

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

32K562

School Name:

EVERGREEN MIDDLE SCHOOL

Principal:

LAUREN REISS

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School Number (DBN): 32K562
School Type: Public Grades Served: 6-8
School Address: 125 Covert Street, Brooklyn NY 11207
Phone Number: 718-455-1080 Fax: _____
School Contact Person: Lauren Reiss Email Address: lreiss@schools.nyc.gov
Principal: Lauren Reiss
UFT Chapter Leader: Erin Oats
Parents' Association President: Nancy Burgos
SLT Chairperson: Lauren Reiss
Student Representative(s): Jovanny Nunez

District Information

District: 32 Superintendent: Lillian Druck
797 Bushwick Avenue – Brooklyn, NY 11221
Superintendent's Office Address: _____
Superintendent's Email Address: LDruck@schools.nyc
Phone Number: (718) 574-1100 Fax: Fax (718) 574-1245

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 411 Network Leader: Elyse Dotti

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lauren Reiss	*Principal or Designee	
Erin Oats	*UFT Chapter Leader or Designee	
Nancy Burgos	*PA/PTA President or Designated Co-President	
Christopher Laboard	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nancy Burgos	Parent/PTA President	
Jodi Reese	Parent/VP PTA	
Nancy Quiros	Parent	
Lucila Macias	UFT	
Stephanie Velez	UFT	
Jamel Brown	UFT	
Elisa Paltenghe	UFT	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

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

The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Evergreen Middle School 's (EMS) is a professional learning environment where students, staff, parents and community work together respectfully to support student learning. We recognize the urgency of our work and support each other to persevere in achieving success for every student. We have developed a partnership with Judith Hochman's team and use the Hochman Basic Writing Skills (BWS) program. The inclusion of this work in our ELA, science and social studies curricula is resulting in consistency in our school wide approach to writing. This year we are working on a strategic inquiry in partnership with Baruch College to further develop our skills and knowledge in the implementation of the BWS program.

Challenges

The average grade level reading level of our incoming 6th grade students this year was 3.5 grades. In addition 67% of our incoming students scored a level 1 on the State ELA Exam and 58% of our new 6th graders scored a 58% on their Mathematics exam. This presents us with significant challenges which we strive tirelessly to overcome.

Key Focus 2014-2015

The key focus for our school this year is to strengthen and refine the implementation of our literacy instructional focus (Teachers will scaffold language and writing instruction to support the development of syntax and academic vocabulary.), and to refocus our work in reading to incorporate reciprocal teaching and strengthen independent reading. In addition, we are focused on making the CMP3 Curriculum accessible to students so that students will be able to make significant gains in their mathematical skills and have success in the application of the skills.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

ELA: The average grade level reading level of our incoming 6th grade students this year was 3.5 grades. In addition 67% of our incoming students scored a level 1 on the State ELA Exam

Data Source	Grade 6	Grade 7	Grade 8	School-wide
Average Math Proficiency (2014 SMT)	_____	1.94	1.95	1.94
# of Students in 1.80 - 1.99 Proficiency Range	36	50	46	_____
# of Students in 2.50 to 2.99 Proficiency Range	13	7	10	_____
Performance Series Ranges (November)	At/Below 5th Grade Level 88% On Grade Level 9% Between 7th and 8th Grade Level 1%	At/Below 5th Grade Level 89% At 6th Grade Level 7% On Grade Level 3% At/Above 8th Grade Level 3%	At/Below 5th Grade Level 71% Between 6th and 7th Grade Level 24% On Grade Level 2% Above Grade Level 2%	Above Grade Level 3% At/Below Grade Level 33% Far Below Grade Level 63%

Strengths	Needs
Math department has regular weekly meeting time.	Focusing meeting times on sharing math instructional best practices modeled by the coach.
A math coach is available to model best practices and to mentor new math teachers.	Math meetings need to be broken down by grade teams to allow teacher collaboration with the coach on the grade level curriculum unit plans, lessons, performance tasks and student work samples.

