



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: EVERGREEN MIDDLE SCHOOL FOR URBAN EXPLORATION

DBN (i.e. 01M001): 32K 562

Principal: LAUREN REISS

Principal Email: LREISS@SCHOOLS.NYC.GOV

Superintendent: LILIAN DRUCK

Network Leader: MICHAEL ALCOFF

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Lauren Reiss	*Principal or Designee	
Erin Oates	*UFT Chapter Leader or Designee	
Jodi Reece	*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	
Nancy Burgos	Member/ Parent	
Fatima DeLuna	Member/ Parent	
Rochelle Hughes	Member/ Parent	
Wendy Rodriguez	Member/ Parent	
Nancy Quiroz	Member/ Parent	
Jamel Brown	Member/ Teacher	
Elisa Paltenghe	Member/ Teacher	
Stephanie Velez	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, teachers will have developed a CMP3 Curriculum Plan that includes a scope and sequence and, for each unit of study: a unit overview, a pacing plan, performance tasks, a collection of lesson plans and student work samples of performance tasks.

Comprehensive Needs Assessment

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

On the 2012-2013 State Mathematics State Test, 71% of our students scored a level one and 24% scored a level 2 .

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Develop scope and sequence for year
2. Implement weekly content team meetings to develop unit plans
3. Develop tracking system to track student progress on performance tasks
4. Provide PD on CMP

B. Key personnel and other resources used to implement each strategy/activity

1. Assistant Principal, Math coach
2. Assistant Principal, Math coach, Network Achievement coach , all math teachers
3. Assistant Principal, Math coach, Network Achievement coach
4. DOE training, Math coach, Network Achievement coach

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Scope and sequence developed
2. Unit plans created
3. Performance Tasks for each unit are tracked.
4. Teachers will have attended 3 PD sessions

D. Timeline for implementation and completion including start and end dates

1. Scope and sequence developed by Administrative Progress Monitoring meeting (APM) Dec.
2. October - June APM Feb (Units 1 and 2. Feb.) (All unit plans completed May.)
3. Develop tracking system to track student progress on performance tasks by January 2014, Data entered following completion of each unit. APM Feb, April, June
4. Teachers will have attended 3 PD sessions by June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Departmental team meetings
2. Departmental team meetings
3. Mandated Professional Development Meetings, Whole school meetings
4. DOE PD

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent letter for each CMP Unit
Math/ Science Night

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

All literacy teachers will incorporate scaffolded syntax instruction (Hochman Basic Writing Skills [BWS]) and Academic Vocabulary instruction (WordGen) into unit and lesson planning.

Comprehensive Needs Assessment

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

On the 2012-2013 State ELA 61% State Test, 31% of our students scored a level one and 25% scored a level 2 .

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Provide initial PD in Hochman BWS for all literacy teachers and administrators..
2. Provide ongoing PD in Hochman BWS for school.
3. Incorporate Hochman (BWS) material into ELA curriculum.
4. Incorporate Hochman BWS material into Science and Social Studies curriculum.
5. Conduct a ELA Social Studies literacy inquiry that examines student work through the lens of syntax and Academic Vocabulary.
6. Provide initial PD for teachers in WordGen program

B. Key personnel and other resources used to implement each strategy/activity

1. Funding for attendance at Hochman training summer
2. Literacy Coach (CSS Consultant), Departmental meetings
3. Literacy Coach (CSS Consultant), ELA Teachers, ELL coordinator
4. Literacy Coach (CSS Consultant), Science and Social Studies Teachers, Science leader, Network coach
5. Literacy coach (CSS Consultant), ELA teachers
6. Principal, all teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. All literacy Teachers and administrators will have received initial training.
2. At least three further PD sessions will be provided.
3. All ELA units will begin with a daily do now of BWS practice, and incorporate direct and small group instruction the BWS.
4. Science and Social Studies units will incorporate note taking, outline and/or sentence level skills.
5. Inquiry Meetings will occur at least once every three weeks
6. Teacher lesson plans will demonstrate weekly instruction in Academic Vocabulary .

D. Timeline for implementation and completion including start and end dates

1. All literacy teachers and administrators will have received initial training. Completed by Dec 3rd 2013 APM Dec
2. At least three further PD sessions will be provided. January to June APM Feb x 1. May x 2
3. All ELA units will begin with a daily do now of BWS practice, and incorporate direct and small group instruction the BWS. Sept.to June APM Dec, Feb. May
4. Science and Social Studies units will incorporate note taking, outline and/or sentence level skills. February – June APM May
5. Inquiry Meetings will occur at least once every three weeks. Dec – June APM Feb.,May
6. Teacher lesson plans will demonstrate weekly instruction in Academic Vocabulary. Sept- June APM Dec, Feb. May

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. ELA department meetings
2. Social Studies and department meetings
3. CSS consultant will work with teachers during subject team meetings
4. CSS consultant will work with teachers during subject team meetings
5. Subject team meetings
- 6.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Sharing of writing checklist data during parent teacher conferences.

Information on Hochman BWS at parent meeting for parent

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

N/A

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014 there will be at least a 5% growth in the number of students who agree that they feel safe in their classroom, hallways, bathrooms, locker rooms, and cafeteria, as measured by the DOE Student Learning Environment Survey

Comprehensive Needs Assessment

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

In last year's Learning Environment Survey, 20% of students stated that they did not feel safe in their classroom, hallways, bathrooms, locker rooms, and cafeteria

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Develop a consistent school-wide discipline referral system.
2. Develop consistent school-wide and classroom procedures.
3. Monitor implementation of discipline referral system and classroom procedures.
4. Develop the Student Intervention Team's structure, protocols and procedures. (SIT).
5. Provide school-wide professional development in "Teach Like a Champion (TLAC)" techniques.

