



**THE RAFAEL HERNANDEZ DUAL LANGUAGE
SCHOOL
PS/MS 218**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (09X218)

ADDRESS: 1220 GERARD AVENUE, BRONX NY 10452

TELEPHONE: 718-410-7230

FAX: 718-410-8933

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....20

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....21

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....23

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....26

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....28

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....37**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....38

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....39

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....40

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09X210 **SCHOOL NAME:** RAFAEL HERNANDEZ DUAL
LANGUAGE MAGNET SCHOOL

SCHOOL ADDRESS: 1220 GERARD AVE.

SCHOOL TELEPHONE: 1-718-410-7230 **FAX:** 718-410-8933

SCHOOL CONTACT PERSON: Leticia Rosario **EMAIL ADDRESS:** Lrosario2@schoo
ls.nyc.gov.

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: TBD

PRINCIPAL: Leticia Rosario

UFT CHAPTER LEADER: Elba Rodriguez

PARENTS' ASSOCIATION PRESIDENT: Nadia Reyes

STUDENT REPRESENTATIVE:
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 09 **CHILDREN FIRST NETWORK (CFN):**

NETWORK LEADER: Jacqueline Gonzalez

SUPERINTENDENT: Dolores Esposito

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Leticia Rosario	*Principal or Designee	
Elba Rodriguez	*UFT Chapter Chairperson or Designee	
Nadia Reyes	*PA/PTA President or Designated Co-President	
Patricia Joseph	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Katie Atwell	CBO Representative, if applicable	
Guillermina DeJesus	Member/Parent	
Yesenia Minaya	Member/ Parent	
Ana Carina	Member/ Parent	
Frances Tejada	Member/ Parent	
Lillian Colosi	Member/Teacher	
Amaris Baez	Member/ Teacher	
Marie Colomer	Member/ Teacher	
Luciana Basile	Member/ Teacher	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Rafael Hernandez Dual Language Magnet School's philosophy is to empower students with a purposeful education and appropriate skills for an increasingly diverse, technological, and multicultural society. The goal of the school is to develop fully bilingual and biliterate students. Together, we will nurture the social, emotional, physical, and intellectual growth of students in two languages, so that they can surpass academic standards and become caring, productive citizens that respect linguistic and cultural diversity.

DESCRIPTION:

The Rafael Hernandez Dual Language Magnet School is located at 1220 Gerard Avenue in the Bronx between two major thoroughfares, Grand Concourse and Jerome Avenue. It is part of a rich, increasingly diverse community who plays an active role in the education of their children. Parents who live in the zone (K-5) or live throughout district nine (grades 6-8) may apply for admission if they are interested in educating their children in two languages. Parents of students entering all grades must attend an orientation session where the program is explained in detail. If they agree with the school's philosophy they then receive an application. The school's goal is to empower students with a rigorous education in two languages that will provide opportunities in this global market. Instruction is provided in English and Spanish, following a 50:50, Side by Side Model. The program completely immerses students in grades K-8 in both languages. On day one, the students enter a classroom where English is the only language used for instruction. On day two the same class enters a classroom where the only language reflected and used for instruction is Spanish. A team of two teachers work collaboratively to ensure that the instruction between English and Spanish is seamless; where teacher "A" stops, teacher "B" picks up the next day in the second language. Which means that one bilingual teacher follows the 50:50 Side by Side Model with their students. In the middle school, content area specialist instruct students in two languages. They follow more of a 70:30 ratio.

In Kindergarten, there are six dual language classes, two of which are self contained CIT Dual Language classes. In First Grade, there are four dual language classes two of which are self contained CIT Dual Language classes. In the Second grade, there are three dual language classes. In Third grade, there are three dual language classes, one of which is a self-contained dual language class. In the Fourth grade, there are three dual language classes, one of which is a self contained CIT class. In Fifth grade, there are two dual language classes, one of which is self contained dual language. In the Sixth grade, there are four dual language classes, one of which is a self contained CIT class. In the Seventh grade, there are three dual language classes. In the Eighth grade, there are two dual language classes, one 12:1:1 monolingual class and one general education monolingual class.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S./I.S. 218 Rafael Hernandez Dual Language Magnet School				
District:	9	DBN #:	09X218	School BEDS Code:	320900010218

