



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE EARTH SCHOOL PS 364
DBN (i.e. 01M001): 01M364
Principal: ALISON HAZUT
Principal Email: AHAZUT@SCHOOLS.NYC.GOV
Superintendent: DANIELLA PHILLIPS
Network Leader: ALISON SHEEHAN

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
Alison Hazut	*Principal or Designee	
Jia Lee	*UFT Chapter Leader or Designee	
Leigh Anne O’Connor	*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	
Jessica Smith	Member/ teacher	
Randi Halpern	Member/ parent	
Donna Jackson	Member/ teacher	
Lawrence Carter	Member/ parent	
Carole Scott	Member/ teacher	
Linda Nagaoka	Member/ parent	
Maya Projansky	Member/ teacher	
Sue Johnson	Member/ parent	
	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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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.

In partnership with the Morningside Center for Teaching Social Responsibility, the school will prioritize and enrich its Social and Emotional Learning Curriculum with a particular focus on Social Justice.

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 during several SLT meetings we discussed issues of social justice at our school. We also devoted our Annual Town Meeting to this topic and learned that our community has many questions and ideas about how identity, race, ethnicity, gender and socio-economics are connected to student learning and our overall community. Our school is diverse in many ways and it is important for us to consider these areas in our social and emotional learning curriculum.

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. A Social Emotional Learning Team is formed and meets monthly with our Morningside Center for Teaching Social Responsibility's staff developer.
2. Professional Development sessions are planned and implemented on monthly half days.

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

1. Social and Emotional Learning Team: Guidance Counselor, Coach, Support Team Coordinator, Teacher, Paraprofessional and Principal.
2. SEL Team and full staff participation.

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

1. SEL team meeting notes reflect an inquiry based approach to consider how SEL lives in our school. We will address questions such as: "In which areas are we doing well? What areas do we need to address?"
2. PD supports teachers' understandings of the SEL competencies, difficult student behaviors and how to proactively teach SEL skills to provide children with tools to understand and manage their feelings, relate well with others and handle conflicts, make good decisions and take responsibility for improving our community.

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

1. September 13 – June 14
2. September 13 – June 14

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

1. The SEL team will support classrooms by observing SEL lessons and providing feedback to teachers. During monthly meetings we will share observations to notice patterns in helping us consider areas of strength and areas for growth.
2. Using a variety of resources, some from Morningside Center, we will share curriculum with teachers to implement in the classroom.

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).

We will conduct at least one Family as Learning Partners workshop on Social Emotional Learning at school and at home.

Budget and Resource Alignment

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

	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.

Teachers will consider more closely and use more specificity in their ongoing feedback to families about student growth (including rubrics, descriptive, oral).

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.

The Earth School provides families with two narrative reports about their child yearly. These in-depth reports reveal children's strengths, interests and areas for growth. We have determined, based on discussions with families and staff that it's important for families to have more regular feedback on specific areas of student learning over the course of the year.

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. Grade Teams review the curriculum to determine key pieces of student work that should be shared with families.
2. Teachers will consider children's strengths and areas for growth in determining feedback to be given for the various pieces of work.
3. Teachers share their plans with the principal before implementation.

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

1. Grade Teams
2. Teachers
3. Teachers and principal

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

1. Key work pieces are selected from literacy and math activities that reflect an inquiry based approach to learning
2. Teachers develop feedback in various forms considering children's access as well as parents' access to it
3. Necessary revisions are made

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

1. September 13 – November 13
2. September 13 – June 14
3. November 13 – December 13

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

1. Staff developer and principal will support grade teams.
2. Staff developer and principal will support grade teams.
3. One on one meetings between teachers and principal.

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).

This goal is primarily about involving parents in having a better understanding of specifically how their children are progressing in key areas.

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	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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.

The school will focus on Danielson Domain 1: Planning and Preparation of the Framework for Teaching Components. Teacher teams will consider the language and approaches described in the Danielson rubric as well as consider alignment to Earth School values while they plan units of study.

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.

We are always looking for ways to improve our planning practices. Using the Danielson Framework may be able to better support our development of rich, inquiry based learning that meets the needs of the wide range of learners in our school.

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. Coach will develop a planning document that encompasses aspects of Domain 1: Planning and Preparation
2. Coach meets with grade teams to discuss the use of the planning tool in regular team meetings
3. Grade team meets with the principal to assess how this planning document is supporting student growth

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

1. Coach
2. Coach and teachers
3. Coach, teachers and principal

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

1. Planning document will be developed and shared with the principal. Necessary revisions are made by October 13.
2. Team meeting notes reflect the use of this tool in regular team meetings focused on curriculum development.
3. Student work samples evidence that children are making expected progress.

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

1. September 13 – October 13
2. November 13 – February 14
3. April 14 – June 14

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

1. The Danielson Framework for Teaching.
2. The Danielson Framework for Teaching
3. The Danielson Framework for Teaching

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).

Outcomes will be shared with the School Leadership Team.

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	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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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.

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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	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		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	13 Students Wilson, storytelling, phonics work, handwriting and OT activities, guided reading, creative writing, support with writing organization, support to expand and organize written ideas, linguistic phonics to support the development of encoding skills, perceptual development activities to address memory and sequencing issues	Individual work, small group work	School day
Mathematics	2 Students activities and games designed to develop number sense and one-to-one correspondence, practice and strategies to develop fluency with number facts	Individual work	School day
Science	N/A	N/A	N/A
Social Studies	1 student non-fiction reading strategies	Classroom push-in, individual work	School day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	21 Students social skills group, decision making group, new student group to help the students acclimate to the school,	Small group work	School day

	art group focusing on supporting positive interactions with fellow students, social emotional learning through puppetry, art group to help students get in touch with their feelings and build relationships with peers		
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**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.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	x 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.

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.

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).