B. Key personnel and other resources used to implement each strategy/activity

1. All teachers, AP, Principal, Dean School Improvement consultant (CSS).
2. All teachers, AP, Principal, Dean School Improvement consultant (CSS).
3. Administrative Team, All Teachers.
4. Guidance Counselor, IEP coordinator, relevant teachers.
5. School Improvement consultant CSS

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. A discipline referral system is in place.
2. School-wide and classroom procedures are in place.
3. Grade team meetings focusing on discipline and classroom procedures occur monthly and whole school meetings focused on discipline and classroom procedures occur as part of the Progress Monitoring process.
4. The SIT team structure, protocols and procedures are in place and meetings will be held at least monthly.
5. TLAC PD will be provided at least three times every quarter

D. Timeline for implementation and completion including start and end dates

1. A discipline referral system is in place the first day of school.
2. School-wide and classroom procedures are in place the first day of school.
3. Grade team meetings focusing on discipline and classroom procedures occur monthly and whole school meetings focused on discipline and classroom procedures

- occur at least 3 times per year. APM Dec, Feb. April, June
- The SIT team structure, protocols and procedures are in place by Sept 30th , and the SIT team structure, protocols and procedures are in place and meetings will be held at least monthly . APM Dec, Feb. May
 - TLAC PD will be provided at least 8 times during the year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Grade Team Meetings
- Grade Team Meetings
- Administrative progress monitoring meetings , teacher observations Grade team meetings and whole school meetings
- Grade Team meetings
- Grade team meetings, retreat, whole school meetings, School Improvement consultant CSS

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Share discipline referral system with parents

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014 we will have a majority of parents (> 50%) involved in school activities as measured by the participation in the School Learning Environment Survey and Parent / Teacher Conferences.

Comprehensive Needs Assessment

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

Last year only 40% of parents took the Learning Environment Survey, indicating a low level of parent involvement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Plan and advertise 'Meet the Teacher' nights.
- Advertise parent events in a variety of ways.
- Provide regular parent workshops on topics of interest.
- Establish 'Learning Leaders' parent volunteer program.

B. Key personnel and other resources used to implement each strategy/activity

- Parent coordinator, administrative team
- Phone Master, school secretary, student monitors, Google Apps
- Parent coordinator , learning leaders
- Principal and parent coordinator

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Meet the Teacher nights have been held by Oct 2013
- All parents will receive phone calls about upcoming parent events; each class will have a student monitor to support distribution of paper invitations. Parent email group will be created on the school domain.

3. At least 12 parent workshops will be held throughout the year.
4. Learning Leaders will participate regularly in classroom and school activities.

D. Timeline for implementation and completion including start and end dates

1. Meet the Teacher nights have been held by Oct 2013
2. Parent phone calls are made for every event, student monitors will be in place by Nov, Parent Email group will be created by Jan 1014
3. By Dec 2 workshops will be held, by Feb. a total of 6 workshops will be held, by May a total of 12 workshops will be held.
4. By Nov Learning Leaders will be trained, By Feb regular classroom support will be provided .

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Internal school resources
2. Internal school resources
3. External agencies and internal school resources
4. Learning Leaders program

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

As above

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1.

B. Key personnel and other resources used to implement each strategy/activity

- 1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1.

D. Timeline for implementation and completion including start and end dates

- 1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Phonics Intervention ESL Intervention Reading, writing and oral language instruction ELA Support Leveled reading program (Achieve 3000) ELA Support – Complex text practice Push in/pull out ELA ELA Cluster	Small group Small group Small group Small group Small group Small group	Before school After school After school After school and Saturday academy During school day in extended periods During school day
Mathematics	Math Intervention support Math cluster- focus on mathematical practices	Small group Small group support	After school During the day
Science	tutoring	Small group	After school During the day
Social Studies	tutoring	Small group	After school During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Achieve Academy (overage under credited students) Counseling	Small group One to one	After school During the day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Strategic recruitment including seeking and hiring Columbia Teachers College graduates. Hiring of content specialists Assigned teacher mentors New teacher professional development Development of team structure to allow for both grade teams and curriculum teams to meet regularly

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Participation in CMP PD. Access Network Achievement Coaches for targeted PD in targeted areas. Centrally-provided professional development on the Danileson rubric and core components of Advance. Use of online DOE professional development modules on ARIS Learn. In depth involvement with the "Hochman Project" at Baruch College for PD in the Basic Writing skills program. Creative School Solutions consultant will provide PD and in school coaching for principal and assistant principal in the area of school improvement. Involvement in Teacher College Technology PD program Creative School Solutions consultant will provide professional development in literacy across the curriculum, school curriculum support and in school Hochman BWS.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds used to support students in temporary housing

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
A committee of teachers and administrators was formed in August. This team participated in training provided by the City and subsequently communicated with all teachers before making the decisions regarding the assessments to be used.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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 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;

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:

- 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;

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- 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
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 32	Borough Brooklyn	School Number 562
School Name Evergreen Middle School for Urban Explo.		

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

Principal Lauren Reiss	Assistant Principal Janice Bruce
Coach Rosalind Cooper	Coach type here
ESL Teacher Megan Cancila	Guidance Counselor Lucila Macias
Teacher/Subject Area Stephanie Velez/biling. SpEd	Parent Carmen Rodriguez
Teacher/Subject Area Jessica Rivera/biling. SpEd	Parent Coordinator Nancy Soto
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) 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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	255	Total number of ELLs	60	ELLs as share of total student population (%)	23.53%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	42	ELL Students with Disabilities	15
SIFE	2	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	2

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	19	1	1	1	0	0	0	0	0	20
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	23	1	5	15	0	7	2	0	2	40
Total	42	2	6	16	0	7	2	0	2	60

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							9	11						20
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	9	11	0	0	0	0	0	20

*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

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							20	17						37
Chinese														0
Russian														0
Bengali							2							2
Urdu														0
Arabic								1						1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	22	18	0	0	0	0	0	40

Part III: Assessment Analysis

Assessment Breakdown

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

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)							8	9						17

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							6	9						15
Advanced (A)							17	11						28
Total	0	0	0	0	0	0	31	29	0	0	0	0	0	60