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		94.7	95.2	TBD		
Kindergarten	100	88	109						
Grade 1	86	104	91	Student Stability: % of Enrollment					
Grade 2	83	75	92	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	98	67	71		97.1	97.9	TBD		
Grade 4	78	95	71						
Grade 5	90	82	100	Poverty Rate: % of Enrollment					
Grade 6	138	83	79	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	163	149	86		85.3	82.1	92.5		
Grade 8	91	157	139						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	16	7		
Grade 12	0	0	0						
Ungraded	0	1	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	927	901	838		7	2	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	19	23	11						
No. in Collaborative Team Teaching (CTT) Classes	33	25	44	Principal Suspensions	26	3	TBD		
Number all others	46	46	52	Superintendent Suspensions	2	8	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	235	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	229	235	255	Early College HS Participants	0	0	0
# receiving ESL services only	61	44	26	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	5	8	66	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	65	69	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	12	12	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	5	TBD
	3	4	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.1	0.0	0.0	Percent more than two years teaching in this school	52.3	56.5	TBD
Black or African American	13.9	11.7	10.3	Percent more than five years teaching anywhere	50.8	43.5	TBD
Hispanic or Latino	82.0	84.5	85.1				
Asian or Native Hawaiian/Other Pacific Isl.	3.1	3.7	3.9	Percent Masters Degree or higher	80.0	72.0	TBD
White	0.9	0.2	0.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.0	95.1	TBD
Multi-racial							
Male	46.5	46.5	46.7				
Female	53.5	53.5	53.3				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS) ✓			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓	-				
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Other Groups							
Students with Disabilities	✓sh	✓	-				
Limited English Proficient	✓	✓					
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	6	6					

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	✓
Overall Score	92.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	✓
School Environment (Comprises 15% of the Overall Score)	12.7	Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 25% of the Overall Score)	23.5	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 60% of the Overall Score)	49.9	Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit	6	Quality Statement 5: Monitor and Revise	✓
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

TRENDS/ACCOMPLISHMENTS

- The dual language program is completely implemented in grades K-8 with the exception of one monolingual self-contained class and one monolingual 12:1:1 class.
- We have moved from 74% of our third to eighth grade students (in the 2008-2009 academic year) meeting and exceeding the Literacy standards to 42% in the 2009-2010 academic year.
- We have moved from 83% of our third to eighth grade students (in the 2008-2009 academic year) meeting and exceeding the math standards to 57% in the 2009-2010 school year.
- We continue to meet our Annual yearly progress for the state as of 2009-2010.
- Our attendance has remained stable.
- We have built a strong administrative team, inquiry based staff teams and support staff that collaborate in the development of strong grade teams that take ownership of their work and use data to inform both group and individual instruction.
- We have developed a strong professional learning community that includes all school community members including parents.
- There is a strong relationship between our teaching staff and our students which supports engagement.
- We have exposed our students/community to many multicultural experiences.
- There are many supports for our students which evolve as student needs dictate.

CHALLENGES

- Moving our level twos to threes and pushing our level threes to four in all subject areas based on the state assessments.
- Moving our level one students in all subject areas based on the state assessments.
- Moving all students to meet the new Common Core Standards in all subject areas.
- Moving our special needs students to level two and three in all subject areas.
- Continuing the progress of our students considering the budget constraints.
- Differentiation for all subgroups (Struggling students, Special Ed, ELLs) especially for our higher functioning students is essential in all subjects.
- Our student support structures must be adjusted to better serve our changing population.
- There must be continuous professional development in the implementation of rigorous questioning and vocabulary development strategies for all teachers.
- Vertical communication amongst the grade levels.
- Staffing is a continuous issue: we need more qualified bilingual staff especially in the middle school.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1) Lesson Implementation: By June 2011, the school will improve lesson implementation in order to align instruction to the new Common Core Standards and increase the percentage of students meeting and or exceeding the new State Standards by 3-5% in both ELA and Math as evidenced by the State Standardized exams across grades 3-8.