Students are being exposed to mathematical concepts using the Common-Core aligned CMP3 curriculum.	AIS that is targeted to the group of students who are close to level 2.0 i.e. a proficiency between 1.80 and 1.99 as well as students who are currently at or above 2.50 proficiency.
Two ICT classes on each grade with two teachers who collaborate to meet the needs of individual students.	Discussing and modeling an effective co-teaching relationship that best meets the needs of our students.
	Intervisitation between teachers in the school and with our sister school CIS 303 so that teachers can make peer observations and have professional dialogue with other teachers who also use the CMP3 curriculum with similar students.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

ELA: By June 2015, all literacy curriculum units (science, social studies and ELA) will be aligned with the Tri State quality review rubric and include common approaches to syntax development, writing instruction, and high order discussion.
 Math: By June 2015, the percentage of students achieving a level 3 or 4 on the New York State Mathematics Test will increase from 1.2% to 3%

Math: By June 2015, the percentage of students achieving a level 3 or 4 on the New York State Mathematics Test will increase from 1.2% to 3%

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Provide professional development in Danielson 3b	All teachers		Oversight: Admin team
Professional Development for teachers in Hochman Basic Writing Skills program	All literacy teachers	Sept-June	Oversight: Literacy consultant, AP Hochman lead teacher Implementation ELA, Science, SS and health teachers

School-wide strategic inquiry	Focus on students in lowest third	Sept-June	Hochman lead teacher , Literacy consultant, ELA, Sc, and SS teachers
Participation in Baruch College Writing is Thinking Strategic Inquiry	Students with disabilities	Sept-June	Literacy consultant SpEd and ELL Coordinators, APs
Establishment of, and regular meetings of Curriculum Review Team		Sept-June	Hochman lead teachers , Literacy consultant
A targeted PD plan for the math department will be created starting with the weekly meeting schedule that will be changed as follows: <ul style="list-style-type: none"> 1st monthly meeting -6th grade team with coach / 7th and 8th grade team planning 2nd monthly meeting - 7th grade team with coach / 6th and 8th grade team planning 3rd monthly meeting -8th grade with coach / 6th and 7th grade team planning 4th monthly meeting - whole department meeting where we establish protocols for team meetings and the foci for our PD sessions 	All math teachers	Week of December 8th	Math coach- Ms. Bancroft Department supervisor - Ms. Bruce
A data tracker will be designed using current and historical math test data. The tracker will be a Google document that is accessible by all math teachers and their co-teachers. It will track students' math proficiency, Performance Series levels, and data from all common assessments.	All teachers	December 2014 to June 2015	Math coach- Ms. Bancroft Department supervisor - Ms. Bruce
A thorough analysis of the current data from Math Performance Series and historical state test data will be completed. Students in the specific target groups will be identified and a curriculum for AIS math intervention and enrichment will be developed. Teachers will focus on major exam topics with which students have the most difficulty.	Students in the 1.80 to 1.99 range and students at or above 2.50 proficiency. Parent of the students in the target group.	From December 3th to December 22nd	Math coach - Ms. Bancroft AIS math teachers - Mr. Nastasi, Mr. Garland and Ms. McRae Department supervisor - Ms. Bruce
Teacher teams will collaborate on the tailored curriculum plan for units 1 and 2 with major understandings, lessons, performance tasks, student work samples and common assessments like the grade-level midterm exams, unit tests, periodic assessments and trips.	All math teachers	December 2014 to February 2015	Math coach - Ms. Bancroft AIS math teachers - Mr. Nastasi, Mr. Garland and Ms. McRae Department supervisor - Ms. Bruce

Students will complete the 2nd administration of the math Performance Series. Teachers will compare these to the Fall scores. This data will be used to plan the grade-wide classroom test prep exercises	All students	From March 9th to 20th 2015	All math teacher
Teachers will complete another unit in the grade-level curriculum	All math teachers	From April to May 2015	Math coach- Ms. Bancroft Department supervisor - Ms. Bruce

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

This goal is largely dependent on human resources and access to technology.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

XX	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

January, March and June 2015

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on the Learning Environment Survey from the school’s first year, 83% of students reported feeling safe in their classrooms as compared to 70% in the first year. We are working towards a school culture where all students feel safe in the classroom. Students come to us with a myriad of social-emotional needs and learning deficits. At times, these factors contribute to students making other students feel unsafe which is not conducive to a collaborative school culture. We need to make sure that students can identify how they are feeling and know how to articulate if they need support.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 5% increase in students reporting that they feel safe from in their classrooms as measured by the School Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Train teachers and students in the RULER protocol	Whole School	November to June	Administration, advisory teachers
Create and implement a more user-friendly behavior management system	All Students	On-going	Administration, Deans, teachers, guidance and social workers
Continue the schoolwide anti-bullying campaign	All Students	On-going	Guidance, social worker and social work interns

Survey students and groups of students to ensure that sub-groups are being addressed	<ul style="list-style-type: none"> • General Education Students • Special Education students • English Language Learners • Overage students • 	January March June	Administration and deans
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: All Staff
 Instructional: RULER Board and instructional materials
 Poster maker and posters