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
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 1	Borough Manhattan	School Number 364
School Name Earth School		

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 Alison Hazut	Assistant Principal
Coach Jessica Smith	Coach
ESL Teacher Rachel Levinsky	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Jocelyn Walsh
Related Service Provider type here	Other type here
Network Leader(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.	1	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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	321	Total number of ELLs	12	ELLs as share of total student population (%)	3.74%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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										0
Dual Language										0
ESL	10		1	2						12
Total	10	0	1	2	0	0	0	0	0	12

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
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:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)														0

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)	3				1									4
Advanced (A)	1	1		2		1								5
Total	4	1	0	2	1	1	0	0	0	0	0	0	0	9

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	2				2
4	1				1
5					0
6					0
7					0
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	1		1						2
4	1								1
5									0
6									0
7									0
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			1						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.

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

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

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. The chart below shows our scores for May, 2013, showing last year’s student scores. Since the RNMR is not available for this year, we can only use the RLAT which is a more general score. So we are not able, at this point, to differentiate the student’s exact proficiency levels across the modalities, though we have a sense based on the raw scores.

May 2013 NYSESLAT Scores

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

5

1

Of the Students who did not pass the whole NYSESLAT in May 2013, the students were proficient in:

Grade	Listen	Speak	Read	Write
K				
	2/4		1/4	
1	1/1			
		1/1		
2				
3				
	2/2			
4				
5	1/1			
	1/1			

Progress for May 2013 on the NYSESLAT

K

1

2

3

4

5

Passed

1/2

2/2

Moved Up 4/4 moved up from B in LAB-R to I or A in NYSESLAT other student moved from beginning to advanced
both students moved from Intermediate to Advanced

Stayed the Same Level

student has an IEP, stayed the same at intermediate student has an IEP, stayed the same at advanced but passed listening+ reading

May 2013 ELA

1

2

3

4

3 2

4 1

*5

*the 5th grader opted out of the ELA test

May 2013 Math

1

2

3

4

3 1 1

4 1

5

*the 5th grader opted out of the Math test

Science test - The 4th grade EL scored a 2 on the Science test.

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](#))

3. The data indicates that there is a variety of needs across the grades. The current 1st and 2nd graders need support in reading and writing, as well as the current kindergarteners based on the LAB-R. The current first graders also need a lot of support with listening skills. The current 4th graders need support with listening, speaking and reading. The ESL teacher is using more read alouds and information gap games to develop listening and speaking skills. The ESL teacher is using the Wilson reading program as well as reader's theater, shared reading and writing, and book buddies to support the reading and writing development.

Instructional decisions are made based on improving the students' listening, speaking, reading and writing skills. The students receive scaffolding and support in their pull-out and push-in reading and writing workshops. One of the curricular changes that the Earth School has made involves the attempt to keep the few ESL students in the same classroom so that the ESL teacher can push-in to support reading and writing instruction. The ESL teacher is team-teaching with the classroom teachers this year to help scaffold writing lessons for ELs.

When the AMAO memo is released, we will use that information to help us analyze student progress.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4. a. The data from the NYSESLAT and LAB-R shows us that, across grade levels, our students need support in all areas in different grades. None of our new students this year were eligible to take the Spanish LAB-R. There are no other students assessed in their native language, so we can not make a comparison. The data from the ELA and Math state exams corroborate the findings that our students need more support in reading and writing, and while the ELA does not assess for listening and speaking, we know from the NYSESLAT that some students need more support in these areas as well. Since the least number of students passed the reading section of the NYSESLAT, the ESL teacher will focus most intensely on reading, using Wilson for decoding, and targeted small group instruction in envisioning, questioning and inferring for reading comprehension. The ESL teacher is using NYSESLAT and class assessment data to place these students in small groups for targeted instruction in certain reading and writing skills, like inferencing, or providing specific examples in essay writing. The ESL teacher shares this data with the classroom teachers so that students can receive additional, targeted support in the classroom as well. Classroom assistants, reading volunteers, and student teachers are also instructed on how to support these students in the specific areas that have come up from the assessments.

b. The Earth School uses the TCRWP reading assessments three times a year to measure periodic growth. The Words Their Way assessments are done at the beginning and end of the year. In between these larger assessments, the classroom and ESL teachers are constantly assessing student growth through conferences, small group work, and classroom projects. The classroom and ESL teachers work together in weekly planning meetings to look at student present levels and performance to plan for the week's lessons, modifications, and small group work. Classroom teachers collaborate with the ESL teacher to differentiate instruction based on student needs.

c. The school is learning that as the content gets more complicated, the ESL students can often fall behind. Administration and teachers have noticed the need to support ESL students in the classroom with key vocabulary that is essential for understanding higher level reading texts, Social Studies and Science. Word walls have become a part of the classroom for all subject areas in response to this need. Additionally, the teachers spend a lot of time teaching students how to infer the meaning of new words based on context clues.

Since The Earth School has such a wide variety of L1 languages, we can celebrate and enjoy our diversity, but we can not do much targeted instruction in the students' L1. Whenever possible, we pair stronger L1 students with a newcomer to help with language development, as well as introduce the families for playdates and parent support in navigating the school system. We also discuss cognates and how we say certain ideas or words in other languages during Morning Meeting and Social Studies to help students connect the conversations and experiences they have at home with the topics they are learning in school. Teachers use technology and big books to provide picture images as much as possible to help students connect the topic they are hearing about with a visual cue and then they can connect the concept to their L1. The school consistently uses its ESL budget every year to buy more books in the students' native languages. Additionally, the ESL teacher checks out native language books from the public library. The ESL teacher works with parents to continue reading and literacy support at home in the L1. The classroom teachers support native language development and pride by inviting parents to read to the class with bilingual books celebrating the L1 and English. All students benefit from these read alouds. The ESL teacher also shares websites, like The International Children's Library with the parents and teachers, so that children can read in their L1 in school or at home. Many of our students also attend Saturday schools in the L1, and they share the work they are doing there during share time in Morning Meeting.

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](#).)

5. The Earth School uses the RTI framework to support all students who are not progressing in a certain area, academically or socially. The school has a support team that meets twice a week to discuss student needs. The support team leader uses an RTI framework to establish a goal to be met in about an eight week time period with descriptive data collection throughout the intervention to monitor student growth. When the ESL teacher works with a classroom teacher to develop small groups or extended day support, the ESL teacher uses a similar framework. The ESL teacher sets a goal for the group, collects anecdotal notes throughout the intervention, meets with the classroom teacher to adjust goals and instruction as necessary, and then reports on growth. Typical interventions include Wilson phonics groups, vowel study groups, essat writing groups, or reading comprehension groups focused on inferring or envisioning. When an intervention has ended, the teachers look at student growth and decide if a deeper intervention or evaluation is needed. The teachers make the goals, data, and growth as transparent as possible to the students so that they can own and monitor their progress.

