



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: EARTH SCHOOL

DBN: 01M364

PRINCIPAL: ALISON HAZUT

EMAIL: AHAZUT@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLA PHILLIPS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Alison Hazut	*Principal or Designee	
Jennifer Townsend	*UFT Chapter Leader or Designee	
Katey Leff/Latesha Moore	*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	
Dyanthe Spielberg	Member/staff	
Tina Cella	Member/staff	
Kirsten Hassenfeld	Member/parent	
Marco Batistella	Member/parent	
Ray Shah	Member/parent	
Carole Scott	Member/staff	
Donna Jackson	Member/staff	
Randi Halpern	Member/parent	
Lawrence Carter	Member/parent	

** 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

Students will experience CCS aligned units in ELA and Math that are rigorous as well as balanced in inquiry and skill development.

Comprehensive needs assessment

At the Earth School we value child centered curriculum that is rigorous and inquiry based. As performance on high stakes tests becomes more important to the city, state and nation, we need to balance our progressive curriculum with more intensive teacher directed skill development.

Instructional strategies/activities

- ***Teachers meet monthly with staff developer to work on alignment of Common Core Standards to curriculum in all areas of literacy.***
- ***Teachers meet monthly with math specialist to work on alignment of Common Core Standards to curriculum in mathematics.***
- ***We have been awarded the DOE's Performance Assessment Grant for \$8,000. Lead teachers collaborate with Network schools that have the same grant to work on Common Core alignment for units and assessments which will also include 3 or 4 rounds of Lesson Study.***
- ***Grade teams will use our descriptive processes to look at student thinking and work, analyze for next instructional steps and discuss any programmatic changes that need to be made going forward***
- ***This is ongoing work that will be developed throughout the year***

Strategies to increase parental involvement

Family as Learning Partners' Monthly Meetings gives parents regular opportunities to engage in conversations as well as observe in classrooms.

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

The principal, staff developer, support team coordinator, math specialist and all other teachers are working towards this goal. FY'13 PS and OTPS budget categories: TL Assessment Grant Program, ARRA RTTT Data Specialist, ARRA RTTT Citywide Exp, TL Assessment Program

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

All students with disabilities will receive more specialized academic and social/emotional programming in order to make progress with their general education and ICT class placements.

Comprehensive needs assessment

Inherent in the Earth School's mission is to maintain a diverse and inclusive school, partly meaning that all classrooms are balanced by gender, ability (social/emotional and academic), race and ethnicity. The Special Education Classrooms (12:1:1) have never fit into the belief system of the school. While we believe that certain children need to be in a small class environment, placing them only with children who have similar needs creates classrooms that are not diverse and not necessarily conducive to learning. It has always been important for the Earth School to dismantle such classes and with the adoption of the Special Education Reform we were finally able to meet this need. We no longer have self-contained classrooms at the Earth School. Most students with disabilities have been fully integrated into general education classrooms, while some are in ICT classrooms. Now, with little funding but lots of heart and energy, our staff is working tirelessly to create and provide extensive, specialized supports to help children with IEPs in the general education environment. Ideally, we could still have small classes where there could be a range of learners working together and where support for children with IEPs is effective and also sustainable.

Instructional strategies/activities

- All students with IEPs will be discussed at the PPT (PPT meets weekly for an hour and half. All related service providers, social worker, psychologist, principal and special education support teachers are on the team) at least once over the course of the year. IEP goals will be reviewed with supporting work samples. Team members will provide specific suggestions to support academic and social/emotional growth.***
- Support Team, including math specialist and reading intervention teacher, will work with children with disabilities as well. The reading intervention teacher is using the Fountas and Pinnell Guided Reading Intervention program to support a range of learners. Support Team coordinator has been trained in Perceptual Development and will do this with children who need this kind of specialized work.***
- STOPP, through D75, is a program in which teachers and paraprofessionals have been trained over the summer. Whole staff PD on crises intervention will support our overall work. STOPP social worker will work at the Earth School weekly to support teachers in identifying triggers, acknowledging students' feelings and needs and then developing a targeted behavior intervention plan for certain children.***

- ***This is ongoing work that will be developed throughout the year***

Strategies to increase parental involvement

Families as Learning Partners' Monthly Meetings give parents regular opportunities to engage in conversations as well as observe in classrooms. In addition, we strongly encourage all parents to be active participants in the IEP process. Parents' ideas for IEP goals as well as the kinds of services and frequency by which the schools provide them to their children are essential to this process.

Budget and resources alignment

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

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

 X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

All staff members are involved in this work.

FY'13 PS and OTPS budget categories are: IDEA RS IEP Para, TL RS Mandated Counseling Shared, TL Transitional Funding, TL Fair Student Funding

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

Teachers will provide more regular feedback to children and families about student progress.

Comprehensive needs assessment

At the Earth School families have complete access to their children's classrooms. Years ago the school created a parent access plan to allow parents entry to the school and the right to participate in their child's educational experience. Dropping off and picking up children allows parents regular, informal opportunities to talk with teachers and other parents. Parents are encouraged to spend time in classrooms and contribute to the curriculum. Teachers write 2 in-depth narrative reports for each child annually in lieu of traditional report cards. As a school, we have decided that more regular formal feedback will provide families with more specific information about their children's learning.

Instructional strategies/activities

- ***Teacher teams will identify seminal pieces of work that students accomplish over the course of the school year.***
- ***Teacher teams will share best practices for conferencing and note-taking with individual students and groups of children around these pieces. Teacher teams will consider the roles that self and peer feedback play in the process and in support of progress.***
- ***Teacher teams will refine and further develop rubrics and/or descriptive note-taking to accompany these pieces.***
- ***Teacher teams will discuss approaches to sharing work with families – work celebrations, e-mailed pictures of students working, work sent home with room for parent comments and such***
- ***This is ongoing work that will be developed throughout the year***

Strategies to increase parental involvement

Families as Learning Partners' Monthly Meetings give parents regular opportunities to engage in conversations as well as observe in classrooms. Continued work celebrations and sending student work home with descriptive comments and rubrics will support parent engagement and awareness in this area.

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

All teachers are working towards this goal.

FY'13 PS and OTPS budget category: TL Fair Student Funding

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

Principal will strengthen teacher practice by conducting regular class visits, using Charlotte Danielson’s Framework for Teaching to look closely at teacher effectiveness and student learning, and providing ongoing, effective, and actionable feedback to teachers.

Comprehensive needs assessment

There is always the need for principals to observe teachers and support teacher effectiveness. The emphasis now on regular, short informal observations with frequent feedback to teachers is different than in past years when formal, less frequent observations was the structure that most principals followed. The Earth School embraces this new, ongoing, and ultimately more rigorous approach to supporting teacher development as we believe that teachers develop their practice over time. The principal needs to provide ongoing and individualized support for all teachers to continue to improve overall student learning. Using the Danielson framework provides a common lens for observations and language for feedback to teachers.

Instructional strategies/activities

- ***Principal will carefully schedule in monthly visits to all classrooms. These observations will be approximately 15 minutes long and debriefs will occur shortly thereafter.***
- ***Principal will meet with all teachers for a scheduled monthly meeting. At these meetings teachers will reflect about their pedagogical goals and discuss student progress as well as concerns in this area. Principal will provide feedback based on observations as well as review curriculum plan and systems for tracking children’s progress.***
- ***This is ongoing work that will be developed throughout the year***

Strategies to increase parental involvement

NA

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

The principal and teachers are working toward this goal.

FY'13 PS and OTPS budget category: TL Fair Student Funding

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

To increase overall consistency and alignment of curriculum across classrooms.

Comprehensive needs assessment

The Earth School knows that each child learns, developing conceptual understandings and a broad range of skills, in a variety of ways and at different rates. We know that children learn best when they are actively engaged and curious about the content. Children thrive when they can make choices and steer the direction of their learning. We also believe that teachers need to have common goals for students' learning – working towards the development of similar large concepts and skills. Striking the balance here is extraordinarily challenging and important work.

Instructional strategies/activities

- ***The staff developer has polished and finalized the continuum for reading, writing, handwriting and Core studies. Math continuum is still in progress and should be complete by January.***
- ***All teachers receive hard, laminated copies of the continuum on a ring.***
- ***Continuum will be used during teacher team curriculum meetings, as well as during mentoring meetings with the staff developer, monthly meetings with the principal as well as family conferences.***
- ***Monthly Family as Learning Partners sessions will focus on sharing the parent versions of the continuum that have already been prepared including classroom visits to observe reading and writing across the grades. All families will also receive a booklet containing the continuum for them to reference.***
- ***This is ongoing work that will be developed throughout the year***

Strategies to increase parental involvement

Families as Learning Partners' Monthly Meetings give parents regular opportunities to engage in conversations as well as observe in classrooms. The continuum will be shared with all parents during these meetings and hard copy pamphlets will be handed out during family conferences in February.