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

January, March and June, 2015

Part 6b. Complete in **February 2015.**

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths	Needs
Teachers work side-by-side in a collaborative centrally located teacher center wherein their interactions with one another are increased.	Creating more time for committees to meet during the school day.
Administrators are available to help run and coordinate meetings and committees.	Increase time for teachers at different grade levels to meet more frequently.
Teachers and staff are encouraged, commended and supported in their efforts to join teams.	Working on grant writing and increasing additional community activities.
Teachers are allowed to attend professional development opportunities that relate to their committees and teams.	Teachers proactively seek out professional development opportunities
Teachers have opportunities to meet with their co-teachers during the day.	Increase the amount of new teachers who are part of committees.
Many teachers volunteer at after-school/evening community events.	Increase the amount of new teachers who are volunteer for after-school/evening community events.
Grade team teachers meet on a weekly basis and discuss ideas to improve the school and their classrooms.	
30% of teachers are involved in committees/activities (such as theater, jewelry making, everbuck store, evergreen, etc)	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

60% of the staff (teachers, paraprofessionals, guidance counselors, social workers, etc) will be committed to and involved in non-teaching related committees/activities which directly improve the classrooms and our school community

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Have a teacher-run professional development for the staff which outlines the different committees and activities that are currently at Evergreen. This session will inform staff members of what committees are currently operational at Evergreen and outline the details for how to join committee and what the requirements/commitments are to be on the committee.	All Evergreen Middle School staff members	By January 31, 2015	AP, Ms. Bruce AP, Ms. Engel Current Members of Committees Paltenghe - Theater Major, Abadia, Drabczyk - Everstore Gordon- Jewelry Making Malabe - Band
Staff members currently on committees will be asked to create a marketing campaign to inform the school and community of their specific activity and encourage staff members to join a committee. The campaign serves to inspire others to join and/or to create their own committee to help improve the school.	Committee members	By January 31, 20	AP Math/Science, Ms. Bruce AP ELA/Social Studies, Ms. Engel
Staff members that have currently written grants and/or created Donors Choose projects will run a seminar for teachers/staff members to explain how to go about doing this to encourage others to do the same	All Evergreen Middle School staff members	By February 15, 2015	Committee Members

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources, theater supplies, jewelry supplies, Everstore incentive items

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

January, March and June 2015

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to the 2013-14 Learning environment survey 88% of teachers agrees or strongly agrees that they feel supported by the principal. The principal strives to push herself and develop a culture where all teachers feel supported by her leadership.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2014, there will be a 5% increase in teachers reporting that they feel supported by the principal as measured by the School Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Principal participates in team meetings	<ul style="list-style-type: none"> ● Grade Teams ● Professional development ● Content teams ● Student Intervention Teams ● Social-emotional school team 	On-going	Principal

Principal provides teachers with timely instructional feedback using the Advance system	Teachers	On-going	Principal
Principal supports teachers by developing and delivering social-emotional support to staff and students	Teachers Students	On-going	Principal
Conduct staff surveys to monitor the effectiveness of principal support	Teachers	January March June	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Survey development site, human capital

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

January, March and June 2015

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths	Needs
Many parents have reported that despite the reputation of the campus (296) they wanted their child to attend our school because it is new and other parents have recommended it.	The formation of a strong Parent Association and School Leadership Team has been a challenge.
As a new school, we have the opportunity to form partnerships with CBOs like Beacon and to designate and/or acquire new school funding for after-school programs like CHAMPS and Achieve Now Academy.	Hosting learning events that excite students and motivate parents to attend.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

As evidenced by the number of parents and community partners in attendance, we will host two (2) Family Learning Nights by June in Math, Science, ELA and Social Studies.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Form a committee of individuals (teachers, support staff, CBOs) whose work is to plan and execute one Family Learning Night for ELA/Social Studies and one for Math/Science. Tentatively, the first FLN will take place in February and the second in March both before the state exams in April.	All Evergreen Middle School and Beacon staff members;	By January 9, 2015	AP Math/Science, Ms. Bruce AP ELA/Social Studies, Ms. Engel

	Parent Association members		
Convene committee members to determine dates and times; prominent community organizations that can be involved; and members of public office in Bushwick and Willamsburg	Committee members	By January 23, 2015	AP Math/Science, Ms. Bruce AP ELA/Social Studies, Ms. Engel

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Each event should have a plan for:

- marketing (posters, letters)
 - in school to students
 - outside of school to families, other schools, organizations and public figures
- budget
 - food
 - decor
 - displays/booths
 - prizes and gifts
- booths
 - numbers of booths
 - content
- students’ roles before, during and after the event
 - managing booths
 - ushering visitors
 - set-up and clean-up

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
40. Specify a timeframe for mid-point progress monitoring activities.