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

6. All teachers at the Earth School consider all students' language development in their lessons and class discussions. All classes at the Earth School focus on vocabulary and language development through read alouds, shared reading, shared writing, social studies, science, and morning meeting. Teachers of ELs pay special attention to teach new language functions to the ELs. The ESL teacher is always consulted and involved in any PPT, IEP, or support team meetings about ELs. When necessary we also consult with bilingual evaluators to assess the students' skills in the L1 and English. The ESL teacher always keeps the students' language development in mind when looking at academic progress. While the student may be behind the general education peers in terms of academic development, they need the time to catch up with language. The ESL teacher works with the classroom teachers to modify the classroom content and expectations so the ELs can participate, feel successful, and learn academic content and language simultaneously. The classroom teachers send home monthly newsletters so that parents can discuss the academic content in the L1 as well. When students have a high level of academic vocabulary in their L1, they are more successful with classroom content. We work very hard to make sure that our ELs are developing vocabulary in both languages simultaneously through support at home and in school.

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?

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

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

8. We were pleased to see that students are making progress with English language development. All of our students moved up at least two reading levels from the TCRWP assessments. 27% of the ELs (3 out of 11) completely passed the NYSESLAT. Additionally, 18% of the ELs (2 out of 11) passed the listening and speaking section of the test and 36% of the ELs (4 out of 11) passed the writing. None of the students went down a level of proficient even when they were moving to a new test band. All of our general education students moved up levels in proficiency, but we are disappointed to see that two of the ELs with IEPs stayed at the

same level and we are working together to make sure that our ELs with IEPs are also making progress on the NYSESLAT as well as in their classroom performance.

The Earth school considers both test scores as well as development over the years through examination of student portfolios to determine success within the ESL program. Exams give us the data to look at trends for all of the students in the program. While student work gives us a more authentic picture of each child's growth. The portfolios are also essential for determining whether the ESL program really is helping the students achieve independence in the classroom based on whether their work demonstrates comprehension of the subject matter. Additionally, we are concerned with the students' integration into classroom life. Do our ELs have friends and playdates? Can they participate in the classroom activities and conversations? Can they follow directions? We are please to see that the experiential and conversational curriculum that is the core of learning at the Earth school helps our ELs develop strong vocabularies to help them as they start reading more sophisticated texts. We know our program is successful because the ELs raise their hands and participate as often as their general education peers and they are never alone on the playground. Finally the students are happy to come to school, as are their parents.

However, we can see that as far as annual measurable achievement objectives are concerned, while our general education ELs are definitely making progress according to the NYSESLAT and classroom reading levels, they are still behind grade level for reading and writing and this has been demonstrated through their performance on the New York ELA and Math tests. Our two, third grade, general education ELs, received a 1 on the ELA test. The ESL teacher proctored those students during the test and it was clear that while the students could read the passages with a basic level of comprehension, they were not inferring or filling in the gaps between what was shown but not directly told in the text. The students often did not understand the questions or focused on details that did not answer what was being asked. The students struggled to find the textual evidence to answer the essay questions. The students did not finish the test, even with extended time.

Our ELs with IEPs stayed at the same level according to the NYSESLAT, but their reading levels did move up over the course of the year. The 4th grade EL took both tests, receiving a 1 on both, but the 5th grade EL refused to take the New York ELA and Math tests. Our 4th grade EL received a 2 on the Science test.

It is clear that administration, classroom teachers, and the ESL teacher will all have to work together to develop a curriculum plan that helps the ELs come closer to grade level in reading and writing so that they can demonstrate growth on the ELA and Math tests.

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](#).)
 1. Most of the new students at the Earth school are kindergartners, so parents come to registration prior to the beginning of the school year. At this time, parents are interviewed by the licensed ESL pedagogue. There is one certified ESL teacher at The Earth School, Rachel Levinsky, who administers the Home Language Survey. The teacher's license and certification is on file at the school. Interviews are conducted in the native language when possible for filling out the Home Language Survey. The school has copies of the Home Language Survey in all the high incidence languages made available by the NYC DOE. The Earth School's parent coordinator, Joceyln Walsh, speaks Spanish, as does the ESL teacher, Rachel Levinsky. We also have another parent

coordinator in the building that speaks Cantonese who is always available to help with interviews. While giving the Home Language Survey, the ESL teacher is giving an informal survey with the family to determine how much English or a different language is spoken at home. These steps are also taken at any point in the school year when a new student comes to school. Based on the parents' response to questions on this survey, the licensed ESL teacher determines student eligibility for the LAB-R (Language Assessment Battery-Revised) exam to determine whether or not the student will receive ESL services. The ESL teacher administers the LAB-R to each student that has another language other than English on the Home Language Survey for at least one answer in section 1 and two answers in section 2. The LAB-R is administered to all eligible students on an individual basis in a quiet location so that the students can hear all directions and oral information, and concentrate on reading/writing sections. If the student is eligible for second language services, based on their score on the LAB-R exam, parents are informed in English and in their native language, to let them know that their child qualifies for ESL, bilingual or dual language classes. Students who continue to receive ESL instruction due to a failure to pass the NYSESLAT receive specialized instruction in the four components of listening, speaking, reading, and writing in order to improve English performance for self sufficiency in all academic areas. Rachel Levinsky is the only licensed ESL teacher administering the NYSESLAT. Every year in the spring, the licensed ELL teacher administers the NYSESLAT (the New York State English as a Second Language Achievement Test). The ESL teacher first administers the Listening and Speaking sections of the test within the testing date window. The ESL teacher gives the test individually or in small groups depending on the test directions. The test is administered in a quiet location to help the students focus. The Reading and Writing portions are then administered during the testing window. Students in groups are always seated in a way to minimize distractions from others, but close enough to the teacher to hear all directions. The ESL teacher grades the speaking and writing test results according to the rubrics provided. The results from this test inform the school of the students' progress in listening, speaking, reading, and writing. These results inform our curricular and grouping decisions for the next year to best meet the students' needs.