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

All teachers are working towards this goal.

FY'13 PS and OTPS budget category: TL Fair Student Funding

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	Leveled Literacy Intervention (guided reading, word work, oral reading comprehension Supports range from oral language development, writing development, and whole-language reading instruction	small group, one-to-one support	before school and during school hours
Mathematics	Interventions, Marilyn Burns: Do the Math, Navigator, teacher made materials related to Common Core standards	One on one, small group, push-ins, meetings between teachers and math specialist to support curriculum development	During the school day
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling with guidance counselor, At-risk counseling with school psychologist	small group counseling, individual monthly check-ins, and classroom interventions, <u>1 to 1, push-in support</u>	

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.

Our current staff of teachers is 100% Highly Qualified. Our personnel committee is comprised of a balance of teachers and parents as well as the principal. We are always recruiting highly qualified teaching candidates, frequently touring them through the school. It is very important that prospective teachers at the Earth School embrace our bold mission and understand progressive education. Personnel Committee members attend recruitment fairs at universities; we also receive many inquiries from teacher candidates themselves. Candidates undergo a rigorous process beginning with a phone screening, tour followed by Q & A with personnel committee members, then formal 30 minute interview, next demonstration lesson, finally calling upon references. Many candidates don't make it through the entire process.

The Earth School is founded on the premise that a democratic community encourages active participation of all constituents. Teachers have a vested interest in the school, as they are empowered and have autonomy. Various committees form so that teachers are not working in isolation. Most teachers do not leave the Earth School. We have lost a few teachers who have relocated out of the city or have decided to teach abroad.

All teachers are encouraged to participate in a range of professional development – Reggio Emilia Conference, Coalition of Essential Schools Conference, Prospect Institute Descriptive Inquiry Retreats, Mindfulness in Education Retreats, Singapore Math Conferences, NYC DOE Network PD Sessions. Our teachers also develop PD sessions for our in-house training.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Alison Sheehan	District 1	Borough Manhattan	School Number 364
School Name The Earth School			

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

Principal Alison Hazut	Assistant Principal type here
Coach Dyanthe Spielberg	Coach type here
ESL Teacher Rachel Levinsky	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Jocelyn Walsh
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	343	Total Number of ELLs	12	ELLs as share of total student population (%)	3.50%
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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. 

Paste response to questions 1-6 here

1a. Most of the new students at the Earth school are kindergartners, so parents come to registration prior to the beginning of the school year. At this time, parents are interviewed by the licensed ESL pedagogue. All students are identified and placed in the school's ESL program within the first 10 days of arrival at the school. There is one certified ESL teacher at The Earth School, Rachel Levinsky, who administers the Home Language Survey. The teacher's license and certification is on file at the school. Interviews are conducted in the native language for filling out the Home Language Survey. The school has copies of the Home Language Survey in all the high incidence languages made available by the NYC DOE. The Earth School's parent coordinator, Joceyln Walsh, speaks Spanish, as does the ESL teacher, Rachel Levinsky. We also have another parent coordinator in the building that speaks Cantonese who is always available to help with interviews. While giving the Home Language Survey, the ESL teacher is giving an informal survey with the family to determine how much English or a different language is spoken at home. These steps are also taken at any point in the school year when a new student comes to school. When Spanish-speaking students do not pass the LAB-R, they are also given the Spanish LAB-R to determine proficiency in the L1 to make the proper placement.

b. Based on the parents' response to questions on this survey, the licensed ESL teacher determines student eligibility for the LAB-R (Language Assessment Battery-Revised) exam to determine whether or not the student will receive ESL services. The ESL teacher administers the LAB-R to each student that has another language other than English on the Home Language Survey for at least one answer in section 1 and two answers in section 2. The LAB-R is administered to all eligible students on an individual basis in a quiet location so that the students can hear all directions and oral information, and concentrate on reading/writing sections. If the student is eligible for second language services, based on their score on the LAB-R exam, parents are informed in English and in their native language, to let them know that their child qualifies for ESL, bilingual or dual language classes.

c. Students who continue to receive ESL instruction due to a failure to pass the NYSESLAT receive specialized instruction in the four components of listening, speaking, reading, and writing in order to improve English performance for self sufficiency in all academic areas. At the beginning of the year, the ESL teacher prints the R-LAT to determine which students have not passed the NYSESLAT and will continue in the freestanding ESL program. Rachel Levinsky is the only licensed ESL teacher administering the NYSESLAT. Every year in the spring, the licensed ELL teacher administers the NYSESLAT (the New York State English as a Second Language Achievement Test). The ESL teacher first administers the Listening and Speaking sections of the test within the testing date window. The ESL teacher gives the test individually or in small groups depending on the test directions. The test is administered in a quiet location to help the students focus. The Reading and Writing portions are then administered during the testing window. Students in groups are always seated in a way to minimize distractions from others, but close enough to the teacher to hear all directions. The ESL teacher grades the speaking and writing test results according to the rubrics provided. The results from this test inform the school of the students' progress in listening, speaking, reading, and writing. These results inform our curricular and grouping decisions for the next year to best meet the students' needs.

2. Orientation letters are sent within ten days of the child entering school. Two orientation meetings are offered for the week after the letters were sent home— one in the morning and one at night to accommodate parents at home and work. With the Parent Coordinator, translators and licensed ESL teacher an orientation meeting to inform parents of program choices is given for new families. If parents are unable to attend either of the orientation meetings, Rachel Levinsky has individual meetings with them. If new families arrive during the school year, the Home Language Survey is given at registration, the student is tested with the LAB-R and then a parent meeting is held individually.

The varying benefits of the three program models, ESL, transitional bilingual and dual language, are explained to parents in the orientation meeting. During this meeting, all the parents view the Orientation Video provided by the New York City Department of Education. The Earth school objectively presents all program models, to allow parents to make the choice that they most prefer. Rachel Levinsky explains to parents that while self contained or dual language classrooms often yield better results for children's acquisition of English, we currently do not have enough students to offer either of those programs at our school. Parents are informed that while The Earth School only offers freestanding ESL, if they would prefer their child to attend an alternative program, they will be given the names of other schools that offer the program of their choice. Parents are offered to move to a school that provides the alternative option, or to remain at the Earth School in the free-standing ESL program. Since parents have not requested additional programs such as Bilingual Education and Dual Language Programs, the Earth school does not offer such programs at this time. However, the ESL certified teacher and the LAP team periodically review parent program choices to track any changes in the requests for programs. If parents requested self-contained ESL or a bilingual class, we will inform parents when that program becomes available.

The ESL teacher also explains to the parents the number of mandated hours that the student is entitled to based on performance on the LAB-R. The parents have time to ask questions at the orientation meeting and can call or email the licensed ESL teacher, the principal, or the parent coordinator at any time. Once the parents submit the program selection form at the orientation meeting, the students are placed in the appropriate program. Then the parents make an informed decision, based on the information provided in the home language, about what program they would like their child to participate in.

3. The LAB-R assessment is given within ten days of student registration. The certified ESL teacher administers the LAB-R assessment. Thereafter, letters are sent home informing parents of the purpose of the test and of their child's score on the test. The original HLIS and Parent Survey and Program Selection forms are placed in the students' cumulative file. Copies of all forms and letters are kept on file at the school in room 311, Rachel Levinsky's office. Parents are given the Entitlement letters within ten days, parent survey and program selection forms in the school by hand either by the classroom teacher or the ESL certified teacher in their home language. Most parents bring these letters to the orientation meeting. Parents are given a date by which to return these forms to Rachel Levinsky or the Parent Coordinator, Jocelyn Walsh. If forms are not received the parents are contacted by phone and asked to either return the required forms or meet with teachers or administration. For the 2011-2012 school year, all forms were signed and returned to the licensed ESL teacher. All forms are provided in the parents' home language when they are a high-incidence language on the NYC DOE website.