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	24	4			28
7	22	2			24
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	25		5						30
7	24				1				25
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
All students in our school were administered the DRP assessment for reading. It was our goal to use the cut scores from the DRP to determine who was reading below grade level, and as a result would be further tested using Fountas and Pinnell. After using the initial DRP assessment, we learned that all ELLs were reading below grade level. Therefore, we will be using the Fountas and Pinnell Running Records Assessments to further determine the approximate reading level of each student. In addition, we will be testing students' lexile levels using the Achieve 3000 lexile test. This will give us a better idea of the range of reading abilities and lexile levels that our students currently possess. The data obtained from these various reading assessments allows us to adjust instruction in many ways. We will be using small group guided reading in ELA. We will also be able to adapt and modify texts per individual student's needs. Using Achieve 3000 also allows the students to practice reading skills at their just right or instructional level of reading. Looking at last year's reading data for our ELL students and from the data we have collected so far this year, our ELLs appear to be at reading levels ranging from C-S, under the Fountas and Pinnell system. This informs our instruction tremendously, as we will be differentiating based on various student needs from phonics instruction to much more complex comprehension based reading skills. We will be using the ELE (Spanish Reading Test) to assess our TBE students reading ability as well this year. We were not aware of this test last year, and it was not administered. We will be administering the exam this year.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We have a large range of students at each proficiency level. Students with higher levels of proficiency both exhibited on the LAB-R and on the NYSESLAT tend to receive higher grades in their classes, and perform better on the State Exams. This makes clear sense, as students with more access to English language, can perform better as they have a higher level of comprehension and understanding. However, it also indicates that teachers must be differentiating to support the needs of beginner and intermediate ELLs so that they can still achieve the content and learning targets for each lesson.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
This data was not available to us this year.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Tests in Science and Math are provided to our TBE students in both English and Spanish. Otherwise, all other exams are in English. Across proficiency levels and grades, students with higher levels of English proficiency perform better than beginner or intermediate students. There is a direct relationship between a student's proficiency level and how they score on exams. Students who take examinations in Spanish and English, tend to perform better than students given tests solely in English. We often give students a choice of language, or access to tests in both languages as this will match with their experiences taking the State Math Exam. However, in tests or assessments for ELA, we give exams in English.
 - b. As a new school, we examined the data from our periodic assessments late in the school year. We were dismayed to see that many of our ELL students performed more poorly on the Spring Periodic Assessment than the Autumn Assessment. This led us as a school community to make major changes in ELL programming. Last year, ELL students were all fully integrated into classes with English speaking peers. Their ESL support was given through content areas. For example, ESL teachers taught both ELA and Social Studies. This year, we have one class in each grade comprised entirely of ELL students. ELA is co-taught by an English content area teacher and an ESL teacher. For students in our ICT and self contained special education classes, an ESL teacher pushes in to support them in ELA, working alongside the content area teacher. Therefore, our periodic assessments greatly informed our need for a new student support system.
 - c. We are not administering the ELL period assessments this year, as we have individual common core aligned school assessments and writing goals through our ELA curriculum. These assessments are used to support planning and further instruction as we have actual data to show which students have exhibited mastery and which students need further support.
 5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

n/a

6. How do you make sure that a child's second language development is considered in instructional decisions?
We have had numerous staff PDs on which students are ELLs, and what strategies work best to support and differentiate for their needs as second language learners. In addition, our administration observes and supports teachers constantly. One of the main focuses of classroom observations is to make sure that teachers are differentiating to meet the needs of our diverse learning community. In addition, we seek help and support from our Network ELL Support, Pablo Schelino. Mr. Schelino regularly visits our schools, observes teachers of ELLs, and provides feedback on how to better support ELLs in our instruction.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
- n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
As a new school only in our second year, we have minimal data to evaluate the success of our programs. Our NYSESLAT data from last year showed that very few students advanced in proficiency level, and anecdotally, we felt that the ELL students were not receiving enough targeted ESL support. As a result, this year we made the decision to have all ELA classes with ELLs co-taught by at least two teachers, the ESL teacher and an ELA teacher. With this model, we're better able to support differentiation, we can work with small groups, and meet the students' individual needs. We can also pinpoint and target which skills students are struggling with, and plan intervention and small group lessons accordingly. Following this year, we will once again look at our NYSESLAT data and gather anecdotal information from teachers, students, and parents to evaluate our current programs strengths and weaknesses.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a new student enrolls at I.S. 562, the school secretary contacts the ELL Coordinator who performs the informal oral interview and the HILS form. The ELL Coordinator has trained the other ESL and Bilingual Teachers to also complete this process should she be out of the building. The ELL Coordinator determines LAB-R eligibility following the HILS and interview, and then administers the LAB-R and Spanish Lab (if applicable) within 10 days of admission. The ELL Coordinator and other bilingual/ESL teachers are all trained pedagogues and are proficient speakers of Spanish. They have been trained in the process of initial identification of ELLs and are all capable of doing the initial assessments. NYC Dept. of Education brochures are also provided to the parents in their native language, and the NYC Dept. of Ed. translation services hotline is called if the parent and child's native language is not Spanish or English.
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.
During the initial interview and admissions process, the ELL Coordinator explains the program options that ELL students have if they are deemed an ELL following the LAB-R. She explains each program verbally, and then has the parent and child watch the Department of Education's ELL Parent Orientation Video. The ELL Coordinator explains to parents that I.S.562 only offers a Transitional Bilingual and Freestanding ESL program; however, if the parent would prefer a dual language program for their child, we can assist in finding the closest school with such a program. Parents are also provided with the New York City Department of Education's pamphlets outlining each program option in their native language. We try to have these one-on-one orientations with parents as soon as the child is enrolled in order to expedite the child's class placement and adjustment period. We also have numerous ELL parent orientation meetings throughout the year, so that parents can be fully apprised of how our programs are

structured, and have the opportunity to ask questions about each method of instruction.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The Parent Survey and Program Selection Form are done during parent orientation meetings both in a large group and in individual meetings done during the enrollment process. The ELL Coordinator is almost always present when these forms are being completed, so she collects them once parents fill them out. If a parent takes a form home, the form is returned to the ELL Coordinator within a predetermined window of time. The ELL Coordinator copies the Parent Survey and Program Selection form, and the original form is placed in the student's cumulative file. The other copy is stored in the Enrollment Binder in the ELL Coordinator's office.