January, March and June 2015

Part 6b. Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Lowest third	Phonics, afterschool, Hochman’s Teaching Basic Writing Skills	Small group , tutoring, whole class, one-one	After school and during the day.
Mathematics	Lowest third	Skill based interventions as well as the ICE strategy	Small group , tutoring, whole class, one-one	After school and during the day
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEPs, lowest third, ELL status	Counseling and intervention provided by guidance, social work, school psychologist, special education coordinator	Small group , tutoring, , one-one	After school and during the day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

We focus on maintaining a collaborative, respectful culture in which our teachers feel safe and supported. Our professional development is need driven and relevant. We work with Teach for America, Teaching Fellows, Teacher's College and other highly regarded teacher preparation programs.

2b. 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).

Our professional development is differentiated and tiered. We examine the needs of our students and teachers to determine the high leverage areas which will enable all our students to meet the CCLS. We have a partnership with Baruch College using inquiry to look at the effectiveness of Judith Hochman's Teaching Basic Writing Skills program. We have a literacy Consultant as well as math coach who work with small groups of teachers to strengthen curriculum and practice. Teachers meet by content and grade to plan and collaborate. And, administrators use the Advance system to provide teachers with on-going feedback.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are on a variety of content teams during which time assessment decisions are made collaboratively.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$330,768	X	8-16; 19-21
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200	X	19-21
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,487,955	X	8-21

¹**Explanation/Background:**

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

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

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Evergreen Middle 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Evergreen Middle 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 the school community;

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

Principal Lauren Reiss	Assistant Principal Janice Bruce
Coach Rosalind Cooper	Coach type here
ESL Teacher Megan Cancila	Guidance Counselor Lucila Macias
Teacher/Subject Area Stephanie Velez/biling. SpEd	Parent Carmen Rodriguez
Teacher/Subject Area Jessica Rivera/biling. SpEd	Parent Coordinator Nancy Soto
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	19	1	1	1	0	0	0	0	0	20
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	23	1	5	15	0	7	2	0	2	40

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	42	2	6	16	0	7	2	0	2	60
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	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	
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							20	17						37
Chinese														0
Russian														0
Bengali							2							2
Urdu														0
Arabic								1						1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	22	18	0	0	0	0	0	40

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							8	9						17
Intermediate(I)							6	9						15
Advanced (A)							17	11						28
Total	0	0	0	0	0	0	31	29	0	0	0	0	0	60

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
All students in our school were administered the DRP assessment for reading. It was our goal to use the cut scores from the DRP to determine who was reading below grade level, and as a result would be further tested using Fountas and Pinnell. After using the initial DRP assessment, we learned that all ELLs were reading below grade level. Therefore, we will be using the Fountas and Pinnell Running

Records Assessments to further determine the approximate reading level of each student. In addition, we will be testing students' lexile levels using the Achieve 3000 lexile test. This will give us a better idea of the range of reading abilities and lexile levels that our students currently possess. The data obtained from these various reading assessments allows us to adjust instruction in many ways. We will be using small group guided reading in ELA. We will also be able to adapt and modify texts per individual student's needs. Using Achieve 3000 also allows the students to practice reading skills at their just right or instructional level of reading. Looking at last year's reading data for our ELL students and from the data we have collected so far this year, our ELLs appear to be at reading levels ranging from C-S, under the Fountas and Pinnell system. This informs our instruction tremendously, as we will be differentiating based on various student needs from phonics instruction to much more complex comprehension based reading skills. We will be using the ELE (Spanish Reading Test) to assess our TBE students reading ability as well this year. We were not aware of this test last year, and it was not administered. We will be administering the exam this year.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We have a large range of students at each proficiency level. Students with higher levels of proficiency both exhibited on the LAB-R and on the NYSESLAT tend to receive higher grades in their classes, and perform better on the State Exams. This makes clear sense, as students with more access to English language, can perform better as they have a higher level of comprehension and understanding. However, it also indicates that teachers must be differentiating to support the needs of beginner and intermediate ELLs so that they can still achieve the content and learning targets for each lesson.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
This data was not available to us this year.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Tests in Science and Math are provided to our TBE students in both English and Spanish. Otherwise, all other exams are in English. Across proficiency levels and grades, students with higher levels of English proficiency perform better than beginner or intermediate students. There is a direct relationship between a student's proficiency level and how they score on exams. Students who take examinations in Spanish and English, tend to perform better than students given tests solely in English. We often give students a choice of language, or access to tests in both languages as this will match with their experiences taking the State Math Exam. However, in tests or assessments for ELA, we give exams in English.
 - b. As a new school, we examined the data from our periodic assessments late in the school year. We were dismayed to see that many of our ELL students performed more poorly on the Spring Periodic Assessment than the Autumn Assessment. This led us as a school community to make major changes in ELL programming. Last year, ELL students were all fully integrated into classes with English speaking peers. Their ESL support was given through content areas. For example, ESL teachers taught both ELA and Social Studies. This year, we have one class in each grade comprised entirely of ELL students. ELA is co-taught by an English content area teacher and an ESL teacher. For students in our ICT and self contained special education classes, an ESL teacher pushes in to support them in ELA, working alongside the content area teacher. Therefore, our periodic assessments greatly informed our need for a new student support system.
 - c. We are not administering the ELL period assessments this year, as we have individual common core aligned school assessments and writing goals through our ELA curriculum. These assessments are used to support planning and further instruction as we have actual data to show which students have exhibited mastery and which students need further support.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
n/a
6. How do you make sure that a child's second language development is considered in instructional decisions?
We have had numerous staff PDs on which students are ELLs, and what strategies work best to support and differentiate for their needs as second language learners. In addition, our administration observes and supports teachers constantly. One of the main focuses of classroom observations is to make sure that teachers are differentiating to meet the needs of our diverse learning community. In addition, we seek help and support from our Network ELL Support, Pablo Schelino. Mr. Schelino regularly visits our schools, observes teachers of ELLs, and provides feedback on how to better support ELLs in our instruction.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