4. ELL students are identified within the first 10 days of school and begin services according to their proficiency level immediately thereafter. All new students are administered the Language Assessment Battery (LAB-R) if their home language survey indicates that a second language is spoken at home. The Earth School only has a freestanding ESL program, so we are unable to place the students in the other two programs at our school. If a family feels strongly that either self-contained ESL or a bilingual program is better for their child's needs, the ESL teacher helps the family find a school nearby that offers the program they are looking for. This has never happened, though. If parents expressed the desire for a self contained ESL or bilingual program, the school would create the program. The student's placement letter is kept in the cumulative file. Every year, continued services letters are sent home in the L1 and English. Copies of these letters are kept in that school year's compliance binder. All parent letters are translated to the L1 if it is a high incidence language. Translation funds are also used to translate school documents into languages not covered by the NYC DOE.

5. In reviewing the parent survey forms for the past few years, data indicates that parents tend to opt for the freestanding ESL program at the Earth school for their children. The ESL teacher is responsible for explaining the parent survey form. All parent survey forms are kept in the cumulative folders and a copy is with the licensed ESL teacher in the compliance binder. Since the students parents exclusively choose freestanding ESL (and have done so in the past as well), the data shows a 100% approval rating at the moment. If parents express a preference for other programs, the ESL teacher will compile the data to show the percentage of parents that choose each program to show to the Principal and the school SLT to plan for the other programs.

6. Data indicates that the parents at the Earth school, with children who qualify for ELL services, have consistently requested the freestanding ESL program. These parents have opted for their child to remain in a mainstream classroom with pull-out/push-in ESI services. The school program and the parent preferences are currently aligned. However, if we found that preferences were beginning to change, this would be an issue discussed at the SLT meetings in order to address the parents' preferences.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	7
SIFE	0	ELLs receiving service 4-6 years	5
		Special Education	4
		Long-Term (completed 6 years)	

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	7		1	5		3	0			12
Total	7	0	1	5	0	3	0	0	0	12

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-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						3								3
Chinese		1			1									2
Russian						1								1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish			1											1
Albanian														0
Other		2	1			1								4
TOTAL	0	4	2	0	1	5	0	12						

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

Paste response to questions 1-7 here

1 a. The ESL teacher conducts some groups in pull-out and some in push-in depending on the class organization. Since we have no more than three ELs per grade, the Earth School is currently trying to keep the ELs in one class at each grade level. This allows the ESL teacher to consistently push-in every day. The ESL teacher pushes into one K, 1st, and 5th grade class. In these classes, the ESL teacher co-teaches, parallel teaches, or station teaches depending on the planning for that week. There are a few grades (2nd, 3rd, and self contained 4/5) in which the students are in different classes, so these students are taught in a pull-out model. The ESL teacher co-plans all literacy units whether or not she pushes in or pulls out.

b. The ESL groupings are heterogeneous, as grade levels and proficiency may vary within a group, however students are always grouped with others that are on or close to their proficiency or grade level. All of the students in the 1st grade class are considered beginners according to the NYSESLAT scores. The students in the 5th grade class have different proficiency levels. The students in the 2nd grade pull out group need a lot of support in reading and writing according to the NYSESLAT scores. The students in the 3rd and 4/5 pull out group need support in writing. Many factors are looked at with extreme consideration when grouping the students, including language proficiency, age, academic needs, and class schedule. When planning groups, the ESL teacher looks at the RLAT to see the students scores on Listening, Speaking, Reading, and Writing. These scores help the ESL teacher group the students according to their academic needs.

2. Students receive 360 minutes of instruction per week by the certified ESL pedagogue if they are beginners or intermediate. Students receive 180 minutes of ESL instruction per week if they are advanced. All students receive 90 minutes of ELA instruction in the classroom. Students receive one (60 -75 minutes) period of push-in or pull-out ELL instruction daily as mandated by their LAB-R or NYSESLAT score. At the beginning of the year the ESL teacher collects ATS reports to determine student scores on standardized testing in order to properly group students according to their proficiency level. For the pull-out students, the ESL teacher works with the classroom teachers to ensure that the students are not missing core academic areas, or enrichment activities, and that whatever is missed is not the same thing each day.

a. Within the 360 minutes or the 180 minutes of ESL instruction, the ESL teacher rotates the focus of the lessons and activities to make sure that the areas of Speaking, Listening, Reading and Writing are addressed. The ESL teacher focusses attention on the specific area that the students in each group require more to make sure they are progressing. For example, the 2nd grade ESL group needs a lot of support in reading, so this area is addressed more often throughout the week.

A. Programming and Scheduling Information

3. The ELL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonics, math, social studies, science, and beginning English language development. The students are taught with proven ESL methodologies such as Total Physical Response (TPR) in addition to sound teaching practices such as scaffolding, modeling, and conferring. The types of scaffolding that are used in The Earth School pull-out ESL program include modeling, bridging (ex.: Think-Pair-Share), contextualization (ex.: self-assessment, reciprocal teaching). Additionally, the ELL students are scaffolded through schema building. This is done by focusing on school wide weekly strategies such as identifying cause and effect, author's purpose, sequencing, inferring, main idea and supporting details, and character analysis. This will provide the students opportunities to identify and practice using the strategies outside their mainstream classroom. Authentic literature, thematic units and author studies are a large focus in the ELL classroom. In addition, there are a wide range of books that target each grade and language level.

The ESL teacher supports the content areas of Math, Social Studies and Science by ensuring that visuals, language prompts and language functions are addressed in each lesson. The ESL teacher co-plans with the classroom teachers to point out the language that is needed to access the content. The teachers create prompts to help students demonstrate their understanding. Additionally, the teachers include a part of the minilesson to address how language is structured in these content areas so that students can get beyond the language and focus on what is being taught. For example, the ESL teacher instructs students about how to carry out language functions in specific content areas like how to sequence events from history. In this way, students learn and apply academic vocabulary within their interest areas. The ESL teacher uses scaffolding and modeling to support students in learning content area material. Additionally, all content areas have word walls to help students build academic vocabulary. The ESL teacher always pairs visuals and picture images to the vocabulary and then plays information gap activities with the new vocabulary. Picture support and manipulatives are used to help ELs with content area instruction. The ESL teacher also gives glossaries in the L1 to provide support in native language development. The ESL teacher also uses laptops so that the students can read and listen to stories and content area lessons in the native language. The students often use maps, atlases, charts and diagrams to understand the material.

All instruction at the Earth School is in English. Students' growing reading skills are always supported by both a language and content objective in each lesson, and students always have an opportunity to learn, practice, and synthesize the new skills learned. Scaffolded instruction includes background building, vocabulary support, language objectives, independent and group practice, and the opportunity to synthesize learning as well as assessment. The New York State English as a Second Language learning standards are applied to all lessons. In the ESL and general education classroom, leveled classroom libraries are used for independent and guided reading activities, using just-right books from the classroom library. Students are exposed to rich language, strong story patterns and vocabulary levels that extend student schema. The ELL teacher plans lessons for listening and speaking from the Side-by-Side series of textbooks, and provides a textbook to each child. In order to support reading and writing, instructional tools used include the Visions textbook series, National Geographic leveled non-fiction readers, Connect, Quickreads, as well as internet resources such as Timeforkids.com for appropriately leveled non-fiction reading. We also use big books, computers, picture support, and info-gap games.

4. Since our school only has a free-standing ESL program, we do not conduct assessments in the students' language, beyond the Spanish LAB-R for Spanish speaking students. In order to support students' native language development, we order books every year in a variety of native languages. We also use websites like childrenslibrary.org so that students can listen to and read stories in their native languages. We always try to pair newcomer ESL students with more advanced students that speak the same native language for support and guidance. We always encourage parents to continue working on native language development and literacy at home and share the data that supports the need for this. Many of our students attend weekend schools in the native language and we encourage students to bring in samples of the work they do in their native language.