The ELL Coordinator sends home initial entitlement letters following the LAB-R tests. These letters are copied and placed in the Entitlement Binder in the ELL Coordinator's office. In addition, once the ELL Coordinator receives the students' NYSESLAT scores from the previous Spring, thus determining continued entitlement, she sends home the Continued Entitlement Letter or the Non Entitlement letter per individual student's scores. A copy of each of these letters also remains in the Entitlement Binder in the ELL Coordinator's office.

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.

ELL students are placed in the TBE program or the ESL program, per parent's choice following the parent orientation meeting upon admission to the NYC Department of Education. During the meeting, the ELL Coordinator explains the structure of both programs at I.S. 562, and also has the parent watch the DOE ELL Parent Orientation video. The conversation regarding program choice takes place in the parent's native language. If the ELL team (ESL and Bilingual Teachers) do not speak the parent's native language, the interpretation hotline will be called. If parents want to change their child's program, we have a meeting to discuss the potential drawbacks of doing so, per available research re: changing programs. The meeting is documented, and the request of change in program is noted in the student's file. If a student comes from another NYC DOE school and there is no selection of program form in their file, the student's parents are contacted for further information. Otherwise, the default program for any Spanish speaking ELL student is Transitional Bilingual.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

We first determine NYSESLAT eligibility by using the RLER report on ATS, which shows all of the students who are NYSESLAT eligible. Prior to testing, all parents of ELL students are notified that their children will be taking the NYSESLAT exam during school hours, and attendance, good rest and substantive meals are imperative during this time. The NYSESLAT is administered grade by grade as students take a different exam in 6th and 7th grade. All ELLs will be administered the 4 subtests during separately scheduled times during the approved testing window for each subtest. Tests will be administered by the ELL team (ESL & Bilingual Teachers). The speaking subtests will be administered individually, with the 7th grade ESL teacher administering and scoring the 6th grade students, and the 6th grade ESL teacher administering and scoring the 7th grade students. The ELL Coordinator uses a spreadsheet and filing system recommended by CFN 411, where the date each child takes each subtest is recorded. Therefore, it is easy to see who was absent during testing administration and thus needs to make-up one of the individual subtests.

6. 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.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

In our school's first year, we have received only six new ELL admits who were enrolling in the New York City Public Schools for the first time. The parents of these six students all selected the TBE program to meet their children's ELL needs. As a result, all of these children have been placed in our TBE classes. Since all six of these students have moved to the United States from Spanish speaking countries, and all had very little English upon arrival, the TBE program has allowed the children to be successful in their content area classes by continuing to develop their native language while also learning English through intensive ESL classes each day. We offer both the TBE and the ESL program, and plan to continue with both for the foreseeable future, and as long as the community demands both programs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. All ELL students receive their mandated ESL instruction during ELA class. All ELA classes with ELL students are co-taught by an ELA teacher and an ESL teacher. In each grade, we have ELL students in three different classes. There are ELLs in our self-contained ESL class, the ICT class, and the self contained special education class.
 - b. We have one 6th grade class and one 7th grade class completely comprised of ELLs or recently proficient former ELLs. These students travel together all day as one block. We also have ELL students in our ICT class who are either ELLs with IEPs, or advanced long-term ELLs, who have excellent oral and spoken English but are struggling readers and writers. We also have a few ELLs in a self-contained special education class in 6th grade and a self contained special education class in 7th grade.
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)?

We have two ESL teachers on staff, one for 6th grade and one for 7th grade. Each ESL teacher spends eight periods of ELA with the ELLs which totals 360 minutes. All ELLs, regardless of proficiency level, receive at least 360 minutes of ESL instruction per week during ELA. In addition, the ESL teachers have advisories where they continue supporting ELL students in conversation and language development. We have two bilingual/NLA teachers, one per grade. In addition to their mandated ESL minutes, students in the TBE program receive 225 minutes of NLA instruction per week. They also receive bilingual support in Math and Science which adds an additional 585 minutes of bilingual instruction per week.
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 foster language development and meet the demands of the Common Core Learning Standards.

In the free standing ESL program, ELLs participate in all of their content area classes in English. They are provided with bilingual

dictionaries, and their teachers are aware of the strategies and scaffolding that needs to take place in order to give ELL students access to the Common Core based curriculum. We are using the Hochman writing program in our content areas and in ELA class. Using the same outlining and writing strategies across content areas also helps to support our ELL students in their writing development.

In the Transitional Bilingual Program, Science and Math are co-taught by a general education Science or Math teacher alongside a bilingual special education teacher. These classes vary day by day, but typically the teachers co-plan and determine which portions of each lesson should be taught in English or Spanish. The bilingual teacher often works with small groups to support the different language needs of different students. For example, she may work with a small group of beginner students more frequently than advanced ELLs as the level of Spanish support in a TBE program varies student by student.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

This year we will be administering the Spanish ELE reading exam to assess our TBE students Spanish reading and language development. In addition, we use the Fountas and Pinnell Spanish texts to assess our students' reading levels in Spanish as well as in English. Students in the TBE program are given assessments in both English and Spanish as they are receiving instruction in both languages. This also supports what they will see and be exposed to during state tests.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teachers have ESL instructional goals each unit for students at different proficiency levels. We create assessments that incorporate the use of all four modalities of English acquisition, and we tie the pieces together so that the modalities being tested are authentic and connected to one another.