2) Time on Task: By June 2011, our school will be programmed in a way that maximizes time on task and engages all students in meaningful instruction as evidenced by an increase from 3-5% in both ELA and Math as evidenced by the State Standardized exams across grades 3-8. This use of time on task will result in increased differentiation for all students.

3) Writing: To increase the quantity and quality of writing by 3-5% in the students' portfolios, in Grades K-8 as evidenced by performance on final pieces as compared to baseline and midline writing examples and on the writing portion of standardized exams by June 2011.

4) Special Needs: By June 2011, the school will improve the instruction for our special education population by increasing our teacher knowledge base of differentiated instruction and our academic interventions in order to gain a 5% increase in the number of students reaching a level two or three as evidenced by the 2010-2011 ELA and Math State Exams.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

LESSON IMPLEMENTATION ACROSS CONTENT AREAS

Subject/Area (where relevant): **Goal#1**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Instructional: To improve lesson implementation in order to align instruction to the new Common Core Standards and increase the percentage of students meeting and or exceeding the new State Standards by 3-5% in both ELA and Math as evidenced by the State Standardized exams across grades 3-8 by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>ALL TEACHERS/COACHES/CONSULTANTS DURATION Sept – June 2011</p> <ul style="list-style-type: none"> • Administration/Teacher Center personnel/ Ongoing: The grade teams led by their assistant principals will continue to plan collaboratively in grade meetings and on preparatory periods. • Incorporation of essential and guiding questions in lessons. • Administration/Ongoing: Schedule common daily preps when possible to provide time for teachers to plan with their partners and elaborate on lessons. • Teacher Center personnel and Administration/ Ongoing: Specific lesson criteria will be developed in collaboration with teachers in order to ensure that expectations are clear (use of content vocabulary, differentiation, student engagement....) • Teachers in all subjects will incorporate subject vocabulary. • Teachers will provide time for students to manipulate newly acquired vocabulary in listening, reading, speaking, and writing. • Administration/Coaches/Consultants/Teachers/ Ongoing: Will use a Lesson Study format to refine the implementation of lessons. • Teacher Center personnel and administration/ Ongoing: Will consistently provide written feedback to teachers on informal observations of lessons. • Administration/Teachers/Ongoing: Focused inter-visitations will be conducted in order for teachers to receive peer feedback. • Teachers (on a voluntary basis) will be video taped and these lessons will be used

	<p>during professional development to discuss best practices.</p> <ul style="list-style-type: none"> • Consultants such as Junior Great Books (focus on questioning), AUSSIE (focus on writing), Fordham (focus on oral language development) and Dr. Farber formally from Teachers College (focus on Math)/ Ongoing: Will provide teachers with professional development and critical feedback on their work. • October/Ongoing: Administrative staff will be trained in the Danielson format of observation in order to provide teachers with specific criteria that will improve practice. • Beginning November 2010: I-Observation will be the tool used for all observations. • Walkthroughs conducted by our CFN personnel in order for teachers to get outside feedback on their work. • Individual Student/Teacher Matrix will support teachers in making teacher moves that support student progress. These will be monitored by administration and written feedback will be provided throughout the year. • SUPPORTS: Teacher Center Personnel, Assistant Principals, collegial feedback, consultants (AUSSIE consultant, CFN Support Staff), Data Specialist, and data gathered from our in house expanded Inquiry Team
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Teacher Center personnel (two teachers): \$154,644 • AUSSIE consultants (one K-5 and one 6-8): \$32,200 • Junior Great Books consultant (one): \$23,100 • I-Observation: \$8,905.80 • Data Specialist:\$41.98 • CFN: \$34,800 • Training rate for professional development: \$19.12 • Administrative per session: \$43.94 • Materials (text books, trade books, computer programs):NYSTL \$18,330, \$5,114, \$9,642
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Predictive and Interim assessments to measure student progress prior to ELA / Math State assessments. • Classroom formative assessments / conference notes. • Practice ELA/ Math exams. • A 3-5% increase in the number of students meeting or exceeding State Standards as evidenced by the ELA and Math State Exams in grades 3-8.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