2. 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.

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

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

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

3. 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 [\[see tool kit\]](#).)

3. The LAB-R assessment is given within ten days of student registration. The certified ESL teacher administers the LAB-R assessment. Thereafter, letters are sent home informing parents of the purpose of the test and of their child's score on the test.

Copies of all forms and letters are kept on file at the school in room 311, Rachel Levinsky's office. Parents are given the Entitlement letters within ten days, parent survey and program selection forms in the school by hand either by the classroom teacher or the ESL certified teacher in their home language. Most parents bring these letters to the orientation meeting. Parents are given a date by which to return these forms to Rachel Levinsky or the Parent Coordinator, Jocelyn Walsh. If forms are not received the parents are contacted by phone and asked to either return the required forms or meet with teachers or administration. For the 2013-2014 school year, all forms were signed and returned to the licensed ESL teacher. All forms are provided in the parents' home language when they are a high-incidence language on the NYC DOE website.

4. 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.
 4. ELL students are identified within the first 10 days of school and begin services according to their proficiency level immediately thereafter. All new students are administered the Language Assessment Battery (LAB-R) if their home language survey indicates that a second language is spoken at home. The Earth School only has a freestanding ESL program, so we are unable to place the students in the other two programs at our school. If a family feels strongly that either self-contained ESL or a bilingual program is better for their child's needs, the ESL teacher helps the family find a school nearby that offers the program they are looking for. This has never happened, though. The ESL teacher conducts these meetings with the parents in their preferred language. While the children qualify for ESL services, many of the parents speak English fluently and prefer to speak in English. When the parents prefer to speak in their home language, we provide a translator at the meeting.
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.
 5. Students who continue to receive ESL instruction due to a failure to pass the NYSESLAT receive specialized instruction in the four components of listening, speaking, reading, and writing in order to improve English performance for self sufficiency in all academic areas. Rachel Levinsky is the only licensed ESL teacher administering the NYSESLAT. Every year in the spring, the licensed ESL teacher administers the NYSESLAT (the New York State English as a Second Language Achievement Test). The ESL teacher first administers the Listening and Speaking sections of the test within the testing date window. The ESL teacher gives the test individually or in small groups depending on the test directions. The test is administered in a quiet location, like the school library to help the students focus. The Reading and Writing portions are then administered during the testing window. Again, students are grouped or individually given the test depending on test directions. Students in groups are always seated in a way to minimize distractions from others, but close enough to the teacher to hear all directions. The ESL teacher grades the test results according to the rubrics provided with a committee. The results from this test inform the school of the students' progress in listening, speaking, reading, and writing. These results inform our curricular and grouping decisions for the next year to best meet the students' needs. If students pass the listening/speaking components but still struggle in reading/writing, the ESL teacher works with the students more on reading and writing.
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. 
 6. Data indicates that the parents at the Earth school, with children who qualify for ELL services, have consistently requested the freestanding ESL program. These parents have opted for their child to remain in a mainstream classroom with pull-out/push-in ESL services. The school program and the parent preferences are currently aligned. However, if we found that preferences were beginning to change, this would be an issue discussed at the SLT meetings in order to address the parents' preferences. In reviewing the parent survey forms for the past few years, data indicates that all parents tend to opt for the freestanding ESL program at the Earth school for their children. Parents feel strongly about keeping their students at our school, so they choose the program that we have in place. The ESL teacher is responsible for explaining the parent survey form. All parent survey forms are kept by the licensed ESL teacher for review if necessary.

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])?
 - 1 a. Instruction is delivered mostly by the workshop model of a mini lesson, guided practice, and then independent practice. The ESL teacher works with small groups of students in the classroom. The ESL teacher supports the students in understanding the mini lesson taught by the classroom, Humanities teacher. The ESL teacher scaffolds the classroom curriculum with additional learning support like graphic organizers, leveled books, and more simple directions. The students receive services in a mostly push-in model, in order to address the students' needs directly in their core academic areas. . Students receive 360 minutes of instruction per week by the certified ESL pedagogue if they are beginners or intermediate. Students receive 180 minutes of ESL instruction per week if they are advanced, as well as 180 minutes of ELA instruction in the classroom. Students receive one (60 minutes) or two periods of push-in ESL instruction daily as mandated by their LAB-R or NYSESLAT score. At times the ESL teacher and general classroom teachers, during co-planning, will decide that the students need extra intervention outside of the classroom and the ESL teacher will conduct a pull-out ESL lesson in order to address more specific areas of English language development. Instruction is delivered by the ESL teacher in a small group. The ESL teacher teaches a mini-lesson to the students about speaking, listening, reading, or writing and then the students carry out independent practice of the skill taught.

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

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

2. 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)?
 2. Students receive 360 minutes of instruction per week by the certified ESL pedagogue if they are beginners or intermediate. Students receive 180 minutes of ESL instruction per week if they are advanced. All students receive 90 minutes of ELA instruction in the classroom. Students receive one (60 -75 minutes) period of push-in or pull-out ELL instruction daily as mandated by their LAB-R or NYSESLAT score. At the beginning of the year the ESL teacher collects ATS reports to determine student scores on standardized testing in order to properly group students according to their proficiency level. For the pull-out students, the ESL teacher works with the classroom teachers to ensure that the students are not missing core academic areas, or enrichment activities, and that whatever is missed is not the same thing each day.
 - a. Within the 360 minutes or the 180 minutes of ESL instruction, the ESL teacher rotates the focus of the lessons and activities to make sure that the areas of Speaking, Listening, Reading and Writing are addressed. The ESL teacher focusses attention on the specific area that the students in each group require more to make sure they are progressing. For example, the 2nd grade ESL group needs a lot of support in reading, so this area is addressed more often throughout the week.

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.