6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

c. Describe your plan for ELLs receiving service 4 to 6 years.

d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. We only have two SIFE students in the 6th grade. Both students are academically performing like their peers. We provide them with additional support in ELA class, as the ESL teacher often works with small groups. In the very near future, we will be starting a before or after school phonics program. If the SIFE students' assessments demonstrate that they need additional support in phonics, they will be included in the program.

b. Newcomer ELLs receive at least 360 minutes of ESL instruction per week through ELA, however, this group is targeted for all other forms of support. The ESL teachers often meet with these students during preps and lunch to offer additional support. In addition, once we have our Title III money, we plan to start an afterschool program targeted to the needs of our ELL population. We will likely have a newcomers group, and a group for longer-term ELL students. We also plan to do phonics work with this population.

c. ELLs receiving service for 4-6 years, receive targeted ESL support during ELA. The entire school (ELLs and non-ELLs) is using an academic vocabulary curriculum called Word Generation. This program definitely supports the needs of our longer term ELLs, many of whom are proficient in basic interpersonal communication, but still need to work on developing their academic English vocabulary, reading and writing.

d. We only have two long-term ELLs who have completed over six years of service. Both students have learning disabilities or speech and language impairments. The ESL teachers work alongside the special education teachers to support these students in their continued English development.

e. As a school community, we evaluate the needs of former ELLs on an individual basis. We have one former ELL who is within her two years of proficiency, but who still struggles immensely with reading and writing in English. We have determined that her needs are best met and supported in the ESL cohort of students. In this environment, she has two teachers to support her needs in nearly every class and in addition, has access to native language support. All of our teachers have been made aware of students who are FELLs within the two year proficiency window and those who achieved proficiency prior to that. Teachers can offer extra support to these students if it is necessary, some of the FELLs are strategically grouped to work with students who can assist them or clarify directions if necessary. Lastly, we have a few FELLs in our ICT class, as we felt that they would benefit from multiple teachers as well as the push-in support of the ESL teacher. ALL FELLs within the two year proficiency status receive the same testing accommodation as all other ELL students. We move them to a separate location with other ELLs. They are given tests in their native language as well as English. They also have access to a bilingual glossary. Finally they are given time and a half for standardized tests.

7. 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?

We use a variety of instructional strategies to support ELLs and SWDs. Almost all classes use the model, guided practice,

independent practice model. We all use conferencing as a means of meeting individual student's needs. Teachers of ELLs and SWDs are encouraged to use pictures whenever possible. We all actively incorporate vocabulary instruction into our curriculums. We provide the students with differentiated texts, audio recordings of texts to listen to while following along on a reading, and frequently do read alouds or guided readings. We expose students to grade-level materials during whole class instruction. We are using a 4-step process for analyzing complex texts where students are exposed to a grade level text multiple times over the course of several days. Through re-reading, and analysis strategies, students are able to access a very high-level text which is beyond their independent reading ability.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All of our ELLs with disabilities are integrated into classes with non-ELLs and with general education students. ELL students with IEPs in our ICT class, are surrounded by non-ELLs, general education students and other students with disabilities. Their ELA class is co-taught by three teachers, an ELA teacher, ESL teacher, and special education teacher. We are all using the same common core aligned ELA curriculum, and the teachers modify the curriculum as needed, and are also able to work with small groups frequently to target the needs of our ELL students with disabilities. We have 3 ELL students in our self-contained special education classes, these students are also in a co-taught ELA class with an ELA Special Education teacher and an ESL teacher. All students participate in music classes by grade, a fully integrated program where ELLs, SWDs, and the general education population are classmates. Many of our gym classes are comprised of a self contained special education class alongside a general education class. Whenever possible, we work toward creating an inclusive environment for ELLs and SWDs.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