n/a

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
As a new school only in our second year, we have minimal data to evaluate the success of our programs. Our NYSESLAT data from last year showed that very few students advanced in proficiency level, and anecdotally, we felt that the ELL students were not receiving enough targeted ESL support. As a result, this year we made the decision to have all ELA classes with ELLs co-taught by at least two teachers, the ESL teacher and an ELA teacher. With this model, we're better able to support differentiation, we can work with small groups, and meet the students' individual needs. We can also pinpoint and target which skills students are struggling with, and plan intervention and small group lessons accordingly. Following this year, we will once again look at our NYSESLAT data and gather anecdotal information from teachers, students, and parents to evaluate our current programs strengths and weaknesses.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a new student enrolls at I.S. 562, the school secretary contacts the ELL Coordinator who performs the informal oral interview and the HILS form. The ELL Coordinator has trained the other ESL and Bilingual Teachers to also complete this process should she be out of the building. The ELL Coordinator determines LAB-R eligibility following the HILS and interview, and then administers the LAB-R and Spanish Lab (if applicable) within 10 days of admission. The ELL Coordinator and other bilingual/ESL teachers are all trained pedagogues and are proficient speakers of Spanish. They have been trained in the process of initial identification of ELLs and are all capable of doing the initial assessments. NYC Dept. of Education brochures are also provided to the parents in their native language, and the NYC Dept. of Ed. translation services hotline is called if the parent and child's native language is not Spanish or English.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
During the initial interview and admissions process, the ELL Coordinator explains the program options that ELL students have if they are deemed an ELL following the LAB-R. She explains each program verbally, and then has the parent and child watch the Department of Education's ELL Parent Orientation Video. The ELL Coordinator explains to parents that I.S.562 only offers a Transitional Bilingual and Freestanding ESL program; however, if the parent would prefer a dual language program for their child, we can assist in finding the closest school with such a program. Parents are also provided with the New York City Department of Education's pamphlets outlining each program option in their native language. We try to have these one-on-one orientations with parents as soon as the child is enrolled in order to expedite the child's class placement and adjustment period. We also have numerous ELL parent orientation meetings throughout the year, so that parents can be fully apprised of how our programs are structured, and have the opportunity to ask questions about each method of instruction.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The Parent Survey and Program Selection Form are done during parent orientation meetings both in a large group and in individual meetings done during the enrollment process. The ELL Coordinator is almost always present when these forms are being completed, so she collects them once parents fill them out. If a parent takes a form home, the form is returned to the ELL Coordinator within a predetermined window of time. The ELL Coordinator copies the Parent Survey and Program Selection form, and the original form is placed in the student's cumulative file. The other copy is stored in the Enrollment Binder in the ELL Coordinator's office.
The ELL Coordinator sends home initial entitlement letters following the LAB-R tests. These letters are copied and placed in the Entitlement Binder in the ELL Coordinator's office. In addition, once the ELL Coordinator receives the students' NYSESLAT scores from the previous Spring, thus determining continued entitlement, she sends home the Continued Entitlement Letter or the Non Entitlement letter per individual student's scores. A copy of each of these letters also remains in the Entitlement Binder in the ELL Coordinator's office.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
ELL students are placed in the TBE program or the ESL program, per parent's choice following the parent orientation meeting upon admission to the NYC Department of Education. During the meeting, the ELL Coordinator explains the structure of both programs at I.S. 562, and also has the parent watch the DOE ELL Parent Orientation video. The conversation regarding program choice takes place in the parent's native language. If the ELL team (ESL and Bilingual Teachers) do not speak the parent's native language, the interpretation hotline will be called. If parents want to change their child's program, we have a meeting to discuss the potential drawbacks of doing so, per available research re: changing programs. The meeting is documented, and the request of change in program is noted in the student's file. If a student comes from another NYC DOE school and there is no selection of program form in their file, the student's parents are contacted for further information. Otherwise, the default program for any Spanish speaking ELL student is Transitional Bilingual.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
We first determine NYSESLAT eligibility by using the RLER report on ATS, which shows all of the students who are NYSESLAT eligible. Prior to testing, all parents of ELL students are notified that their children will be taking the NYSESLAT exam during school hours, and attendance, good rest and substantive meals are imperative during this time. The NYSESLAT is administered grade by grade as students take a different exam in 6th and 7th grade. All ELLs will be administered the 4 subtests during separate scheduled times during the approved testing window for each subtest. Tests will be administered by the ELL team (ESL & Bilingual Teachers). The speaking subtests will be administered individually, with the 7th grade ESL teacher administering and scoring the 6th grade students, and the 6th grade ESL teacher administering and scoring the 7th grade students. The ELL Coordinator uses a spreadsheet and filing system recommended by CFN 411, where the date each child takes each subtest is recorded. Therefore, it is easy to see who was absent during testing administration and thus needs to make-up one of the individual subtests.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
In our school's first year, we have received only six new ELL admits who were enrolling in the New York City Public Schools for the first time. The parents of these six students all selected the TBE program to meet their children's ELL needs. As a result, all of these children have been placed in our TBE classes. Since all six of these students have moved to the United States from Spanish speaking countries, and all had very little English upon arrival, the TBE program has allowed the children to be successful in their content area classes by continuing to develop their native language while also learning English through intensive ESL classes each day. We offer both the TBE and the ESL program, and plan to continue with both for the foreseeable future, and as long as the community demands both programs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. All ELL students receive their mandated ESL instruction during ELA class. All ELA classes with ELL students are co-taught by an ELA teacher and an ESL teacher. In each grade, we have ELL students in three different classes. There are ELLs in our self-contained ESL class, the ICT class, and the self contained special education class.
 - b. We have one 6th grade class and one 7th grade class completely comprised of ELLs or recently proficient former ELLs. These students travel together all day as one block. We also have ELL students in our ICT class who are either ELLs with IEPs, or advanced long-term ELLs, who have excellent oral and spoken English but are struggling readers and writers. We also have a few ELLs in a self-contained special education class in 6th grade and a self contained special education class in 7th grade.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