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

The ESL teacher supports the content areas of Math, Social Studies and Science by ensuring that visuals, language prompts and language functions are addressed in each lesson. The ESL teacher co-plans with the classroom teachers to point out the language that is needed to access the content. The teachers create prompts to help students demonstrate their understanding. Additionally, the teachers include a part of the minilesson to address how language is structured in these content areas so that students can get beyond the language and focus on what is being taught. For example, the ESL teacher instructs students about how to carry out language functions in specific content areas like how to sequence events from history. In this way, students learn and apply academic vocabulary within their interest areas. Additionally, all content areas have word walls to help students build academic vocabulary. The ESL teacher always pairs visuals and picture images to the vocabulary and then plays information gap activities with the new vocabulary.

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

In addition, there are a wide range of books that target each grade and language level. In connection with the common core, the students explore complex text structure to analyze how language works in different genres and subject areas. The ESL teacher uses sentence frames to help the students break apart complex paragraphs to follow what is happening and what is the connection between each sentence in a paragraph. The students also look at what choices authors make as writers across content areas, so that the students can make those same choices as writers. In connection with the common core, the students explore complex text structure to analyze how language works in different genres and subject areas. The ESL teacher uses sentence frames to help the students break apart complex paragraphs to follow what is happening and what is the connection between each sentence in a paragraph. The students also look at what choices authors make as writers across content areas, so that the students can make those same choices as writers.

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

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

literacy at home and share the data that supports the need for this. Many of our students attend weekend schools in the native language and we encourage students to bring in samples of the work they do in their native language.

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

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

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

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

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

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

Students are taught in a language-rich classroom where there are ample instructional materials, books, and English language learning games that address and strengthen the needs of each student at each grade level. For those students who have been in the country less than three years, some of the books used during the ESL program are provided in the students' native language to supplement comprehension. These newcomers are allowed to bring the book in their native language home the night prior to class reading in order to provide a background understanding of the text to be covered in class. Students practice reading strategies such as identifying cause and effect, author's purpose, sequencing, inferring, main idea and supporting details, and character analysis during independent reading or guided reading groups. This will provide the students opportunities to identify and practice using the strategies outside their mainstream classroom. There is a strong focus on non-fiction materials so that students learn to analyze, connect, predict and understand real-world topics from sources such as magazines, newspapers, the internet, and reference books. In the ESL and mainstream classrooms, leveled classroom libraries are used for independent and guided reading activities. Students are exposed to rich language, strong story patterns and vocabulary levels that extended student schema. Instruction is designed to target the needs of ELLs, especially in the areas of reading. Units are planned in alignment with state standards and classroom content so that students can hone skills they need for success in the classroom as well as success on state tests. The ESL teacher models, using shared reading and think aloud strategies how she carries out these reading skills. The ESL teacher uses the document camera to demonstrate which graphic organizers she uses for which reading skills. For example, during a shared reading, the ESL teacher models envisioning as she reads by drawing a picture of what she is imagining from the text. Additionally the students use accountable talk during guided reading groups to read for comprehension and discuss inferences. The students also share independent reading notes using the document camera. This will provide the students opportunities to identify and practice using the strategies outside their mainstream classroom. Most importantly, the ESL teacher

instructs students on using context clues to learn and decipher new vocabulary as they read. Students also learn book selection strategies to make sure they are always reading books that they can understand. During independent reading the ESL teacher confers and assesses with students individually to ensure that students are reading to learn. The school uses TC reading assessments three times a year to measure growth, and the ESL teacher also confers regularly with students about their independent reading and the notes they take to demonstrate understanding.

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

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

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

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).

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

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

c. For our students who have received ESL service for 4-6 years, the ESL teacher provides in-depth narrative reports in the middle of every school year. The narrative reports address the students' progress in all skill areas relating to academic and social language

development. Generally, the reports are about 2-3 pages and provide a detailed look into the classwork being completed and the students' developing proficiency in English. These reports, along with meetings with parents and teachers, help to keep parents involved and informed regarding their child's English language development. The ESL teacher co-plans with the general education teachers in order to plan lessons that directly address the areas in which the students still need support.

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

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

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?

7. When LEP students are identified as having special needs or disabilities, they work in small reading groups with the SETSS teacher. All LEP students with disabilities get the same number of mandated minutes of ESL service as regular education ESL students. In addition, these students receive pull-out or push-in support with the SETTS teacher. They might also work on the Wilson Reading program, for example. Teachers at the Earth School carefully determine appropriate reading and mathematical levels for ELL students, so as to support them while teaching at an individualized pace for them. Classroom teachers are sensitive to the learning styles of ELL students and implement interventions for these students in their classrooms. Some interventions include the use of pictures to support language, allowing students to write and speak in their first language while learning English, as to build their confidence and allow them to learn English in a more natural way at their own pace. Teachers often use graphic organizers with ELL students, as well as incorporate peer tutoring and conferencing throughout the school day. The Earth School also allows teachers to have access to many resources which helps support ELL students; learning, such as books on tape, leveled libraries, vocabulary and spelling resources, and technology. Having these structures in place allow all students to thrive academically. The ESL teacher continues to develop the students' English speaking, listening, reading, and writing skills by using developmentally appropriate texts and activities. The ESL teacher will use picture cards and big books to help develop speaking and listening skills. To develop reading and writing skills, the teacher uses books that are appropriate for the students' reading level and the ESL teacher supports the students in correcting the grammaticality of their classroom writing. The ESL teacher will also support the LEP students with disabilities in answering writing prompts to ensure that the answers follow correct English syntax and grammar to make sense. When there are LEP students with physical disabilities, the ESL teacher makes whatever appropriate changes in setting and instructional methods to support the students' ability to learn the information being delivered. The Earth School thinks creatively when addressing the needs of EL students with disabilities. We have a Support Team that meets to discuss all angles of the child's learning across all curricular and enrichment areas. Often the student will be added to a support group to provide targeted, but time limited, support to see if a short but intense push was all that was needed in certain areas. We use the RTI approach for designing goals and checking progress.

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?

8. All of our students with disabilities are now being served in ICT classrooms, and this includes our ELs with disabilities. The ESL teacher pushes in to or pulls out of those classrooms as the schedule allows, just like with the general education ELs. The ESL teacher works with the IEP team and uses the IEP to set instructional goals for EL students with disabilities. All of the rich curriculum that has been previously described applies for our SWDs that are ELs, with the necessary accommodations to help them

participate and access the content to demonstrate understanding.