INCREASED TIME ON TASK

Subject/Area (where relevant): **Goal #2**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To program our school in a way that maximizes time on task and engages all students in meaningful instruction as evidenced by an increase from 3-5% in both ELA and Math as evidenced by the State Standardized exams across grades 3-8. This use of time on task will result in increased differentiation for all students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • By School Based Option incorporate the 150 minute small group instructional time into the school day Monday through Thursday in order to provide our students with support in identified areas. • This time will be used to provide all students with extra academic support especially in reading and enrichment opportunities within the school day. • School personnel will mobilize and move into or pull out groups for differentiated work (across many areas). • AIS support personnel (ESL personnel, specific AIS personnel, subject area personnel, and clusters) will target subgroups (Struggling students, ELLs and Special Needs Students) by providing essential skills and strategies needed for student progress. • Learning Leaders will also support students in the acquisition of Spanish language development in basic reading skills
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • All school instructional staff: • Learning Leaders: no cost • Programs: Imagine Learning (TBD), Wilson (\$4,000), Great Leaps (\$5,000), Foundations (\$3,500) • Consultants: AUSSIE (\$32,200) & Fordham (no cost) • Administration: \$602,924

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Increase in the number of students receiving academic support as evidenced by their performance on formative and standard data.
- The strategic use of school programs that illustrate small group instruction.
- A 3-5% increase in the number of students meeting or exceeding State Standards as evidenced by the ELA and Math State Exams in grades 3-8.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): WRITING K-8 Across Content Areas #3

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the quantity and quality of writing by 3-5% in the students’ portfolios, in Grades K-8 as evidenced by performance on final pieces as compared to baseline and midline writing examples and on the writing portion of standardized exams by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Administration in collaboration with teachers will develop specific writing criteria and expectations per grade and across content areas. • Professional development via Teacher Center personnel and consultants (AUSSIE) on Common Core Standards and writing to support teachers in their work with students. • All staff including content area personnel will be included in our efforts to improve student writing. • The questioning strategies developed in the previous school year will now be used to foster accountable talk that will lead to improved writing. • Administration, consultants (Junior Great Books/AUSSIE) and Teacher Center personnel will provide professional development in the use of questioning to improve student’s accountable talk in order to improve the quality of student writing (ex. voice, content, development of ideas, elaboration). • Individual Student/Teacher Matrix will be utilized to monitor conferencing and teacher moves that directly impact on student writing. • Students will have many opportunities to write in all subjects including the arts. • Writing will be taught explicitly. • Anchor pieces and mentor texts will be used to model grade standard work. • Students will have a portfolio and a work folder that will provide evidence of progress

	<p>(ELA/MATH).</p> <ul style="list-style-type: none"> • Clear criteria will be provided to students in the form of criteria charts and/or rubrics. • Teachers must provide clear and precise feedback on student writing. • Collaborative work with other schools such as P.S. 157 The Grove Hill School, to share best practices in the area of writing.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Consultants (Junior Great Books: \$23,100, AUSSIE: \$32,200 & Fordham (BETAC): no cost) • Teacher Center Personnel: \$154,644 • All school instructional staff: \$6,464,161
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Individual Student/Teacher Matrix • Student portfolios • EPAL • In-house formative assessments • Writing indicators on the Predictive, ITA, and state exams to be reviewed at grade team meetings. • A 3-5% increase in the writing component of standardized exams as well as EPAL. • A 3-5% increase on student's scoring proficient on school wide assessments based on rubrics derived from Common Core Standards

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Special Needs Students K-8 Goal#4

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the instruction for our special education population by increasing our teacher knowledge base of differentiated instruction and our academic interventions in order to gain a 5% increase in the number of students reaching a level two or three as evidenced by the 2010-2011 ELA and Math State Exams.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Administration and IEP teacher: Mandatory biweekly/monthly common meeting time (1-2 periods a month).</p> <ul style="list-style-type: none"> • To share information and ideas with other Special Education colleagues. • To create opportunities for teachers to discuss student information and progress with related service providers so that IEP meetings are more informative and cohesive. <p>Administration, IEP teacher, and Special Education teachers: Case studies by class where teachers present information about a student with a particular disability.</p> <ul style="list-style-type: none"> • To share information on individual students in order to share ideas on how to modify the classroom structure for similar students. • To create standard procedures for dealing with particular disabilities. <p>IEP Teacher and Consultants: Training and Implementation of Applied Behavioral Analysis (ABA) and student schedule task techniques into classroom teaching and structure.</p> <ul style="list-style-type: none"> • To modify negative behaviors and habits and improve motivation for special needs students (ABA). • To break down tasks and assignments into smaller more manageable components for special needs students (ABA). • To create structured and scheduled learning activities in the classroom.