5. a. There are currently no SIFE students at The Earth School, but if a SIFE student joined our school, we would make programmatic choices so that ESL instruction supported the students academic and social needs. The student might learn reading and writing with students at the same reading level for a couple of sessions a week, but the student would also participate in talking/listening activities with students that are the same age. The licensed ESL teacher and the classroom teacher would create a plan that supports the students in developing social skills in English in order to make friendships with peers. At the same time the two teachers would work together to create a curricular plan that ensures that the student can catch up in the necessary academics in order to reach grade level.

b. Newcomers engage in collaborative group work and cooperative learning experiences that promote problem-solving and accountable

A. Programming and Scheduling Information

talk. These ELLs are immersed in lessons that provide explicit instruction in the structure of English, background building, knowledge, vocabulary and oral language. Many factors are looked at with extreme consideration when grouping the students, including language proficiency, age, academic needs, and class curriculum. For ELLs with special needs, including Students with IEPs, SIFE students and ELLs who have been in US schools for less than three years, there is even greater consideration and supplemental techniques, strategies and scaffolding used during instruction. These students are often given more individualized support and instruction to help meet their educational needs. The ESL teacher works closely with the classroom teacher in order to support our newcomers in preparing for the NYS ELA and Math exams. The ESL teacher works with the newcomers during reading and writing in order to support these students in building vocabulary, determining new vocabulary in context, envisioning as we read, and writing for clarity. The ESL teacher instructs the students on how to form language functions to speaking and writing. For example, on a basic level, the ESL teacher instructs students on how to structure questions and answers. Our goal is to support the newcomer students so that they develop the ability to socialize with peers, build lasting friendships, participate in class, and develop independence in reading with comprehension and writing for an audience. As the newcomers build confidence in their new learning classroom, they also gain confidence in their academic work, which will help them as test takers. The ESL teacher specially designs graphic organizers to help students access the classroom curriculum. The ESL teacher also uses dialog journals to communicate with the students about personal and academic issues and goals. Additionally, the ESL teacher uses the Side by Side workbooks with Beginning level students to develop phonemic, morphological, and syntactic skills. EL students attend extended day for additional service beyond the mandated 360 minutes of ESL support.

c. For our students who have received ESL service for 4-6 years, the ESL teacher provides in-depth narrative reports in the middle of every school year. The narrative reports address the students' progress in all skill areas relating to academic and social language development. Generally, the reports are about 2-3 pages and provide a detailed look into the classwork being completed and the students' developing proficiency in English. These reports, along with meetings with parents and teachers, help to keep parents involved and informed regarding their child's English language development. The ESL teacher co-plans with the general education teachers in order to plan lessons that directly address the areas in which the students still need support in the following areas:

For LEP students who have not met the performance standard in listening:

Students engage in collaborative group work and cooperative learning experiences that promote problem-solving and accountable talk. ELLs are immersed in lessons that provide explicit instruction in the structure of English, background building, knowledge, vocabulary and oral language. In order to address the needs of students who need further practice in listening we will engage in a variety of activities. Students will listen to academic texts for specific information, take notes, and report back. Students will work in differentiated groups with peers and gain exposure to the vocabulary, intonation, and details evident in the speech of others in that group. Students will be exposed to many different listening experiences. They will not only listen for information from the teacher and their peers, but also take notes on web based videos and information on tape while and complete comprehension exercises. Methodologies such as TPR (Total Physical Response) will be used in the classroom by giving students specific instructions for completing physical activities. Repetition of words and ideas, and visual cues to go along with spoken language will also help students who are developing their listening skills and as always instruction will be differentiated according to the needs of each student. The Side by Side series has CDs for the students to listen for comprehension and minimal pairs. The ESL teacher also instructs the students on note-taking so that students can listen and glean and organize information during teacher lessons. The ESL teacher instructs students about different kinds of graphic organizers to use for organizing information while taking notes.

For LEP students who have not met the performance standard in speaking:

LEP students who require further development of speaking skills will engage in lessons that provide practice with a variety of interactions. Students will use the interview method in their pull-out classroom to communicate with other students and to report back to the group. Art will be used in the classroom both as a high interest conversation starter as well as a form of self-expression in order to facilitate speaking in descriptive language. Students will listen to academic texts for specific information, take notes, and report back. Students will work in differentiated groups with peers and gain exposure to the vocabulary, intonation, and detail evident in the speech of others in that group. Students will consistently be assessed using the Student Oral Language Observation Matrix (SOLOM), with careful attention paid to development of comprehension, fluency, vocabulary, grammar and pronunciation. Class activities will center around oral performance activities that include, discussing, describing, persuading, evaluating, and debating.

For LEP students who have not met the performance standard in reading:

A. Programming and Scheduling Information

Students are taught in a language-rich classroom where there are ample instructional materials, books, and English language learning games that address and strengthen the needs of each student at each grade level. For those students who have been in the country less than three years, some of the books used during the ESL program are provided in the students' native language to supplement comprehension. These newcomers are allowed to bring the book in their native language home the night prior to class reading in order to provide a background understanding of the text to be covered in class. Students practice reading strategies such as identifying cause and effect, author's purpose, sequencing, inferring, main idea and supporting details, and character analysis during independent reading or guided reading groups. This will provide the students opportunities to identify and practice using the strategies outside their mainstream classroom. There is a strong focus on non-fiction materials so that students learn to analyze, connect, predict and understand real-world topics from sources such as magazines, newspapers, the internet, and reference books. In the ESL and mainstream classrooms, leveled classroom libraries are used for independent and guided reading activities. Students are exposed to rich language, strong story patterns and vocabulary levels that extended student schema.

Instruction is designed to target the needs of ELLs, especially in the areas of reading. Units are planned in alignment with state standards and classroom content so that students can hone skills they need for success in the classroom as well as success on state tests. The ESL teacher models, using shared reading and think aloud strategies how she carries out these reading skills. The ESL teacher uses the document camera to demonstrate which graphic organizers she uses for which reading skills. For example, during a shared reading, the ESL teacher models envisioning as she reads by drawing a picture of what she is imagining from the text. Additionally the students use accountable talk during guided reading groups to read for comprehension and discuss inferences. The students also share independent reading notes using the document camera. This will provide the students opportunities to identify and practice using the strategies outside their mainstream classroom. Most importantly, the ESL teacher instructs students on using context clues to learn and decipher new vocabulary as they read. Students also learn book selection strategies to make sure they are always reading books that they can understand. During independent reading the ESL teacher confers with students individually to ensure that students are reading to learn.

For LEP students who have not met the performance standard in writing:

In collaboration with the general education teacher, the ESL teacher provides support in a push-in model in order to work directly with the students on authentic writing pieces. The ESL teacher supports the LEP students in all writing genres, like personal narratives, poetry, and various expository essays. The ESL teacher supports students in applying their decoding skills to their spelling, remembering and applying punctuation and grammar rules, and revising to ensure that sentences are not missing any words. In general the ESL teacher is supporting the LEP students in making sure their writing can be understood by their audience in order to maximize the power of their voices through writing.

The ESL teacher often uses the Side by Side curriculum in order to support grammar development for beginning level students. The ESL teacher uses a systemic functional linguistics approach to teaching writing by teaching students the language functions for how to write for specific purposes in different genres. For example, the ESL teacher works with students on how to embed information like character names or setting into their sentences in personal narratives. Additionally, the ESL teacher instructs students on using clear referents in writing and embedding background information into sentences. Vocabulary and grammar choices in writing are also taught in order to demonstrate the differences in meaning that are communicated from different student choices.

d. We do not currently have ESL students for more than six years because we are an elementary school. However, the school support team would meet to create a plan of support. The school has a support team, which examines the need for further targeted instruction in content areas, as well as whether or not the student requires special attention from a certain staff member or special accommodation in the classroom. Between the combined efforts of the support team and the pupil personnel team, student learning challenges are identified early and various strategies and groupings are applied to meet these needs. For example the student may receive targeted instruction in math concepts or math vocabulary, they may have access to mp3 players with stories read aloud for further practice, or they may partake in reader's theater groups to help with a variety of literacy challenges.

6. When LEP students are identified as having special needs or disabilities, they work in small reading groups with the SETSS teacher. All LEP students with disabilities get the same number of mandated minutes of ESL service as regular education ESL students. In addition, these students receive pull-out or push-in support with the SETSS teacher. They might also work on the Wilson Reading program, for example. Teachers at the Earth School carefully determine appropriate reading and mathematical levels for ELL students, so as to support them while teaching at an individualized pace for them. Classroom teachers are sensitive to the learning styles of ELL students and

A. Programming and Scheduling Information

implement interventions for these students in their classrooms. Some interventions include the use of pictures to support language, allowing students to write and speak in their first language while learning English, as to build their confidence and allow them to learn English in a more natural way at their own pace. Teachers often use graphic organizers with ELL students, as well as incorporate peer tutoring and conferencing throughout the school day. The Earth School also allows teachers to have access to many materials which help support ELL students; such as books on tape, leveled libraries, big books, magazines, picture cards, spelling workbooks, laptops, and smartboards. Having these materials available allows all students to thrive academically. The ESL teacher continues to develop the students' English speaking, listening, reading, and writing skills by using developmentally appropriate texts and activities. The ESL teacher will use picture cards and big books to help develop speaking and listening skills. To develop reading and writing skills, the teacher uses books that are appropriate for the students' reading level and the ESL teacher supports the students in correcting the grammaticality of their classroom writing. The ESL teacher will also support the LEP students with disabilities in answering writing prompts to ensure that the answers follow correct English syntax and grammar to make sense. When there are LEP students with physical disabilities, the ESL teacher makes whatever appropriate changes in setting and instructional methods to support the students' ability to learn the information being delivered.