In the free standing ESL program, ELLs participate in all of their content area classes in English. They are provided with bilingual dictionaries, and their teachers are aware of the strategies and scaffolding that needs to take place in order to give ELL students access to the Common Core based curriculum. We are using the Hochman writing program in our content areas and in ELA class. Using the same outlining and writing strategies across content areas also helps to support our ELL students in their writing development.

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

This year we will be administering the Spanish ELE reading exam to assess our TBE students Spanish reading and language development. In addition, we use the Fountas and Pinnell Spanish texts to assess our students' reading levels in Spanish as well as in English. Students in the TBE program are given assessments in both English and Spanish as they are receiving instruction in both languages. This also supports what they will see and be exposed to during state tests.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teachers have ESL instructional goals each unit for students at different proficiency levels. We create assessments that incorporate the use of all four modalities of English acquisition, and we tie the pieces together so that the modalities being tested are authentic and connected to one another.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.

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

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

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

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

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

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

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

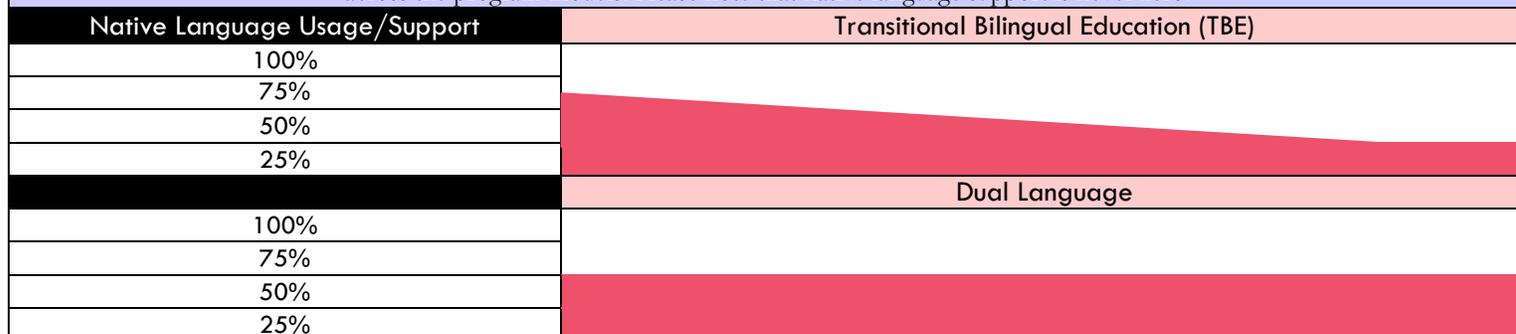
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

All ELA classes are co-taught by an ELA teacher and an ESL teacher. This allows for small groups, conferencing, and targeted interventions to meet the needs of students at varying proficiency levels. We also have co-teachers in most of the ELLs' math classes as well. Math is co-taught by a math teacher and a special education teacher. As we have students with disabilities in all of our classes with ELLs, we have multiple teachers present in the room to support everyone's varying needs. In the near future, we plan to use our Title III money to create an afterschool program to support ELLs at every proficiency level. We'll likely do a mix of phonics work, basic language acquisition, and guided reading for beginner ELLs. Whereas we'll likely focus on vocabulary and content based reading and writing with students with higher proficiency levels.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We don't have enough data to truly measure our current program's level of effectiveness as we've only been using the selected program for two months. In coming months, we will be looking at a variety of metrics to evaluate our successes and weaknesses. We'll examine passing rates among ELLs in their content area classes. We may also shadow struggling ELLs to determine how we as a school can better support their growth and language development.
11. What new programs or improvements will be considered for the upcoming school year?