	<p>Administration IEP and consultants: provide the entire staff with training in special education protocols, mandates, procedures, teacher responsibilities, etc.</p> <ul style="list-style-type: none"> • To train all personnel on the IEP process and to disseminate information about utilizing the student's IEP in order to provide teachers with a clear understanding of their needs. • To provide opportunities for teachers to share best practices and strategies that may be used with many students. <p>Administration, Teacher Center personnel, and IEP teacher: To create small remediation groups for special needs students during the extended time periods that focus on teaching very basic skills that are often difficult to incorporate into the classroom time (Wilson, remediation and basic skill strengthening).</p> <ul style="list-style-type: none"> • To support struggling students become proficient at grade level material. • To improve the basic skills of low performing students through direct instruction. • Mainstreaming students across content areas.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>CFN support staff: June Gay (CFN\$34,800) Consultants: Saundra Rief (\$12,000) Per session: 41.98 Programs: Imagine Learning (TBD), Wilson (\$4,000), Great Leaps (\$5,000), Foundations (\$3,500) TRAINING: Imagine Learning (TBD), Wilson (\$4,000), Great Leaps (\$5,000), Foundations (\$3,500) Inquiry Team focus</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • IEP SMART goals will be monitored using formative assessments and progress reports • Performance on interim and predictive assessments • Formative classroom assessments (Wrap assessments) • NYC Performance Series for IEP students only • A 3-5% increase in the number of students meeting or exceeding State Standards as evidenced by the ELA and Math State Exams in grades 3-8.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

0

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	128	128	N/A	N/A	3	3	3	0
1	102	102	N/A	N/A	2	0	0	0
2	80	80	N/A	N/A	2	0	0	2
3	82	82	N/A	N/A	4	1	0	1
4	83	83	83	0	2	1	2	1
5	63	63	0	63	1	0	0	0
6	106	106	0	0	3	0	1	0
7	83	83	0	0	2	0	1	0
8	86	86	86	86	5	0	2	2
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>During the school day teachers pull-out and push-in during literacy to address target students on a one to one or small group basis. Guided reading and differentiated groups are used to support student needs. All students in grades K-8 also receive AIS services in extended day which is now incorporated into the school day with a ratio 10:1, as well as, after school services to support ELA.</p>
<p>Mathematics:</p>	<p>During the school day students are pulled out or teachers push in to small groups using Math Interventions based on performance indicators. All students in grades K-8 are also supported during extended day which is now incorporated into the school day with a 10:1 ratio and after school /morning programs using Math Interventions based on performance indicators.</p>
<p>Science:</p>	<p>Students in the fourth grade are provided extra support during our Saturday Academy. Our eighth grade students receive support during our morning, afterschool or Saturday Academy. Students may also request support sessions at different times such as lunch. During the ELA Non-Fiction unit students are instructed in how to address content based information. There are cross curricular connections made between ELA and the content areas throughout the school year.</p>
<p>Social Studies:</p>	<p>Students in the fifth grade are provided extra support during extended day which is now incorporated into the school day with a ratio 10:1, as well as, after school services to support skill development through content areas. Students in the eighth grade receive support during our morning and Saturday Academy (contingent on budget). A social studies cluster teacher also provides added support. Students may request support sessions with staff at different times such as lunch. During ELA Non-Fiction unit students are instructed in how to address content based information. There are cross curricular connections made between ELA and the content areas throughout the school year.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Our guidance counselor and our mandated counselor pick up students on a regular basis based on need throughout the year. Both the PPT and the CIT committees refer students for these services. The At-Risk counselor services approximately 32 at-risk and mandated students from K-8.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The Bilingual School Psychologist, Ms. Benzaquen, ensures effective management of the evaluation process and administers timely psycho-educational assessments to determine eligibility for Special Education Services. She also facilitates IEP Meetings and serves on school level committees such as PPT and CIT committees. Approximately, 1 student per month is referred to her for testing evaluations. She services 5 students per week on a rotating schedule.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>We also refer students and their families at risk to our CBO WHedco who has a worker at 218 who can provide family counseling both during and after school hours. The Bilingual School Social Worker provides consultative and support services to students, parents and school personnel. He also conducts Social History updates and classroom observations as needed from the PPT and CIT committees. He services a group of 9 students on a rotating schedule.</p>
<p>At-risk Health-related Services:</p>	<p>Students that have any health related issues are overseen by our nurse, Ms. Echols. A 504 plan is enacted and followed by any relevant staff members. She services 6 students on an on-going basis.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-8 Number of Students to be Served: 298 LEP 519 Non-LEP

