.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

(2) Because research has shown that ELL students often feel isolated and disconnected from their new community, all of our staff participated in a week-long summer training on ways to support middle school social and emotional growth through advisory. This greatly assisted our ELL students as they transitioned from elementary school to middle school. We assigned bilingual advisors for those ELLs who are in our TBE program.

(1) Two staff members participated in summer workshops offered by the Office of English Language Learners and all 4 of our ESL/bilingual team has participated in workshops offered by OELL throughout the year. In addition, our ESL and bilingual staff meet 2x a month with our network ELL coach to plan instruction and to address particular needs of specific students. 3 members of our ESL/bilingual team will attend Teachers College one day workshops on ELA for ESL students. Teachers turnkey learning with other content area staff. However, a goal for next year is to devote 1/4<sup>th</sup> of our weekly inquiry to learning and ESL students.

(3) Because each of our co-teaching partnerships include an ESL or bilingual education teacher, our general education staff is learning on a regular basis the skills and strategies that are best for ELL students. These co-teaching partners are given 5 common planning periods a week to design curriculum and modify instruction. In addition, we hold weekly Friday meetings where teachers present information from workshops they have attended, and through inquiry teachers share best practices with the entire community. All professional development workshops that teachers attend is maintained by the school secretary. All of our teachers receive much more than the mandated 7.5 hours required.

### E. Parental Involvement

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

1. As a new school, we are fortunate in that parents are very involved. Our Parent Coordinator is bilingual, and therefore is able to reach out to both English and Spanish speaking parents. Every meeting includes presentations and information in both Spanish and English. Parents are encouraged to attend all workshops, coffee with the principal, and PTA meetings.

2. One of the major responsibilities of our parent coordinator is to connect parents with outside organizations. Not only does she hold weekly workshops led by community groups such as "Make the Road" and "Ridgewood Bushwick Senior Center" but she serves as a repository for information gathered from around the city. We are fortunate to have a CBO in our building that provides after-school and weekend programs for families that include tutoring, ESL instruction for adults, counseling, sports, and trips.

3. Our PTA (established last week) will conduct a survey to evaluate what the needs of parents are.

4. Based on this needs assessment, we will tailor our parent activities toward these needs. Already we have held a Bullying Workshop and an Academic Success workshop for parents because of the concerns they have expressed to the Parent Coordinator.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							5						
	I							4						
	A							10						
	P							6						
READING/ WRITING	B							4						
	I							5						
	A							13						
	P							3						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	14	1		17
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1	2	3	13	2	3		1	25
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		2	2	1	4	7	1		17
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

### B. 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., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - 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 Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

- IS 562 uses both the Fountas and Pinnell and TCRWP assessments with students. We use the Fountas and Pinnell with our A-L readers and TCRWP for our L-Z readers. We also use the Spanish version of Fand P for all of our TBE students so that we can assess their abilities with fluency, decoding, comprehension and the types of errors they make - meaning, syntax or visual. This allows us to determine what reading levels are appropriate for our ELLs in both English and Spanish, and what strategies we need to teach them to become stronger readers. This also allows us to place the students in guided reading groups where strategies for their particular levels are addressed.
- In our early assessments of students we have noticed the following: Our TBE students are performing at a significantly higher level in their native language in reading and writing than in English; that our long term ELLs are not passing the NYSESLAT because of learning difficulties; that there is a consistency in performance between the reading/writing and listening/speaking sections of the NYSESLAT.
- We recognize that students need support in all areas. We have adopted the TC curriculum for the school which emphasises reading and

writing across all curricular areas. We have already incorporated read-alouds in our Science and SS curriculum so that our ELLs get experience with listening activities. In ELA, students are given listening passages in both English and Native Language. And each content area has a rich library with books in both English and Spanish. We have also begun trying out translation methods on the computer to assist students with writing. Finally, we have a listening library in our ELA classes that give students an opportunity to read and listen simultaneously.

4. Because we are a new school we are not certain whether students taking the tests in Science or Math relied more on the English or Spanish versions of the test. 8 of our students did not take the ELA test last year; however the majority of our ELLs scored low 2s on the ELA test. The math scores were comparable to the ELA scores. Students were much more successful on the Science tests, with the majority of our students scoring 3s. Again, several of our long term ELLs scored 2s, which indicates that there is something beyond English proficiency that is keeping them from being successful. After evaluating the results from our first and second periodic assessments, we noticed tremendous gains in reading. 12% of students jumped 4 levels. 19% of students jumped 3 levels. 31% jumped 2 levels, and 19% grew 1 level. 2 of our bilingual SPED students remained at the same level as did one of our general ed students. These assessments are used to determine reading level and the skills needed to reach the next level. Tests inform guided reading groups, placement in after-school intervention programs, and in the types of reading materials teachers give students. In math, we notice that our ELL students who received schooling in their native countries and have been in this country for at least one year are progressing at comparable rates to our non-ELL students.

6. Because we are a new school, we have only had 2 months to educate our students. However, we will use the following methods to assess the success of our program for ELLs: Results from the Periodic Assessments; upward movement in Leveled texts as determined by F and P assessments of reading levels; use of the TCRWP continuum in reading and writing to assess growth in levels; teacher pre and post unit assessments; teacher created rubrics for each unit. We will also use pre and post unit assessments in math, Science and Social Studies to measure student growth throughout the year.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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**School Name:** \_\_\_\_\_ **School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

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

DBN: **32K562** School Name: **Evergreen Middle School**

Cluster: **4** Network: **411**

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

**Part A: Needs Assessment Findings**

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

Home language surveys are given to parents as soon as they enroll their child in school. In addition, when parents are asked to fill out blue cards, they identify the language they want to receive information in. All of this data is placed in ATS.

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

Approximately 60% of our parents have requested information to be presented to them in Spanish. The school secretary provides lists to the school community to let us know which parents need information in native language.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All materials that are sent home are translated into Spanish. The school's Parent Coordinator translates all materials. All meetings are presented in Spanish and English. Parent volunteers and school staff translate all materials.

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

The Parent Coordinator is bilingual and is our daily parent volunteer. We have three bilingual members on staff who also assist with translation.

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

Through our Parent Coordinator, parents know that translation services are available. Information regarding A-663 will be handed out in PA meetings and posted on our Parent Bulletin Board.