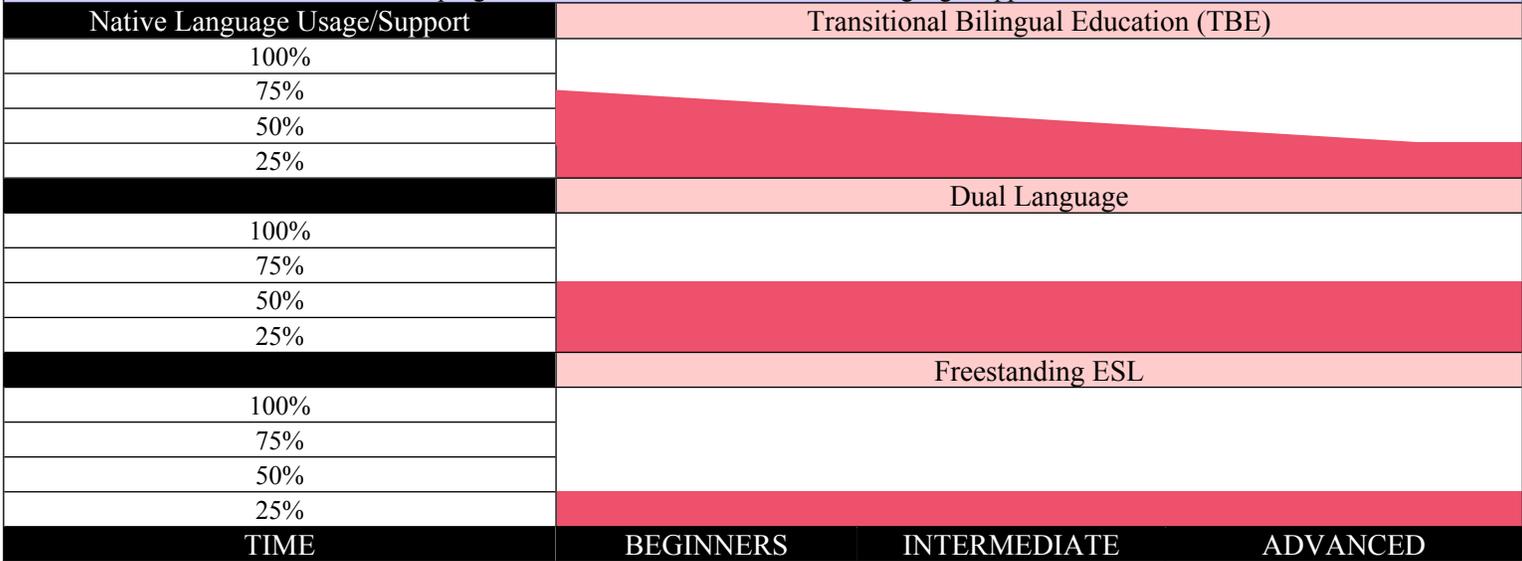
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.
- All ELA classes are co-taught by an ELA teacher and an ESL teacher. This allows for small groups, conferencing, and targeted interventions to meet the needs of students at varying proficiency levels. We also have co-teachers in most of the ELLs' math classes as well. Math is co-taught by a math teacher and a special education teacher. As we have students with disabilities in all of our classes with ELLs, we have multiple teachers present in the room to support everyone's varying needs. In the near future, we plan to use our Title III money to create an afterschool program to support ELLs at every proficiency level. We'll likely do a mix of phonics work, basic language acquisition, and guided reading for beginner ELLs. Whereas we'll likely focus on vocabulary and content based reading and writing with students with higher proficiency levels.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We don't have enough data to truly measure our current program's level of effectiveness as we've only been using the selected program for two months. In coming months, we will be looking at a variety of metrics to evaluate our successes and weaknesses. We'll examine passing rates among ELLs in their content area classes. We may also shadow struggling ELLs to determine how we as a school can better support their growth and language development.
11. What new programs or improvements will be considered for the upcoming school year?
- We hope to develop successful before and/or afterschool programs to support ELLs in their language acquisition. We will also likely have a beginner ESL class for beginner ELLs who need support in basic language acquisition. At this point, we're only able to work with beginner ELLs in ELA for short periods of time. A beginner ESL class would allow us to meet their basic language needs, and then we could support them in ELA by adapting the curriculum and focusing more on reading and writing, versus simple language acquisition.
12. What programs/services for ELLs will be discontinued and why?
- As a new school, we are doing everything we can to meet the students' mandated minutes of ESL instruction and services for those who are in the TBE program. We will continue to evaluate our programs and services for success and weaknesses. At this point, we won't be discontinuing any services for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are included in our school-wide music program, and are able to participate in numerous musical electives (band, chorus, dance, etc.) alongside their non ELL peers. Additionally, ELL students participate in our school's after school Beacon program. ELL students are also taught by general education content specialists with the help and support of ESL teachers. ELLs are taught using the same Common Core curriculum that is being used in all other classes in their grade.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We have a growing library of non-fiction texts at various levels in both English and Spanish which support our ELL students in NLA, as well as in ELA class. We're using Achieve 3000, a differentiated computer program, which is Common Core aligned and supplies the students with articles and lessons based on their lexile levels. Achieve 3000 also allows us to add Spanish support (definitions, occasional translation, etc.) or articles entirely in Spanish. This is a huge support for ELLs in content area classrooms. All students can even log into Achieve 3000 from home, to continue practicing their reading and writing skills.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In TBE, students receive native language support in math and science. Both of these content area classes are co-taught by a content area teacher and a bilingual teacher. The bilingual teachers co-plan with the content area teachers to ensure that the students are getting as much native language support as determined by each individual student's needs. We have math and science texts in both English and Spanish, and students practice using both. TBE students also have a period a day of NLA where they continue to develop their reading, writing, speaking and listening in a Spanish literature and non-fiction based course. Students in our free standing ESL program receive native language support as well. With our Achieve 3000 literacy program, we are able to provide actual Spanish supports while the students read content based articles. We also teach how to use, and practice using Spanish/English dictionaries and glossaries. Students can choose independent reading books in English or Spanish. Finally both of our ESL teachers are fluent Spanish speakers, and can use Spanish when necessary to review or summarize a concept.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All ELL students are in grade level classes with students who are their same age. All ELLs, regardless of proficiency level, take

the same Common Core aligned courses as their general education peers. Depending on proficiency levels and other needs, we modify curriculum, and target instruction to meet our students' different needs.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Our ELL coordinator does a basic orientation with newly enrolled ELL students and their parents. At this time, she goes over basic school rules, procedures, and practices. She's also a resource for parents and ELL students early in the school year as they are acclimating to the new school environment. The ELL coordinator often seeks out a "buddy student" in the new ELL's class. This student is typically a friendly, nice child who speaks the same native language as the new child, and can help guide him or her through the first few days of school. We practice this same procedure for ELLs regardless of when they enroll in school.

18. What language electives are offered to ELLs?

We don't currently offer any language electives in our school. In the future we hope to offer Spanish, and different levels of NLA to meet the different needs of our student population.

19. For schools with dual language programs:

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

n/a

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. ELL personnel at the school participate in frequent meetings to assess current successes and failures, and to share best practices. In addition, our ELL staff will be seeking out any available professional development through the Department or other PD sources on differentiation for meeting various needs of ELL students, aligning ESL curriculum with the Common Core, and more on successful structures and practice in a Transitional Bilingual Education program.

2. In coming the months, teachers will have more school-wide PD on supporting all students as they engage in the Common Core Learning Standards. We will be looking at ELL students and students with disabilities closely, just as the need for differentiation is apparent, so is upholding the high standards for all students set forth by the Common Core.

3. As a growing school, we haven't had any classes transitioning into high school yet. Our guidance counselor will be working with students to find schools that not only support ELLs but have programs that are of interest, have adequate support structures in place, and the potential for bilingual education or native language arts classes. This will be a team process, and one that we'll be working on closely in order to best determine how to support our ELLs in their transition to high school.

4. We will be working with our Network ELL Support Person to develop PD for all staff on how to differentiate and support the needs of ELL students at various proficiency levels. We'll also be developing PD on working with families and parents of ELL students. We'll also focus on building in language objectives into our learning targets in all classrooms, not just ESL classes, but all classes with ELL students.