Number of Teachers 38 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service

provider and qualifications.

The Rafael Hernandez Dual Language Magnet School, PS/MS 218, services students from kindergarten through eighth grade. The school's current student population is 817, which includes a subpopulation of 298 English language learners (ELLs), around 37% of the overall population. Due to the fact that our school is Dual Language, almost all of our newly enrolled students enter in kindergarten. In order to have a common understanding amongst the school community, we have provided workshops, parent/teacher conferences, and an orientation meeting.

Our Title III program, The ESL After School Program, consists of two separate intensive after school sessions. The first session, held in the fall-winter, gears toward servicing the middle school Long Term ELLs and those who have tested proficient on the 2010 NYSESLAT. The second session, held in the spring, is geared toward the 1st grade beginner ELLs and at risk ELLs for the remaining elementary grades. During Saturday Academy and February Academy students are provided with support to achieve academic success in English language arts and math. Based on the data from the NYSESLAT, other state exams and classroom assessments, students attend the supplemental service geared to their academic weakness. English Language Learner Parent Involvement Workshops entitled Parents Guide to Understanding our English Language Learners will be held in March, April and May. The series will include a program overview in March, followed by highlights, updates and home based activities in April and a culminating activity in May which includes next steps for the following year.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The supervisor of the ESL Afterschool Program, along with the ESL/Bilingual Teachers, will meet monthly to discuss the program details and progress.

Please see below

Section III. Title III Budget

School: 09X218 **BEDS Code:** 320900010218

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) A. Per session B. Per diem	\$17,961	<ul style="list-style-type: none"> • ELL Academy for Students and Teachers • Teacher per session to run an after school program which will consist of five groups and that will focus on the language development of our ELL students. 5 teachers X 3 hours X 20 weeks X \$49.89 (with fringe) = \$14,967 (5 teachers X 3 hours X 20 weeks X \$41.98 (without fringe) = \$12,594 Eight two hour sessions of professional development in the area of

		language acquisition for 20 teachers. 20 teachers X 16 hours X \$42 =
Purchased services A. High quality staff and curriculum development contracts.	\$12,000	<ul style="list-style-type: none"> • Lecture and in-house training provided by Sandra Rief • Other Dual language consultants • Reach the World
Supplies and materials B. Must be supplemental. C. Additional curricula, instructional materials. D. Must be clearly listed.	\$9,115	Materials to be purchased include: Instructional and supplemental materials that will support language development in both languages for both students and parents.
Educational Software (Object Code 199)		
Travel	\$2,524	<ul style="list-style-type: none"> • Cultural field trips for students and parents (Admission & Buses): Green Meadows Farm Cultural Events Inc (Title III Field trip) where students and their families partake in cultural celebrations from around the world through a “hands on” learning approach for both adults and children.
Other	TBA	For cultural celebrations at the school that will provide parents an opportunity to share their language and culture with the entire school community.
TOTAL	\$41,600	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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.

Translation needs are discussed within the School Leadership Meetings and Parent Association Meetings. We also refer to the parent language surveys to inform us of our translation needs. Surveys are also used to help us assess our translation needs.

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.