7. The Earth School thinks creatively when addressing the needs of EL students with disabilities. We have a Support Team that meets to discuss all angles of the child's learning across all curricular and enrichment areas. Often the student will be added to a support group to provide targeted, but time limited, support to see if a short but intense push was all that was needed in certain areas. We use the RTI approach for designing goals and checking progress. Students in self-contained classes have lunch, prep, and many writing or math periods with other general education classes so that they can socialize and learn together.

Courses Taught in Languages Other than English ⓘ

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

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

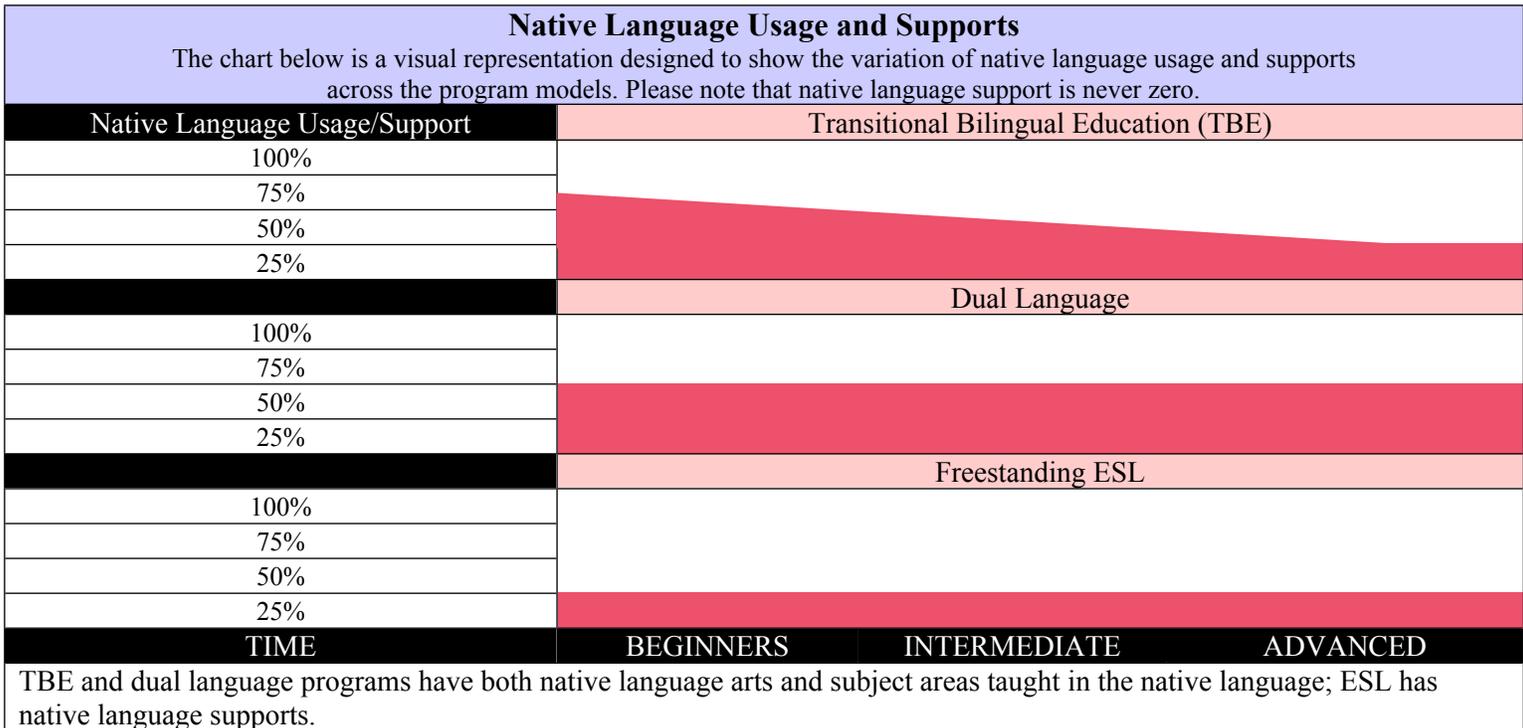
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. ELLs receive push-in services in literacy, math, social studies and science. As language educators, we know that academic proficiency can take 7-10 years, long after the student is speaking fluently in English. Often an ELL's needs in the core academic areas can be overlooked, but the student is still struggling to express his/her understanding of complicated academic topics in English. The ESL teacher works with the classroom teacher to modify the academic content and assessments in order to allow the ELLs the maximum opportunity for success. ELLs also participate in the school's extended day program so that they can also receive additional support from the classroom teacher in a small group before the school day begins. Additionally, almost all classrooms have a student teacher, aide, or reading support volunteer so that our ELLs can have a lot of individualized attention in the classroom. These services are always provided in English at the Earth School, as we only have a freestanding ESL program available. For our EL newcomers the classroom teachers use their smartboards to provide as many visuals as possible during ELA, math, social studies, and science lessons. Our school support team works with longer-term EL students with programs like Wilson reading and RTI for any particular skill that needs intervention. For example, one of our longer-term EL students needs help with elaboration in writing, so the support team teacher is doing a limited time intervention with the student specifically on elaborating in writing. In math, one of our EL students needs support with language in number stories so the ESL teacher did a targeted intervention about the language of number stories. In Social Studies, several of our ELs were unfamiliar with continents and directions, so the ESL teacher did a targeted intervention around map skills. In Science, some of our ELs needed help with using evidence to support their hypotheses in experiments, so the ESL teacher did a targeted intervention with using the word because to connect the proof with the reason why they predicted something.

9. Former ELLs: Students who pass the NYSESLAT continue to receive special accommodations during testing for two years. In addition, the ESL teacher is in communication with the former ELLs and their classroom teacher in order to determine throughout the year whether the student continues to need support in certain aspects of language development. The ESL teacher provides resources for lesson planning, scaffolding, and vocabulary support to the classroom teacher so that former ELLs are still provided with the necessary tools to access information as their language continues to grow. The ELL teacher also visits the classroom periodically and supports the former ESL student with the classroom curriculum. The ESL teacher provides graphic organizers, vocabulary supports, texts at the appropriate reading level, scaffolded tests and classroom worksheets. The ESL teacher also makes sure that the student is able to work independently and in group activities in the classroom by providing the above mentioned supports.

10. One improvement that the ESL teacher has been trying to integrate is the use of field trips and community walks. The ESL teacher will lead LEP students on neighborhood walks, scavenger hunts, and field trips that will require the students to interact with community members in English. These activities will provide authentic environments in which students must use their English skills in order to accomplish certain tasks. For example, the ESL teacher will take students to the supermarket, or students will have to follow directions to arrive at a certain location in the neighborhood, or students will visit the neighborhood radio station to make an announcement on the radio. The ESL teacher is also expanding the number of classrooms that can have a push-in ESL curriculum each year. We have language with motion to teach the alphabet to kindergartners. The ESL teacher is also getting more involved with the Social Studies curriculum for the fourth and fifth graders to help them understand the content. The ESL teacher is working with the 4th and 5th graders to create a comic book that demonstrates their understanding of the social studies content. The ESL teacher has also created more picture/word games to

develop student speaking skills in English as well as word family workbooks to support the ESL students with decoding skills for reading and spelling.

11. In response to the general education teachers' concerns, the ESL teacher is working to minimize the time that ELLs are pulled out of the classroom in order to provide more push-in support. This minimizes disruption to the ELLs' classroom learning and provides support directly in the subject areas at the time of instruction. There are few programs that the school has decided to discontinue, but we are working to minimize pull-out ESL programs in favor of push-in programs. We are doing this so that the students spend less time out of the classroom and so that the students can focus on targeted English skills through the classroom curriculum.