Pablo Schelino, our ELL Support Person from CFN 411, is working with the ELL Coordinator to focus on PD needs for academic departments. He will be observing in all classrooms across the content areas, looking for ways to differentiate for ELL students as well as to engage ELL students in their learning. He will be taking his findings back to each individual teacher, as well as working with the various academic departments to implement new strategies and techniques across the different classes. Each month, he will be working closely with a new department to assist in this process, in addition to school-wide PDs focusing around the needs of ELLs for FELLs.

We are also using Word Generation, an academic vocabulary program which shows strong results in schools with ELL students. Staff has received a considerable amount of PD on using Word Generation, and its benefits for ELLs.

The ELL training is organized by the ELL Coordinator, who also maintains records of the meetings, observations, and professional development for the staff. Agendas and attendance sheets are kept in the ELL Coordinator's office.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. We have active ELL parent involvement in our school. The Parent Coordinator, Nancy Soto, is bilingual, and has cultivated strong relationships with many parents in our community. Besides having an open door policy, and frequently checking in with parents over the phone, Ms. Soto also runs several meetings, workshops, and check-ins for all parents, including parents of ELLs. All PA meetings, and other parent based programs are presented in both English and Spanish.
 2. This year, we're working with Learning Leaders, an organization that helps engage families and communities in education. We're also working with the Cornell University Cooperative Extension Program to provide free and bilingual nutrition workshops. Parents attending the workshops receive a certificate upon completion, which they can use when applying for jobs. Ms. Soto also plans to bring adult ESL classes to the school, as well as resume training and technology training for parents.
 3. We evaluate parents' needs through informal conversations, through written feedback, and through frequent PA meetings, coffee and informal meetings with the principal, and through our constant ongoing conversation with parents.
 4. Many parents in our community are learning English as a second language as well. This is why we hope to offer ESL classes so that parents can support their children more with their schoolwork at home. In addition, we've heard from many parents that they are struggling to find work and make ends meet, as a result, we're looking for ways to offer the parents support in their job application and job searching endeavors.

E. 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.

Part VI: LAP Assurances

School Name: Evergreen Middle School...

School DBN: 32K562

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lauren Reiss	Principal		10/29/13
Janice Bruce	Assistant Principal		10/29/13
Nancy Soto	Parent Coordinator		10/29/13
Megan Cancila	ESL Teacher		10/29/13
Carmen Rodriguez	Parent		10/29/13
Stephanie Velez	Teacher/Subject Area		10/29/13
Alexandra Fanizzi	Teacher/Subject Area		10/29/13
Rosalind Cooper	Coach		10/29/13
	Coach		1/1/01
Lucila Macias	Guidance Counselor		10/29/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 32K562 School Name: Evergreen Middle School for Urban E

Cluster: 4 Network: CFN 411

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

Part A: Needs Assessment Findings

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.

When parents register their children at I.S. 562K, they fill out their emergency blue card which indicates the language in which they'd like to receive written and oral communication from the school. Our community is largely Spanish speaking, and when going over blue cards, and following student orientation meetings, we have recognized that a large percentage (approximately 40%) of our parents prefer and need written and verbal communication from the school in Spanish.

In addition, we have a few families who speak Bengali at home. We're aware of these families as the students are ELLs, and through the home language identification reports in ATS. With this knowledge, we make every attempt to provide these families with Bengali translations of written materials, and if necessary, a Bengali translator.

Lastly, all of our students have an advisory teacher. These teachers are a primary point of contact for the students' families. If a family is unable to understand oral or written communication from the school, the student can speak with their advisor, and let them know that their parent or guardian needs a written translation or an interpreter present for any sort of school meeting or event.

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.

Based on knowledge of our school's community, the blue cards, HLLs forms, and anecdotal information from staff and families, we're aware of who needs translated materials or interpretation services. Our staff have been notified in email and in school-wide meetings, that many of our students' parents are Spanish-speaking, and that there are many staff members, teachers, and volunteers who can translate for meetings, phone calls, or written communication.

For our families who speak languages other than English and Spanish, all staff members have been provided with the translation hotline number, and have been made aware of google translation services, and are encouraged to make every attempt to communicate with a family in the language that is most comfortable for them.

Our Parent Coordinator, Nancy Soto, is also bilingual (English/Spanish), and assists staff members and families in communicating in their preferred language.

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.

The school will provide any and all written communication in the preferred language of the family. School-wide invitations to events or notifications are always printed in both English and Spanish. We provide every family with notifications in both languages, so that we are inclusive to the needs of all families in our school. In addition, if any personal correspondances are going home, we provide the letter in the language that the parent has identified for preferred written communication. All translations are done before notifications are distributed to the school community, thus there is no time lag in providing translations. Written translations from English to Spanish are done by the Parent Coordinator, a school aide, parent volunteer, or other staff member.

For non-Spanish or English speakers, we can provide translations using google translate. Our students who speak Bengali at home are able to read and translate fliers for their parents or family members. Individual written correspondances in Bengali are done by using NYC DOE pre-translated forms such as those provided by the Office of English Language Learners (OELL), or by translating with google translate.

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.

As we have such a large Spanish speaking population, all schoolwide parent or family meetings are conducted in English and Spanish, with a translator working alongside the English speaker. We use many different individuals as translators, ranging from school staff and teachers to parent volunteers. Our Spanish-speaking families are then able to participate fully in our school's events and meetings. Additionally, our Parent Coordinator speaks Spanish and English, and conducts all of her meetings and committees in both languages. We have bilingual parents serving in our PTA and on our Learning Leaders committee. In addition, bilingual parents and grandparents regularly volunteer in our school to assist in whatever capacity is needed.

In the past, our Bengali families have brought English speaking friends or family members to serve as translators during school meetings or events. We have also had a parent volunteer who has assisted in translating. If there was no person present who was able to translate, we would use the DOE's translation provider's hotline.