Most of our parent meetings are conducted in Spanish and translation in English is provided as necessary. All memos from the school are sent out in Spanish and English. Personnel have been identified for oral and written translation. The information gathered at these meetings is disseminated during Parent Association Meetings, Parent Workshops, the school calendar and memos sent home. The parent coordinator also assures that parents' translation needs are met.

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.

School generated documents are sent out in the two primary languages (English and Spanish) representative of our population. School staff, such as the school secretary, the assistant principal, the parent coordinator, and teachers will take turns translating letters to be sent home. Teachers will submit parent letters to be translated, these letters will first be reviewed and approved by administrators and then are passed on to one of the identified staff members that will handle the translation. This process will take no more than forty eight hours. These staff members will also translate any key information distributed at parent development workshops.

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.

The administrative staff in conjunction with our UFT Chair, the Parent Coordinator and the Parent Association President, met to discuss issues regarding oral translations. Each person represented their constituencies. The result of this discussion was that during parent teacher conferences both formal and informal there will be an in house translator at hand to help the communication between parents and teachers. We have identified key in house personnel that will be used to translate in any and all occasions.

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>.

Through the Parents' Association and the parent coordinator, translation information and interpretation services will be disseminated to any and all parents. All school related postings will be available in the covered languages as per the regulations. The parent coordinator will assure that all information is displayed in its proper form and that parents are aware of their rights. The Parent Association and the parent coordinator assure the communication between school and home is timely and explicit.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$703,133	\$399,612	\$1,102,745
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,031	\$3,998	\$11,029
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$35,157	*	
4. Enter the anticipated 10% set-aside for Professional Development: (1) Math Coach	\$70,314	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____73%__
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

We will continue to support the teachers in their ongoing education which will lead to the completion of a license making them high quality teachers. Teachers who have not completed the required program to become highly qualified will not be programmed into those classes that they were not highly qualified for. We anticipate that by the end of the 2011 school year, these teachers will be considered highly qualified teachers.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must

be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

PS/MS 218 PARENT INVOLVEMENT POLICY (SPIP)

The Rafael Hernandez Dual Language Magnet school understands the importance of parent involvement to the academic success of our students. We are a School-wide Program School, therefore all parents will be made aware of our Title I parent involvement activities and Title I programs. Information will be gathered and disseminated on the first day of school and redistributed in January of each year:

- Meetings such as, the Parents Association meetings, the Principal’s coffee meetings, ARIS Parent Link training, specific parent grade level meetings.
- The parent coordinator and the Parent Association President will also be responsible for ensuring that this information is provided via newsletters and/or memos sent home.
- Specific annual meetings will also be held to discuss Title I Funding and activities.
- Through the School Leadership Team parents will have an opportunity to help evaluate school programs including those under Title I.
- Surveys (given to parents, teachers, students ...) will be used to gather data on programs and the feedback will be shared with the whole community.
- Varied workshops and/or classes will continue to be held in order to support parents.
- Progress reports will be sent out in between marking periods.
- Both written and oral translations will be provided in order to foster clear communication between home and school.
- All staff will make the effort to keep the lines of communication open with our parents.

STUDENT / PARENT / SCHOOL COMPACT

(September 2010/January 2011)

We will Support our community's Personal and Academic Growth

STUDENTS:

- I will come to school everyday, on time and prepared for the day's work.
- I will come everyday in uniform.
- I will abide by school and class rules.
- I will engage only in discussions that are positive and helpful.
- I will never use rude, abusive or vulgar language or behavior.
- I will treat myself and others with respect.
- I will become a valuable member of my school.
- I will take advantage of all my school has to offer.
- I will establish and maintain respectful lines of communication with the staff of my school.
- I will learn to the best of my ability in order to achieve my potential.

PARENTS:

- I will make certain that my child comes to school on time and prepared for the day's work.
- I will make sure that my child is dressed appropriately.
- I will facilitate my child's ability to study by providing an area conducive to school work.
- I will speak with my child daily in a positive manner about school and ask questions regarding his/her progress.
- I will encourage my child to respect him/herself and to respect others.
- I will maintain good positive lines of communication with the staff of my child's school.
- I will reply promptly to all letters, messages, notes and telephone calls from the school.
- I will attend parent teacher conferences and events at my child's school.