12. All ESL students are invited to participate in all extracurricular activities and clubs before, during, and after school just like any other student. ELs are never pulled from classroom or school activities because we recognize that these activities are the most important ways for students to develop language and build relationships. To ensure that families are aware of all the programs offered, these flyers are also sent home in the high incidence native languages. Also the parent coordinator and ESL teacher can provide translators for parent questions about these activities. In this way students are able to develop their social skills and social language for further success. There are opportunities for both parents and students to participate in school activities throughout the year. During the school day, the school has activities such as open work, field trips, Town meeting, Earth studies, Art, Community Health and Fitness, Music, Dance, and Cooking. Our ELs participate in all of the daily activities, programs, and clubs. Town meetings are held every week with the whole school in attendance, seasonal parades and celebrations, and 'open mic' nights are open to all students and their families. Other after school events include poetry slams, physical education clubs, after school, dance, ballroom dancing, camping trips, excursions and field trips, and cooking. ESL students also participate in classroom-based clubs along with their peers. Many clubs are facilitated by students and include puppet-making, a Harry Potter literature circle, bookmaking, art, reading, building, drawing. In this way, students are encouraged to develop their social language skills and confidence amongst their peers. All of our ELs participated in the 4/5 grade camping trip. Additionally, a group of ELs put on a short play for the school at Town Meeting. Some EL parents have also hosted some Community Open Work Clubs. One EL student did clown tricks for the school at Open Mic night.

b. Most of the Earth School's after school activities are voluntary gatherings with the purpose of bringing the school community together to build friendships and connections to the school. For example, our Fall Fair and other school-wide reunions take place on Saturdays at the school. The PTA often pays for the food or families bring food as a potluck. Many students participate in the GO project as an after school tutoring and literacy support program on the weekends and in the summer and that program is free. The school also hosts an Empire After School program, but that program charges a small fee to families. This program is mostly used as an opportunity for students to complete their homework before going home.

13. The Earth School has a large collection of books for our ESL students to read at their levels. The ESL library also has many "big books" for students to read in pairs or groups. We have pictures cards, picture dictionaries, cubes, blocks, and foam letters for our newcomer students as well. We also have manipulatives for math exploration. There is a strong focus on technology at the Earth school. Students have access to laptops, which are used in their classrooms for typing instruction, internet based research, and writing reports. Technology employed in the ESL classroom includes computers with internet access for online research, audio CD's for listening activities, and phonics development through listening games on tape. Students are given opportunities to access websites in teacher guided lessons that require research, especially on non-fiction topics. Students can listen to books on the internet at childrenslibrary.org or razkids.com. The ESL teacher has many online games and activities downloaded for students to practice sight words, spelling, grammar, and reading comprehension. Teachers use the classroom smartboard for visuals and kinesthetic learning.

b. The ESL teacher also uses programs like boardmaker and kidspiration for visuals and graphic organizers in the content area. Furthermore, students listen to audio recordings of content area books and work on projects in which they record and listen to their own voice. The goal is for students to demonstrate their understanding of the content area through other formats besides just writing. The ESL teacher also uses magazines to create picture representations of the concepts learned in class in content areas like Social Studies and Science. For math, students have a variety of graphic organizers and different kinds of paper to choose from.

14. The Earth School currently only has a freestanding ESL program, but the ESL teacher sends home letters and informational flyers in the home language whenever possible. Additionally, students are encouraged to continue developing literacy in the native language at home, and whenever possible, the ESL teacher sends books home in the native language. The ESL teacher takes students to the local public library to check out books in the native language and English. Additionally, the childrenslibrary.org website narrates books in many native

languages as well. The ESL department has books in Spanish to help students continue development in Spanish at home and in school. The ESL department is looking to buy books in more languages that are represented in our school like Chinese, Polish, Japanese, and Hebrew. Additionally, the students are encouraged to bring books from home in their native language to share with the class. The ESL teacher celebrates Native Language week, in which the students read a book from their native language to the class to teach the class about their home language and culture and help the students empathize with what it is like to listen to a story in a language other than your primary language.

15. We have a wide range of materials available to support the students' language and developmental needs at all levels. We have several baskets of books at different reading levels for listening centers with books on cd and sets of cd players that would be interesting to different age, maturity, interest, and reading levels. We have many big books and books from many genres, like non-fiction, fantasy, mystery, alphabet, and realistic fiction books. We also use internet resources that support the classroom curriculum. We have several laptop carts in the building for students to do online research on topics of their interest. We support developing literacy with websites like tumblebooks or Reading A-Z in which the students can read online, choosing from a wide range of online books. The library also has a variety of reading materials for all levels and interests. The ESL teacher uses all of these resources to help the students with their classroom curriculum at each level. For example, the ESL teacher uses A-Z books for all grade levels, but uses increasingly more complex books for the groups that are more advanced in English. The ESL teacher uses laptops for internet research for the students in grades 4/5 that are capable. The ESL teacher uses big books with the kindergartners and first graders who are just beginning to recognize sight words.

16. Prior to the beginning of the school year, the parent coordinator communicates with parents of newly registered ELLs. Parents come to the school for a tour and an orientation meeting. Parents are given the opportunity before school or during the first week of school to tour the classrooms, meet the teachers, and familiarize themselves with the school environment. Information is provided in the native language for all of these meetings. Parents are also provided with an overview of the ESL program as well as with resources on the internet, in books, and libraries that can help them to support student learning at home. The ESL teacher also provides information about community centers that can support the families with learning English.

17. The Earth School has no foreign language courses. However, the students participate in choice time almost every day in which they have free time to explore areas of interest. This time provides a rich environment for language production and absorption and is the cherished time of day of almost every student in the school. The LEP students are never pulled out during this time, since this is the best opportunity for them to use and hear English.

C. Schools with Dual Language Programs

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

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.

Paste response to questions 1-3 here

1. The ESL teacher, the only ESL instructor in the building, attends all network ELL liason meetings as well as any BETAC conferences (though it looks like the Manhattan BETAC closed).

Common Branch teachers, administration, paraprofessionals, guidance counselors, special education teachers, as well as all school-based support personnel, secretaries, parent coordinators, and prep teachers are given a professional development workshop each year on a new theme about working with ELs. For example, last year the school looked closely at the EI identification process. This year the school is closely comparing the NYSESLAT and the ELA. These workshops provide much more PD than the 7.5 hours that Jose P Mandates. These individuals are also provided support throughout the year on an individual basis. The ESL teacher works with classroom teachers to determine teaching strategies, discuss language development, set goals for individual students, and incorporate new teaching ideas into the classroom that will help to differentiate learning for ESL students. Since the ESL teacher pushes-in with three different grade level classes, those teachers co-plan with the ESL teachers and use strategies that support ELs throughout the day. The ESL teacher often helps the teachers modify curriculum content and lesson plans so that the students are able to be successful even when the ESL teacher is not in the room. Teachers have access to ELL specific materials from the ESL classroom library and the ESL teacher's library of materials. Furthermore, the ESL teacher works closely with an ELL specialist for the school support organization and attends monthly ESL network meetings. Topics include the language of mathematics for ELLS, differentiation, and lesson planning. The ESL teacher works closely with the school secretaries, school based support personnel, administration, and the parent coordinator to ensure that parents and students have important information communicated in the L1 with sensitivity and respect and get all necessary paperwork in the L1. These kinds of conversations are part of the support and professional development that the ESL teacher provides all year formally and informally.

2. As our 5th grade ELLs prepare for middle school, the ESL and classroom teachers work with the students on essential school survival skills like note taking, keeping track of a planner, planning one's day, and being responsible for one's own assignments. The students start using a planner to track what assignments are due in the short and long term. The students will receive less reminders from teachers and parents are expected to continue working on projects and assignments independently in order to have a completed product on the due date. Students also visit their new middle school in order to get a sense of the building's layout and what the new school's expectations are. The ESL teacher works with the parent coordinator and school guidance counselor to support the parents of ELs in finding middle schools that are a good match. The guidance counselor works with the ESL teacher to develop lessons about transition and making friends and the social expectations in America. For example, the ESL teacher taught a PD to the entire school staff about the different cultural expectations and ways of socializing and being in school in different countries. The guidance counselor then created a comic book with an EL detailing how life in America is different and different socializing habits that students should be aware of (like no hitting on the playground, and it is important to look people in the eye).