Courses Taught in Languages Other than English 

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

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

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

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

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

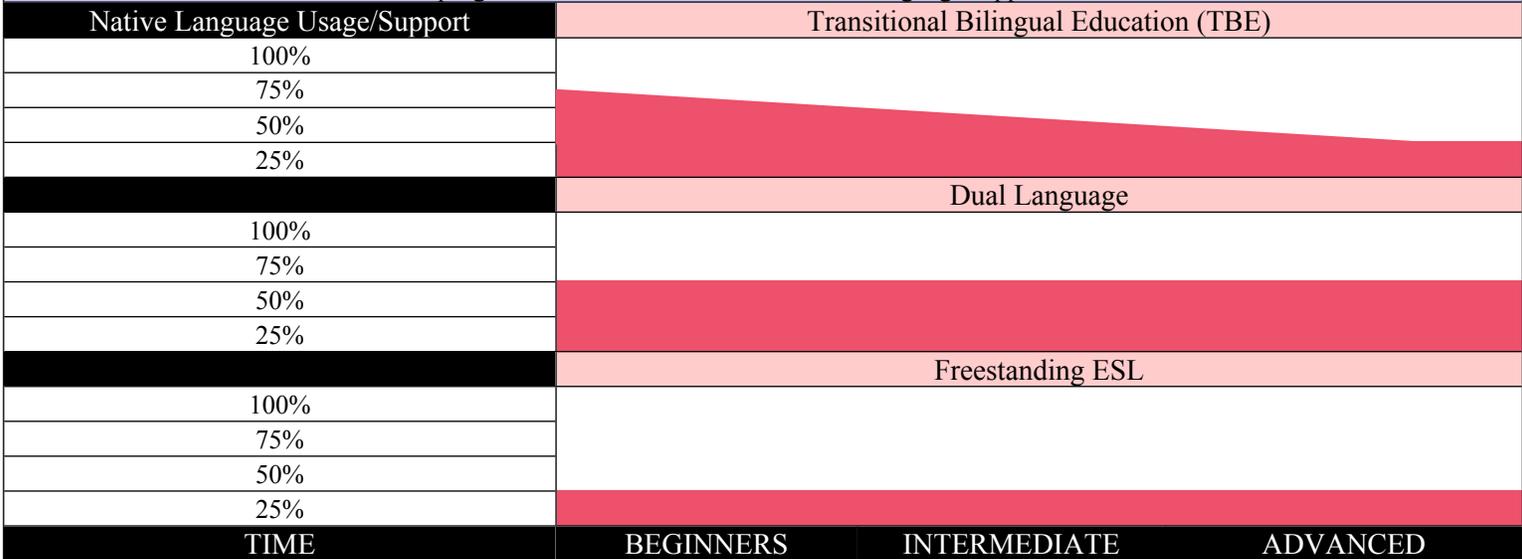
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

9. ELLs receive push-in services in literacy, math, social studies and science. As language educators, we know that academic proficiency can take 7-10 years, long after the student is speaking fluently in English. Often an ELL's needs in the core academic areas can be overlooked, but the student is still struggling to express his/her understanding of complicated academic topics in English. The ESL teacher works with the classroom teacher to modify the academic content and assessments in order to allow the ELLs the maximum opportunity for success. ELLs also participate in the school's extended day program so that they can also receive additional support from the classroom teacher in a small group before the school day begins. Additionally, almost all classrooms have a student teacher, aide, or reading support volunteer so that our ELLs can have a lot of individualized attention in the classroom. These services are always provided in English at the Earth School, as we only have a freestanding ESL program available. For our EL newcomers the classroom teachers use their smartboards to provide as many visuals as possible during ELA, math, social studies, and science lessons. Our school support team works with longer-term EL students with programs like Wilson reading and RTI for any particular skill that needs intervention. For example, one of our longer-term EL students needs help with elaboration in writing, so the support team teacher is doing a limited time intervention with the student specifically on elaborating in writing. The ESL teacher also works with the classroom teachers to support vocabulary and literacy in all content areas. For example, the ESL teacher is teaching a unit about reading in math to the 1st graders. Additionally, the ESL teacher makes information gap games and activities using the social studies and science curricula from the classroom to help the students develop academic vocabulary.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

10. We were pleased to see that students are making progress with English language development. All of our students moved up at least two reading levels from the TCRWP assessments. 27% of the ELs (3 out of 11) completely passed the NYSESLAT. Additionally, 18% of the ELs (2 out of 11) passed the listening and speaking section of the test and 36% of the ELs (4 out of 11) passed the writing. None of the students went down a level of proficiency even when they were moving to a new test band. All of our general education students moved up levels in proficiency, but we are disappointed to see that two of the ELs with IEPs stayed at the same level and we are working together to make sure that our ELs with IEPs are also making progress on the NYSESLAT as well as in their classroom performance. We can see that students are developing language skills in the content area because they participate in class discussions and complete class projects, but we are working this year on developing students' listening skills so that they can be more independent with their class work and demonstrate that they listen to everyone in class discussions. We would also like to see our ELs demonstrate the same competencies on the ELA and Math tests that they are showing in class. All teachers at the Earth School are committed to supporting our ELs with language development. Since we are a small community, all teachers can communicate, coplan and talk frequently about how best to support our ELs in all classes.

11. What new programs or improvements will be considered for the upcoming school year?

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

12. What programs/services for ELLs will be discontinued and why?

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

curriculum.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

13. All ESL students are invited to participate in all extracurricular activities and clubs before, during, and after school just like any other student. To ensure that families are aware of all the programs offered, these flyers are also sent home in the native language when possible. Also the parent coordinator and ESL teacher can provide translators for parent questions about these activities. In this way they are able to develop their social skills and social language for further success. There are opportunities for both parents and students to participate in school activities throughout the year. Town meetings are held every week with the whole school in attendance, seasonal parades and celebrations, and 'open mic' nights are open to all ESL students and their families. Other events include poetry slams, physical education clubs, after school, dance, ballroom dancing, camping trips, excursions and field trips, and cooking. ESL students also participate in classroom-based clubs along with their peers. Many clubs are facilitated by students and include puppet-making, Harry Potter, bookmaking, art, reading, building, drawing. In this way, students are encouraged to develop their social language skills and confidence amongst their peers.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

14. The Earth School has a large collection of books for our ESL students to read at their levels. The ESL library also has many "big books" for students to read in pairs or groups. We have pictures cards, cubes, blocks, and foam letters for our newcomer students as well. We also have manipulatives for math exploration. There is a strong focus on technology at the Earth school. Students have access to laptops, which are used in their classrooms for typing instruction, internet based research, and writing reports. Technology employed in the ESL classroom includes computers with internet access for online research, audio CD's for listening activities, and phonics development through listening games on tape. Students are given opportunities to access websites in teacher guided lessons that require research, especially on non-fiction topics. Furthermore, students listen to audio recordings of books and work on projects in which they record and listen to their own voice. The goal is to increase fluency and work on listening skills, especially listening for information and understanding.