We hope to develop successful before and/or afterschool programs to support ELLs in their language acquisition. We will also likely have a beginner ESL class for beginner ELLs who need support in basic language acquisition. At this point, we're only able to work with beginner ELLs in ELA for short periods of time. A beginner ESL class would allow us to meet their basic language needs, and then we could support them in ELA by adapting the curriculum and focusing more on reading and writing, versus simple language acquisition.
12. What programs/services for ELLs will be discontinued and why?

As a new school, we are doing everything we can to meet the students' mandated minutes of ESL instruction and services for those who are in the TBE program. We will continue to evaluate our programs and services for success and weaknesses. At this point, we won't be discontinuing any services for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELL students are included in our school-wide music program, and are able to participate in numerous musical electives (band, chorus, dance, etc.) alongside their non ELL peers. Additionally, ELL students participate in our school's after school Beacon program. ELL students are also taught by general education content specialists with the help and support of ESL teachers. ELLs are taught using the same Common Core curriculum that is being used in all other classes in their grade.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We have a growing library of non-fiction texts at various levels in both English and Spanish which support our ELL students in NLA, as well as in ELA class. We're using Achieve 3000, a differentiated computer program, which is Common Core aligned and supplies the students with articles and lessons based on their lexile levels. Achieve 3000 also allows us to add Spanish support (definitions, occasional translation, etc.) or articles entirely in Spanish. This is a huge support for ELLs in content area classrooms. All students can even log into Achieve 3000 from home, to continue practicing their reading and writing skills.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In TBE, students receive native language support in math and science. Both of these content area classes are co-taught by a content area teacher and a bilingual teacher. The bilingual teachers co-plan with the content area teachers to ensure that the students are getting as much native language support as determined by each individual student's needs. We have math and science texts in both English and Spanish, and students practice using both. TBE students also have a period a day of NLA where they continue to develop their reading, writing, speaking and listening in a Spanish literature and non-fiction based course. Students in our free standing ESL program receive native language support as well. With our Achieve 3000 literacy program, we are able to provide actual Spanish supports while the students read content based articles. We also teach how to use, and practice using Spanish/English dictionaries and glossaries. Students can choose independent reading books in English or Spanish. Finally both of our ESL teachers are fluent Spanish speakers, and can use Spanish when necessary to review or summarize a concept.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All ELL students are in grade level classes with students who are their same age. All ELLs, regardless of proficiency level, take the same Common Core aligned courses as their general education peers. Depending on proficiency levels and other needs, we modify curriculum, and target instruction to meet our students' different needs.