3. All teachers and staff, like paraprofessionals, administrators, counselors, special education teachers, secretaries and the parent coordinator will be provided with professional development to support the understanding of the citywide Language Allocation Policy (LAP). The ESL teacher works with the classroom teachers to ensure that the foundations of the LAP policy are incorporated into daily classroom instruction. The ESL teacher also works with the paraprofessionals, guidance counselor, parent coordinator, and secretaries to ensure that all parties carry out the proper procedures for incoming families in regard to informing the ESL teacher of their presence so that the ESL teacher can give the Home Language Survey. The paraprofessionals and parent coordinator and secretaries also support the ESL initiatives by helping to provide translations for the families that need information in their native languages. The ESL teacher has copies of all the power point presentations she uses to teach the entire school staff about all issues related to ELs. For example, the ESL teacher created and presented a Power Point about the NYSESLAT and the necessary criteria to pass ESL. Additionally the ESL teacher taught teachers about the difference between social and academic competency and what teachers can do to support students as academic content becomes more sophisticated.

The Earth school staff meets every Thursday afternoon from 3:15 - 5:00. During these meetings, the ESL teacher contributes important information about appropriate expectations for beginning, intermediate, and advanced ESL students at different age levels. The ESL teacher provides professional development about scaffolds and accommodations that can be made per grade level to help ESL students be independently successful in the classroom curriculum. The ESL teacher works closely with classroom teachers in small groups on topics

such as goal setting for students, content area support, differentiation, and curriculum development. Classroom teachers are also provided information on Professional Development opportunities for all teachers of ELLs, including general education classroom teachers. For example, the science teacher may be informed of a ELL Science symposium and given the option to attend an event along with the ELL teacher. As the ESL teacher attends professional development events, the information gathered at those events is turn-keyed at the school level and shared with teachers. As part of the 7.5 hours, the ESL teacher has given demonstrations to the entire staff about the LAB-R assessment as well as the NYSESLAT so that the staff understands how the ESL students are assessed. In these ways, teachers that require professional development receive the mandated 7.5 hours (or 10 hours for special education teachers) of development in strategies for teaching ELLs as per the Jose P. Mandate. The entire staff is focusing on assessing student work through the use of continua. Later PD sessions will also be dedicated to differentiation and inclusion. The ESL teacher is on the PD committee, so all PD sessions always have a piece tied to English learners' needs. The ESL teacher has created an ESL continuum that will help teachers assess and support students based on their current levels in Listening, Speaking, Reading, and Writing. These professional development sessions will help the teachers in supporting ELL and general education students.

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?

Paste response to questions 1-4 here

1. Parents are an integral part of the Earth school community. In order to include all parents in school activities, meetings, and projects, information is sent home in the native language so that parents of ELLs can participate. Parents have weekly Parent Association meetings with the Principal. Parents also participate in weekly community open work sessions in the classroom, in which parents work with their children on projects of their choosing. This particular weekly activity is excellent for the parents of the ELL students because then they can see what the classroom expectations and projects are so that the ELL parents can support them at home. Many parents conduct projects with their children's classes, like art projects or environmental studies projects. Parents help plan and facilitate a wide variety of community activities, such as the fall fair, community potluck, clubs within the school, open "mic" nights, cookshops, class publishing parties, and town hall meetings. Parents are involved in the school's environmental endeavors and serve on the boards of the nutrition committee, the rooftop garden committee, and a variety of other school based groups. The Earth school makes consistent efforts to reach out to parents on a regular basis that goes far beyond the required parent conferences throughout the year. All letters are sent home in the high incidence languages that the DOE will translate. Additionally, the school uses translation money to translate documents that are used each year into the languages that parents at our school speak (like Japanese and Polish) that aren't translated by the DOE.

2. The ELL teacher provides information for parents about neighborhood organizations that offer free English classes and other supports in the neighborhood. Additionally, the ESL teacher sends home informational materials in the native language as much as possible as well as provides translators for school meetings. The INDOCHINA SINO-AMERICAN COMMUNITYCENTER (ISACC) is a neighborhood center that supports Asian American families with learning English. They also provide other forms of support to help families make a successful transition to life in America. There are also free classes for adult ESL learners at Hartley House (M-F 8:30-12:00 & 12:30-4:12 pm) at 413 W 46th street near 9th ave. The YMCA on Houston street also offers English classes. These institutions provide translations on line to advertise their services and these translations are posted on the school's community bulletin board.

In addition, we have many partnerships that send volunteers to the school that directly support our ELL's growth with listening, speaking, reading, and writing in English. Read for America volunteers work in every classroom in our school. These volunteers spend a lot of time supporting our ELLs with literacy development. Almost every classroom also has student teachers from either Bank Street School, New York University, or Columbia University. In addition, we are partnered with the neighborhood garden across the street, so our science curriculum often uses the garden as the foundation for classroom inquiry projects and lessons. We are also partnered with the Third Street Music Project. Volunteers from the Music Project provide music lessons to Pre-K through second grade classes for 26 weeks and then the students are eligible for free lessons at the Music Project. Grades 3-5 work with the Red Rogers Dance Company for 20 weeks of the school year. The music and dance partnerships are integral to supporting our ELL students find ways of expressing themselves with or without their new skills in the English language.

3. The parent program selection surveys, responses to the continuation of services letter, comments in the PTA, and discussions with the Parent Coordinator are taken very seriously at the Earth School. The Parent Coordinator speaks with the parents often and shares this information with the ESL teacher to make sure that the parents of ELLs are comfortable with the services provided. In addition, the ESL teacher sends home monthly letters to the parents of ESL students to ensure that the parents are informed of the ESL curriculum and ways they can help at home. The ESL teacher always provides her email address so the parents can discuss concerns or questions at any time. Additionally, the principal and parent coordinator keep track of parent concerns and trends at the Parent Association weekly meetings. These concerns are discussed at staff meetings when programmatic decisions are made for the following year. We try as hard as possible to learn about the parents' needs directly from the parents. Letters are translated into the NYC DOE high incidence languages. Additionally, parents can ask the Spanish, Chinese, Russian, French, and Hebrew speaking staff members at school to translate any other information.

4. Many of the parents' needs center around wanting to be connected to the classroom curriculum and be involved in their children's learning. In response to this need, the teachers' rooms are always open to parent participation at any time, as long as the parents sign up in advance. We also have an active PTA where parents can express their needs and work with the school faculty to create programs that will

meetsatisfy these issues. All flyers and letters are sent home in the high incidence languages and English.

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								2
Intermediate(I)		3	2			1								6
Advanced (A)					1	3								4
Total	0	4	2	0	1	5	0	0	0	0	0	0	0	12

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3	1								1
4			2		1				3
5					2				2
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.

1. The certified ESL teacher collects ATS reports to determine student scores on standardized testing in order to properly group students according to their proficiency level. The RLAT, the RLER, the RYOS, ROPB, and student assessment history reports are all used to determine not only the overall score achieved on the NYSESLAT exam, but also the modalities in which students scored the highest and lowest. Students are given running records, comprehension checks, and informal and formal assessments that help to determine their early literacy skills at young ages.

The classroom assessments that inform ESL instruction are the TCRWP running records and comprehension checks for determining reading levels. The TCRWP reading assessments have demonstrated that all of the ESL students are below grade level for reading. The ESL teacher is supporting the students in reading by focusing on word families to help students decode as they read. The ESL teacher is also using books at the students' levels to support reading comprehension. The teacher helps students show comprehension by using graphic organizers for sequence of events, character traits and the problem and solution. Additionally the school uses Words Their Way assessments to determine where the students are on a continuum for stages of spelling and decoding. The data from these assessments informs the classroom and ESL focus for the year.

The ESL teacher has been focussing on the consonants in English to help Kindergarten and first grade students spell and decode simple words with consonant, vowel, consonant speling in order to support a more solid foundation in English consonants. The WTW assessments for the upper grades reveals that all of the ESL students in grades 4 and 5 are still working on their long and short vowels. The ESL teacher has been focusing on word families with long and short vowels to support the students in developing their understanding of vowels. The certified ESL teacher conducts informal and formal assessments regularly starting at the beginning of the year for letter recongnition, sight words, or comprehension depending on the level of the student. Each student has an ESL portfolio, which is carefully examined by the teacher three times a year to determine progress in areas such as written work, spelling, grammar, decoding, reading comprehension, and vocabulary.

ELLS progress in meeting TC benchmarks for March 2011

K 50% of ELLs met benchmark (2/4), other 50% of ELLs learned at least 70% more letters (2/4)

- 1 100% (3/3) of ELL students moved up at least one reading level
- 2
- 3/4/5 100% (3/3) of self-contained ELLs have moved up at least one reading level
- 4 1 met benchmark, 1 moved up at least one level
- 5 Both students moved up 4 levels

The Earth school uses a DY0 assessment plan in lieu of standardized periodic assessments. The DY0 assessments focus on the holistic progress of each student and provide the teacher with a framework within which to determine areas of student strengths and weaknesses and lay out plans for addressing areas of need for each individual student. Other forms of assessment include holding students to transparent standards when completing units of study throughout the year and assessing student achievement based on these goals and standards. Each unit of study includes a culminating project, such as a research paper, or personal narrative on which students receive feedback and which the teacher uses to further assess student progress. Units of study are aligned with ESL and ELA standards as well as content-area standards being addressed in the classroom.