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

15. The Earth School currently only has a freestanding ESL program, but the ESL teacher sends home letters and informational flyers in the home language whenever possible. Additionally, students are encouraged to continue developing literacy in the native language at home, and whenever possible, the ESL teacher sends books home in the native language. The ESL department has books in Spanish to help students continue development in Spanish at home and in school. The ESL department is looking to buy books in more languages that are represented in our school like Chinese, Japanese, and Hebrew. Additionally, the students are encouraged to bring books from home in their native language to share with the class. The ESL teacher celebrates Native Language week, in which the students read a book from their native language to the class to teach the class about their home language and culture and help the students empathize with what it is like to listen to a story in a language other than your primary language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

16. The required services support and correspond with ELLs' ages and grade levels because we are doing grade level work. While the students may be reading independently at a just right level that is below grade level, they are still participating in class read

alouds, shared readings, and content material at grade level. Grade level texts may be modified, but students are still held accountable and supported in learning grade level vocabulary and content. Students participate in all enrichment classes with their peers so that they are learning age appropriate skills in art, physical education, music, earth studies, dance, and cooking.

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.

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

18. What language electives are offered to ELLs?

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

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)?

19. We do not have a dual language program.

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.

9/12

Business: High/low lights

Grade Level

Chair: Jessica

Room: Emily

Notes: Vanessa

9/19

No Meeting

(Give back for pot luck)

9/26

Dance and Music PD sessions

Pot Luck

Upper grade room: Maya

Lower grade room: Linda 9/27*

PD: Curriculum night prep, room visits

Chair: Abbe

Room: Emily

Notes: Chelsea

10/3

Curriculum Night

(No meeting) 10/10

Business: Curriculum night reflection

Grade Level

Chair: Melissa

Room: Emily

Notes: Shonelle

Snack group 1 10/17

PD - Launch inquiry group work - share goals for our practice this year

Chair: Gikeno

Room: Suzanne

Notes: Rachel

Snack group 2 10/24

Business: testing

MOSL update

Grade Level

Chair: Melissa
Room: Donna
Notes: Eve
Snack group 3
10/25*

PD

Collaboration - try out protocols

Chair: Chelsea
Room: Gikeno
Notes: Rebecca

10/31

PD

Inquiry groups - small discussions and make choices

Chair: Patrice
Room: Patrice
Notes: Jessica
Snack group 4 11/5

Election Day

social-emotional learning
curricular documentation
work sharing with families

PD

Chair: Erica
Room: Tim
Notes: Emily
Snack group 1 11/7

Business: Inquiry Groups 1st meeting
Grade Level

Chair: Rachel
Room: Tim

Notes: Suzanne
Snack group 2
11/14

Family Conferences

(4/5s at Frost Valley)

11/21

Business: testing, conferences
Grade Level

no 4/5s - conferences

Chair: Jessica
Room: Tim
Notes: Shonelle
Snack group 3
11/22*

PD

Social-
Emotional Learning
(4/5s conferences)

Chair: Linda
Room: Abbe
Notes: Patrice 11/28

Thanksgiving
School Closed

12/5

PD

Inquiry groups - first draft of PD plan

Chair: Eve
Room: _____
Notes: Erica
Snack group 4
12/12

Business: Soccer presentation
Grade Level

Chair: Gikeno
Room: Gikeno
Notes: Shonelle
Snack group 1 12/13*

PD
Danielson Rubric

Social-
emotional learning

Chair: Abbe
Room: _____
Notes: Chelsea
12/19

Staff Party
* Half-day Friday afternoons

2. The entire staff is focusing on using Social Emotional outcomes to support students with mastery of classroom content. The ESL teacher has participated in team and committee meetings about the school curriculum to also focus on supports in emotional language so that ELs and SWDs can be successful members of the classroom to eventually work with the Common Core classroom curriculum. PD sessions will also be dedicated to differentiation and inclusion to support student mastery of outcomes. These professional development sessions will help the teachers in supporting ELLs and general education students. The ESL teacher has attended OELL and network meetings designed for supporting ELs with academic language in increasingly complex texts. The ESL teacher always has the support of the administration to attend any professional development sessions that will help in supporting ELs with the Common Core. The ESL teacher also participates in school based meetings and PD sessions pertaining to the Common Core. The guidance counselor has been leading a lot of the professional development sessions based on her learning with life space crisis management to help all teachers help all students with difficult life transitions like middle school, school breaks, and field trips.

3. As our 5th grade ELLs prepare for middle school, the ESL and classroom teachers work with the students on essential school survival skills like note taking, keeping track of a planner, planning one's day, and being responsible for one's own assignments. The students start using a planner to track what assignments are due in the short and long term. The students will receive less reminders from teachers and parents are expected to continue working on projects and assignments independently in order to have a completed product on the due date. Students also visit their new middle school in order to get a sense of the building's layout and what the new school's expectations are.

