

**Folk Arts-Cultural Treasures Charter School ESL Program Evaluation 2012-13 and Goals for 2013-14**

**EVALUATION TEAM:**

<b>Content teachers</b>	<b>All instructional staff</b>
<b>ESL team</b>	<b>Lucinda Megill, Mayuko Perkins, Janice Prevail, Kao Kue</b>
<b>Literacy coordinator</b>	<b>Kathy Brody</b>
<b>Parent representatives</b>	<b>selected parents from each grade cluster (K-2, 3-4, 5-6, 7-8)</b>
<b>Administrative Team</b>	<b>Interim Principal and Interim Executive Director</b>

**SUCSESSES**

<b>Things that were successful</b>	<b>Participants</b>	<b>What helped it become a success?</b>	<b>Next step(s)</b>
Effectiveness of ESOL Assistant	ESL team and ESOL assistant	<p>Clear communication between teachers and assistant; communication logs were used</p> <p>Familiarity of the assistant with student demographic and school's mission and vision</p> <p>Assistant was multi-lingual → able to communicate with families</p> <p>Work ethic of assistant</p>	<p>- Teacher Dan has been hired for 2013-2014.</p> <p>- ESL teachers continue to meet with Dan on a weekly basis.</p>
Instructional plans for M.S. newcomers	ESOL teachers and assistant	<p>- goal setting in the beginning of the year and monitored goals throughout the year (self-assessment)</p> <p>- freedom to plan for individualized lessons</p>	<p>- Teachers hold a team meeting to discuss the newcomers at the end of 2012-2013 school year to ensure smooth transition from 6<sup>th</sup> to 7<sup>th</sup> grade.</p>

		<ul style="list-style-type: none"> <li>- incorporated oral presentations</li> <li>- pushed in with regular ed. classrooms whenever possible</li> </ul>	<ul style="list-style-type: none"> <li>- combination of push-in and pull-out models will be used to serve the needs of newcomers</li> </ul>
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## IMPROVEMENT PLANS

### PLANS for 2013-14

Goal	Objective	Strategy/Ways of implementing	Responsible Partners	Budget/Funding source	Measurement
Parental outreach	To elicit more feedback from families and to include feedback in family nights	ESL team will call parents using a set of questions to collect input from families.	ESL Team	Title III Translation services	<ul style="list-style-type: none"> <li>- interview parents on ways to encourage parental involvement and engagement throughout the year</li> <li>- Collect a survey at the end of the year from families.</li> </ul>
English language progress monitoring	<p>To use the ELP monitoring scale to determine progress of ELLs and to share the results of content teachers.</p> <p>Using the data to determine goals for individual students.</p>	<p>ESL team will develop professional plans based on the training they've received at PATTAN.</p> <p>Interim Principal/ ESOL Coordinator will review the reflections from the</p>	ESL Team and Interim Principal	Title III	Reflections from teachers and feedback from supervisor.

		professional growth plan sheet.			
goal setting with students	Explicitly share WIDA results with students and using results to set individual plans	ESL team will confer with students individually, using the growth chart	ESL team	Title III	Reflections from students and teachers
Writing(Grammar)	Provide explicit grammar instruction within the Workshop model with ESOL modifications	ESL team will co-plan with content teachers to best provide grammar instruction to ELLs (it could be a small group pull-out or whole-group instruction)	ESL team and content teachers	Title III	WIDA test results, writing rubrics, conference sheets, graded writing work