2. The chart below shows our scores for 2011. The number of students is followed by the grade level. Our Kindergarten students had all scored as advanced in listening and speaking in the LAB-R and remained high in the NYSESLAT. Our 4/5 grade ELs scores on the NYSESLAT demonstrated growth from the LAB-R as one student passed out of ESL and the other two were considered Intermediate or Advanced in English on the NYSESLAT.

May 2011 NYSESLAT Listening and Speaking Scores

Grade	Beg	Int	Adv	Prof
K			3	1
1			2	1
2				
3				1
4		1	1	1
5		2		1

May 2011 NYSESLAT Reading and Writing

Grade	B	Int	Adv	Prof
K	2	2		
1		2		1
2				
3			1	
4	1		2	
5	1	1		1

3. The data indicates that the proficiency levels in reading and writing are lower than in listening and speaking. Instructional decisions are made based on improving reading and writing. The ESL teacher has shared this data with the classroom teachers of all ELs and administration. Based on the data, the students receive scaffolding and support in pull-out reading and writing workshops with the ESL teacher. When possible, one of the curricular changes that the Earth School has made involves the attempt to keep the few ESL students in the same classroom so that the ESL teacher can push-in to support reading and writing instruction. In those cases, the ESL teacher team-teaches with the classroom teacher this year to help scaffold writing lessons for ELs. The ESL teacher is the only teacher giving the NYSESLAT, but the data is shared with school administrators and classroom teachers of ELs. Since the classroom teachers see the data about student performance, they are also able to tailor their lessons and individual conferences with ELs for vocabulary development and comprehension strategies to ensure that the students are progressing and reading books at the appropriate level. Based on the data about Math and Science tests, the classroom teachers also tailor content instruction for developing English skills, like vocabulary development, understanding cause/effect in topics, making inferences based on data, and sequencing information.

May 2011 ELA scores

grade	1	2	3	4

3	1		
4	1	1	1
5	n/a		

May 2011 Math scores				
grade	1	2	3	4
3	1			
4		2	1	
5			2	

4a. The data from the NYSESLAT and LAB-R shows us that, across grade levels, our students are doing well in the listening and speaking areas of the NYSESLAT, but need more support in the reading and writing. We had only one student eligible to take the LAB-R in the native language, Spanish. There are no other students assessed in their native language, so we can not make a comparison. This student did no better in the native language than English. The data from the ELA and Math state exams corroborate the findings that our students need more support in reading and writing.

4b. Classroom teachers collaborate with the ESL teacher to differentiate instruction based on student needs. The ESL teacher uses the data to place students in small groups for targeted instruction in certain reading and writing skills, like inferencing, or providing specific examples in essay writing. The ESL teacher shares this data with the classroom teachers so that students can receive additional, targeted support in the classroom as well. Classroom assistants, reading volunteers, and student teachers are also instructed on how to support these students in the specific areas that have come up from the assessments. The school is learning that as the content gets more complicated, the ESL students can often fall behind. Administration and teachers have noticed the need to support ESL students in the classroom with key vocabulary that is essential for understanding higher level reading texts, Social Studies and Science. Word walls have become a part of the classroom for all subject areas in response to this need. Additionally, the teachers spend a lot of time teaching students how to infer the meaning of new words based on context clues. Administration also includes this data when looking at planning to see how student needs are supported through classroom instruction. Administration provides common planning time.

4c. The Earth School uses Teachers College reading assessments three times throughout the year. Data from these assessments tells us that all of our students are making progress. Given how long academic competency takes to develop, we are pleased with the progress our ELs are showing. When students do not demonstrate progress, we bring the student's case to the Support Team to design a targeted intervention. For example, some first graders were not showing a lot of progress in reading this year, so we have started a Wilson reading group to help those kids move forward. We do not use native languages in assessments, but we encourage parents to continue reading in the native language at home. Similarly, students are encouraged to bring books in the L1 to school.

5. The Earth school does not have a dual language program.

6. Based on the NYSESLAT, we were pleased to see that students are making progress with English language development. 14% (2 out of 14) completely passed the NYSESLAT. Additionally, 21% (3 out of 14) passed the listening and speaking section of the test. The Earth school considers both test scores as well as development over the years through examination of student portfolios to determine success within the ESL program. The NYSESLAT and Teachers College reading assessments give us the data to look at trends for all of the students in the program. At the same time, student work gives us a more authentic picture of each child's growth. Looking at the students' portfolios over the years, shows us the students' progress in vocabulary, decoding, and comprehension. Our test results show what areas are stronger or weaker in our students so that the program can change in order to meet the needs of the students. The test data also show who is passing and who is not to ensure that those students get the additional support and attention necessary to be independently successful with English for academic purposes. The portfolios are also essential for determining whether the ESL program really is helping the students achieve independence in the classroom based on whether their work demonstrates comprehension of the subject matter.

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: Earth School

School DBN: 364

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alison Hazut	Principal		1/1/01
	Assistant Principal		1/1/01
Jocelyn Walsh	Parent Coordinator		1/1/01
Rachel Levinsky	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Dyanthe Spielberg	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 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 364 School Name: The Earth School

Cluster: _____ Network:

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

Part A: Needs Assessment Findings

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

At the beginning of the school year, we look through the students' HLIS to find out the primary languages used at home. In addition, we use the ATS system to identify parents who may need translation and/or oral interpretation needs. While giving the HLIS, the ESL teacher has an informal interview with the parents. This interview reveals the parent's comfort level in English or preference for speaking the native language. Almost all parents at our school prefer to speak to teachers and receive school information in English, and write this on the HLIS. If the parent writes that he/she prefers to speak and receive information in the Native Language, the ESL teacher adds the family name to a chart so the the ESL teacher, the parent coordinator, and the school secretaries ensure that the families receive translations of all documents going home and all signs posted around the school.

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.

This year we have 11 ELs speaking Cantonese, Japanese, French, Russian, Croatian, Spanish, Polish, and Hebrew. We also have many students that speak another language at home that are not considered LEPs. Through the HLIS we are able to tell which parents need translation and interpretation services. We share the information about how many languages our school speaks as a celebration of our diversity through school posters graphing the number of languages we speak as a school. The school's SLT also discusses this information to prepare translations and interpreters as necessary. We currently have 1 family that requires Cantonese translation. This family has a close relationship with the Parent Coordinator in our building that speaks Cantonese. The parent coordinator translates in person all documents that go home for the parents when they pick the child up from school. The ESL teacher, when given enough notice, has all documents translated to Cantonese as well. We have about 10 families that require Spanish translation, only two of which have students that are considered LEPs. These families have close relationships with the school Parent Coordinator who translates in person all documents that go home. Additionally, when the ESL teacher is given notice, she has all documents translated. Finally, there is one family that requires Russian translation. We have

a teacher's assistant at the school that translates all documents and meetings. Again, the ESL teacher has all documents translated to Russian when given notice. Our families that speak Polish, Japanese, Croatian, French, and Hebrew are fluent in English and prefer to speak in English.

Part B: Strategies and Activities

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

Using the DOE Translation Unit, we are translating all major written materials, including flyers for school events, letters home, conference notifications, and other community materials. The ESL teacher or Parent Coordinator requests any important documents at least a month in advance in order to allow time for translations. There are also staff members in the building that provide assistance with translating documents in Spanish and Chinese or translate the documents for families in person. The ESL teacher has copies of all DOE translated letters on file in all the high incidence languages, like the Family Bill of Rights, Program Selection Forms for ELs, internet use rules, etc.

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

We are using our translation budget allocation to hire on-site interpreters from Legal Interpreting Services, a contracted DOE Vendor, to provide oral interpretation services at major school events, including PTA meetings, family conferences, orientation, and Curriculum Night, as well as at individual conferences when needed. The Parent Coordinators in the building also act as interpreters in Spanish and Chinese when spontaneous meetings are necessary. We also have a Russian speaking teacher's assistant that can provide the same service.

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>.

Before any school meetings, we inform parents in their native language of the meeting and let them know that translators will be available.