4. The Earth school staff meets every Thursday afternoon from 3:15 - 5:00. During these meetings, the ESL teacher contributes important information about appropriate expectations for beginning, intermediate, and advanced ESL students at different age levels. The ESL teacher provides professional development about scaffolds and accommodations that can be made per grade level to help ESL students be independently successful in the classroom curriculum. The ESL teacher works closely with classroom teachers in small groups on topics such as goal setting for students, content area support, differentiation, and curriculum development. Classroom teachers are also provided information on Professional Development opportunities for all teachers of ELLs, including general education classroom teachers. For example, the science teacher may be informed of a ELL Science symposium and given the option to attend an event along with the ELL teacher. As the ESL teacher attends professional development events, the information gathered at those events is turn-keyed at the school level and shared with teachers. As part of the 7.5 hours, the ESL teacher has given

demonstrations to the entire staff about the LAB-R assessment as well as the NYSESLAT so that the staff understands how the ESL students are assessed. In these ways, teachers that require professional development receive the mandated 7.5 hours (or 10 hours for special education teachers) of development in strategies for teaching ELLs as per the Jose P. Mandate. The entire staff is focusing on assessing student work through the use of continua. Later PD sessions will also be dedicated to differentiation and inclusion. The ESL teacher is on the PD committee, so all PD sessions always have a piece tied to English learners' needs. The ESL teacher has created an ESL continuum that will help teachers assess and support students based on their current levels in Listening, Speaking, Reading, and Writing. These professional development sessions will help the teachers in supporting ELL and general education students.

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. Parents are an integral part of the Earth school community. In order to include all parents in school activities, meetings, and projects, information is sent home in the native language so that parents of ELLs can participate. Parents have weekly Parent Association meetings with the Principal. Parents also participate in weekly community open work sessions in the classroom, in which parents work with their children on projects of their choosing. This particular weekly activity is excellent for the parents of the ELL students because then they can see what the classroom expectations and projects are so that the ELL parents can support them at home. Many parents conduct projects with their children's classes, like art projects or environmental studies projects. Parents help plan and facilitate a wide variety of community activities, such as the fall fair, community potluck, clubs within the school, open "mic" nights, cookshops, class publishing parties, and town hall meetings. Parents are involved in the school's environmental endeavors and serve on the boards of the nutrition committee, the rooftop garden committee, and a variety of other school based groups. The Earth school makes consistent efforts to reach out to parents on a regular basis that goes far beyond the required parent conferences throughout the year.
 2. The ELL teacher provides information for parents about neighborhood organizations that offer free English classes and other supports in the neighborhood. Additionally, the ESL teacher sends home informational materials in the native language as much as possible as well as provides translators for school meetings. The INDOCHINA SINO-AMERICAN COMMUNITYCENTER (ISACC) is a neighborhood center that supports Asian American families with learning English. They also provide other forms of support to help families make a successful transition to life in America. There are also free classes for adult ESL learners at Hartley House (M-F 8:30-12:00 & 12:30-4:12 pm) at 413 W 46th street near 9th ave. The YMCA on Houston street also offers English classes.

In addition, we have many partnerships that send volunteers to the school that directly support our ELL's growth with listening, speaking, reading, and writing in English. Read for America volunteers work in every classroom in our school. These volunteers spend a lot of time supporting our ELLs with literacy development. Almost every classroom also has student teachers from either Bank Street School, New York University, or Columbia University. In addition, we are partnered with the neighborhood garden across the street, so our science curriculum often uses the garden as the foundation for classroom inquiry projects and lessons. We are also partnered with the Third Street Music Project. Volunteers from the Music Project provide music lessons to Pre-K through second grade classes for 26 weeks and then the students are eligible for free lessons at the Music Project. Grades 3-5 work with the Red Rogers Dance Company for 20 weeks of the school year. The music and dance partnerships are integral to supporting our ELL students find ways of expressing themselves with or without their new skills in the English language.
 3. The parent program selection surveys, responses to the continuation of services letter, comments in the PTA, and discussions with the Parent Coordinator are taken very seriously at the Earth School. The Parent Coordinator speaks with the parents often and shares this information with the ESL teacher to make sure that the parents of ELLs are comfortable with the services provided. In addition, the ESL teacher sends home monthly letters to the parents of ESL students to ensure that the parents are informed of the ESL curriculum and ways they can help at home. The ESL teacher always provides her email address so the parents can discuss concerns or questions at any time. Additionally, the principal and parent coordinator keep track of parent concerns and trends at the Parent Association weekly meetings. These concerns are discussed at staff meetings when programmatic decisions are made for the following year. We try as hard as possible to learn about the parents' needs directly from the parents.
 4. Many of the parents's needs center around wanting to be connected to the classroom curriculum and be involved in their children's learning. In response to this need, the teachers' rooms are always open to parent participation at any time, as long as the parents sign up in advance. We also have an active PTA where parents can express their needs and work with the school faculty to create programs that will meet these issues. A lot of parents run clubs and activities for the children. Parents also hold meetings about community events and school initiatives. Many parents at the Earth School are very concerned about the current testing climate and meet to discuss ways to best support their children in the face of so much pressure.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 364 School Name: Earth School

Cluster: 1 Network: 101

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

Part A: Needs Assessment Findings

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

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

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

This year we have 12 ELs speaking Cantonese, Japanese, Kirundi, Russian, French, Spanish, Polish, and Hebrew. We also have many students that speak another language at home that are not considered LEPs. Through the HLIS we are able to tell which parents need translation and interpretation services. We share the information about how many languages our school speaks as a celebration of our diversity through school posters graphing the number of languages we speak as a school. The school's SLT also discusses this information to prepare translations and interpreters as necessary. We currently have 1 family that requires Cantonese translation. This family has a close relationship with the Parent Coordinator in our building that speaks Cantonese. The parent coordinator translates in person all documents that go home for the parents when they pick the child up from school. The ESL teacher, when given enough notice, has all documents translated to Cantonese as well. We have about 10 families that require Spanish translation, only two of which have students that are considered LEPs. These families have close relationships with the school Parent Coordinator who translates in person all documents that go home. Additionally, when the ESL teacher is given notice, she has all documents translated. Finally, there is one family that requires Russian translation. We have

a teacher's assistant at the school that translates all documents and meetings. Again, the ESL teacher has all documents translated to Russian when given notice. Our parents that speak Polish, Japanese, Russian, Haitian, Arabic, Croatian, French, and Hebrew are fluent in English and prefer to speak in English but we provide translations and interpreters whenever necessary either through community support or through the DOE translation services.

Part B: Strategies and Activities

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

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

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

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

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

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