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

n/a

C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

D. Parental Involvement

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

E. Additional Information

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

Part VI: LAP Assurances

School Name: <u>Evergreen Middle School...</u>		School DBN: <u>32K562</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lauren Reiss	Principal		10/29/13
Janice Bruce	Assistant Principal		10/29/13
Nancy Soto	Parent Coordinator		10/29/13
Megan Cancila	ESL Teacher		10/29/13
Carmen Rodriguez	Parent		10/29/13
Stephanie Velez	Teacher/Subject Area		10/29/13
Alexandra Fanizzi	Teacher/Subject Area		10/29/13
Rosalind Cooper	Coach		10/29/13
	Coach		1/1/01
Lucila Macias	Guidance Counselor		10/29/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 Network: CFN 411

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 90
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Many of our ELL students are struggling readers in both English and their native language. Based on their previous educational experiences or lack thereof, many of our ELLs have very little phonetic knowledge and need phonics instruction in order to decode single syllable and multisyllabic words. As phonics isn't typically standard middle school coursework, we would like to create a before school program to meet the needs of these struggling readers. Our Phonics Academy will be two-tiered, with a basic phonics group focusing on consonant and basic vowel sounds. Our second level group will be focused on decoding multisyllabic words, and will concentrate on more complicated vowel patterns and diagraphs. We will use the Core Phonics Assessment to determine the number of students eligible to participate in each group, but we are prepared to offer the program to 50 students (25 in each level). We will assess all of our ELL students using the CORE Phonics assessment. Students who receive scores below 50% will be placed in our Level I Phonics Group and students who score between a 50%-85% will be placed in our Level II Phonics Group. Students with scores above 85% will not be participating in the Phonics Program. We have ELL students across all proficiency levels who could benefit from this program, so our primary deciding factor will be the students' scores on the Core Phonics Assessment.

The program will take place before school, from 7:30-8:15, three mornings per week: Tuesday, Wednesday, and Thursday. The program will begin as soon as possible and will last for as long as funding allows. The course will be taught entirely in English.

The course will be taught by two certified ESL teachers or special education teachers, each with special training in phonics. We will need binders, dividers, and paper in order to create phonics binders. In the Level I Phonics course, teachers will be using a mix of Wilson and REWARDS curriculums to meet the needs of early readers. The Level II Phonics course will use the REWARDS curriculum for multisyllabic decoding. We will need to purchase one teachers manual, as well as 30 student editions.

We would also like to purchase 20-30 Rosetta Stone subscriptions for our newcomer ELLs. This interactive software program will be used as a supplementary activity in classroom instruction, as well as during free time, lunch, and after school.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: This year, our ELLs have been mainstreamed into many general education classrooms (with the continued ESL support from a certified ESL teacher). We believe that integrating these students is extremely important for their social as well as English and academic development. As a result, many content area teachers are teaching ELL students of all levels for the first time and having difficulties making their content accessible to the ELL students. We will create a monthly professional development to address the needs of these students and help support their teachers. Content area teachers will receive support and training from the bilingual and ESL teachers in order to apply ESL strategies in their teaching and also to make their content accessible and engaging for ELL students. We will schedule one afterschool PD (2:35-4:00) per month on alternating Wednesdays and Thursdays to learn about, practice, and incorporate new ELL strategies into our teaching. Topics to be covered will range from differentiating texts, to incorporating language objectives into lessons, to fairly assessing ELLs. We will also derive suggestions from the teachers in terms of where the biggest areas of struggle lie.

The PD series will be developed by Megan Cancila, ELL Coordinator and ESL teacher, along with Rosalind Cooper, the school's literacy and professional development coach. Ms. Cancila and Ms. Cooper will be using strategies and materials prepared by the Center for Applied Linguistics (CAL).

Part D: Parental Engagement Activities

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

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

Begin description here: Newcomer ELL students come to Evergreen Middle School and are immediately caught up in the day to day life of being a middle schooler. As they are acclimating to our school, we'd also like for them to have hands-on cultural experiences in New York City. We would like to do four cultural excursions through out the school year with our newcomer ELLs, their parents/family members, and the ESL/Bilingual teachers. These trips and activities will be designed to be hands on and provide ample opportunities for practicing oral language. We will spend 4 Saturdays over the course of the school year visiting museums and sites in New York City. Newcomer students and their parents will be invited through a paper invitation sent home in their native language along with follow-up phone calls. Our newcomer ELLs and their families struggle to make connection to the school and staff early on. They need these additional experiences to feel a part of the school community right away.

Part E: Budget

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

Allocation Amount: \$0

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