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>.

For all parents who have identified their primary language as one other than English, we have provided them with a copy of the Bill of Parent Rights and Responsibilities in their language, which explains their rights to translation and interpretation. In addition, these documents are also posted on our parent bulletin boards. On the bulletin board between the Main Office and our Parent Coordinator's Office, we have posted school signs in the most prominent languages, which includes both Spanish and Bengali, the two other languages used by students in our school community. These signs indicate that translation and interpretation services are available in any language.

Our school safety plan includes procedures for notifying parents who speak other languages than English of any issues within the school. In addition, parents have received the DOE Discipline Code translated in the language which they speak. Notifications regarding the school's safety and evacuation plans as well as preparedness drills have been sent home in English and Spanish as well.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: Evergreen Middle School 562	DBN: 32K562
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

There are a total of 60 ELLs at Evergreen Middle School (EMS). Based on NYSESLAT scores, there are 17 beginners, 15 intermediate, and 28 advanced ELL students in total. In sixth grade, there are eight beginners, six intermediate, and 17 advanced students. In seventh grade, there are nine beginners, nine intermediate, and eleven advanced students. There are two certified English as a Second Language (ESL) teachers on staff, and one other teacher on staff is certified in Bilingual Education.

At EMS, all ELL students receive their mandated ESL instruction during ELA class. All ELA classes with ELL students are co-taught by an ELA teacher and an ESL teacher. In each grade, we have ELL students in 3 different classes. There are ELLs in our self-contained ESL class, the ICT class, and the self-contained special education class.

We have one 6th grade class and one 7th grade class completely comprised of ELLs or recently proficient FELLs. These students travel together all day as one block. We also have ELL students in our ICT class who are either ELLs with IEP's, or advanced long-term ELLs, who have excellent oral and spoken English, but are struggling readers and writers. We also have a few ELLs in a self-contained special education class in the 6th grade and one in the 7th grade.

EMS Title III Program teachers, who are trained in phonetic instruction, have performed an initial core phonics assessment of the 6th and 7th grade English as a Second Language (ESL) students testing below grade level on the 2013 ELA state exams. Based on the results of the assessments, the school has devised a phonics instructional program to assist students with identification and production of English sounds. The instruction is systematic and explicit. EMS has utilized aspects of the Wilson Foundation program as well as aspects of the Phonics Rewards program. Overall the phonics program provides a foundation for language development, and is well-aligned with the Common Core State Standards (CCSS) in reading, writing, speaking, listening, and language.

In addition, students identified as beginner and/or intermediate English Language Learners (ELL), according to the 2013 NYSESLAT scores, will also be invited to participate in an English as a Second Language (ESL) enrichment class. The ESL enrichment class will focus on fundamental language skills. This ESL program will utilize the Step Inside - National Geographic Learning platform for ELLs as the primary resource for reading, writing, listening, and speaking development activities. For example, guided reading materials are included in these books and the teacher resources provide guidance on how to manage and enact the whole class read alouds.

Thus there will be two one-hour sessions available to students, one before school and one after school, three times per week. These sessions will be co-taught by two ESL teachers. The two ESL teachers will host a Phonics class before school (7:00-8:00AM Monday/Tuesday/Wednesday), and one ESL enrichment session would be offered after school (3:30-4:30 Wednesday, 2:30-3:30PM Thursday/Friday) as well. The multiple time slots will depend on student needs, class size, and student/parent interest in enrollment. There will be no more than 15 seats per class. The two certified ESL teachers will be co-

Part B: Direct Instruction Supplemental Program Information

teaching in both AM and PM programs for three days, one hour each. Both Title III programs will start in December of 2013 and will run its course to May 2014 for a maximum of 36 sessions (12 weeks)

Part C: Professional Development

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

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

Begin description here:

The professional development for Title III Program two ESL certified teachers, Ms. Megan Cancila and Ms. Alexandra Fanizzi, will include a series of responsive and reflective opportunities to address inquiry to student work. The two EMS ESL teachers will focus on interclassroom visits, observing successful ESL and Phonics programs, and inquiry development meetings with the EMS literacy coach. As a basis to the two aspects of the program, phonics and ESL enrichment, the ESL teachers intend to utilize PD opportunities to directly respond to inquiry of student work, statewide assessments, and any additional assessments (i.e. core phonics assessment).

Observing successful Phonics and ESL programs will occur on a biannual basis (October and March). The interclassroom visits will occur on a weekly basis, and biannually videotaping of lessons will aid insightful reflection on instruction. Both will serve as an opportunity to retrieve low inference data on the impact of the programs being implemented. Further, the visits to successful school models (i.e. I.S. 303 in the South Bronx) will provide training of the basic Wilson Foundations techniques, language program tools, and organizational structures. Lastly, the inquiry development meetings with the literacy coach will occur on a weekly basis (every Friday at 10:45- 11:25AM) at EMS. The EMS literacy coach, a former ESL instructor with 25 years of experience, will provide assistance with curriculum planning, and observe the program to provide purposeful feedback.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here:

In order to provide a sufficient amount of parental engagement activities, the two participating Title III program ESL certified teachers will work closely with the EMS parent coordinator Ms. Nancy Soto. The two participating ESL certified teachers, Ms. Cancila and Ms. Fanizzi, will host an introduction to the two programs being offered at EMS. This introduction will take place November 19th (3:30- 4:30PM) in concordance with the parent teacher conferencing day. The session will include handouts of the two programs and their focus, an opportunity for questions and answers, and data on how phonics and ESL instruction aid language development. The presentation will be held in both English and Spanish. Parents will receive notification of this session via a handout (in Spanish and English) to be sent home with students by November 15th. In addition, the ESL participating teachers will have the parent coordinator make phone calls home to extend the invitation. In addition to consistently providing bilingual materials for parents, throughout the course of the year, there will be ESL classes for ELL parents on a weekly basis.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		