SCHOOL:

- We will provide a staff that is prepared to impart a quality education that meets the needs of our students.
- We will provide a safe environment conducive to learning.
- We will continue to learn along with our students.
- We will work collaboratively with community organizations in order to become a valuable member of our community.
- We will strive to establish and maintain clear positive lines of communication with our students' parents.
- We will work towards developing the whole child.

Leticia Rosario
Principal

Please sign this portion and have your child return this to his/her teacher.

Leticia Rosario
Principal

Student Name (Print)

Student Signature

Parent/Guardian Signature

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

In the upcoming school year, one of our focuses will be to provide our struggling students with services that will support their individual needs. We will also focus on targeting and challenging students in the proficient range whose scores came close to reaching an above proficient range through academic rigor. In addition, we will continue to provide support to our struggling students and their individual needs. Differentiation and lesson implementation in the classroom is our main focus. In grades K-5 teachers will continue to deepen our work in guided reading. On-going formative assessments (writing baselines, running records, Predictives, ITA's, EClas2, Performance Series...) will provide teachers with data that will inform planning and indicate trends in areas of weakness that will direct interventions. ESL teachers will push in/pull out English Language Learners to support their linguistic development. Whenever possible other support staff will push in to support small group data driven instruction. Professional development and the implementation of effective lessons will be provided to teachers, to ensure effective practices.

We have divided the 150 minutes into four 37.5 minute blocks for each day: Monday, Tuesday, Wednesday, and Thursday. These blocks are incorporated into the school day as per School Based Option. During this time teachers will engage in intense Academic Services to a small group of students. We intend to keep the ratio between students and teachers to 10:1. We feel that this intense block of time will provide our at risk students with the best possible opportunity to receive differentiated, strategic instruction without the problem of pulling students out of subject areas. These sessions will also allow time for enrichment for those students who are on or above grade level. After school, Saturday, and morning programs will be designed to support students' specific needs as they arise. In the middle school we will be incorporating a student council to help students feel empowered in the direction of their education and provide our students a voice. Several after school clubs and programs will also be designed to support our more advanced students (i.e.: Integrated Math Program) budget permitting.

3. Instruction by highly qualified staff.

Our goal is raise student achievement by providing differentiated professional development to improve the quality of teaching practices. Through outside professional development, consultants, and in house professional development teachers will consistently improve upon

their practice. The administrative team will ensure that any new teacher is highly qualified for their position through our rigorous interview process.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

P.S./M.S. 218 considers professional development a high priority in increasing teacher proficiency and student achievement. Differentiated professional development provides support for teachers while they master new strategies and improve their skills, believing that improved teaching is the best path to increased student achievement. Learning models that support professional growth within our nested learning community have been created. These models include the grade teams, School Leadership Team, our expanded Inquiry Team, vertical professional development, planning sessions, learning walks, coaching, inter-visitations, lesson study and professional development activities. Using the latest research, P.S. / M.S. 218 provides modeling, coaching and opportunities for learning best practices to assist all teachers in acquiring new instructional skills and pedagogical knowledge.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We continuously strive to hire highly qualified teachers by employing Bilingual Pupil Service (BPS) interns who are in training to become bilingual teachers. In addition, we reach out to the ISC Human Resources department as well as local universities such as Bank Street, New York University, Fordham, Lehman and Mercy College.

6. Strategies to increase parental involvement through means such as family literacy services.

Parents participate in a plethora of professional development activities; for example, literacy/math and other content area workshops, as well as homework help to support their children's academic progress. This year we are planning at least four family learning nights, which will provide an opportunity for parents to learn along with their children. They also attend ESL classes to further their own learning. We work very closely with our CBO (community based organization) Whedco (Women's Housing and Economic Development Corporation) to provide family counseling and workshops on many topics.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Kindergarten students and their families are transitioned into our school by offering (3) sequential orientations. The first is to explain the structure and requirements of the Dual Language program in our school to parents who are considering applying to the school. The second orientation is given once the student is accepted into the program to ensure that parents understand the commitment to the program. The third orientation is to welcome the parents of the new Kindergarten class and give more detail as to the specifics of the day to day schedule. Additionally, homework and assignments are translated for the parents as a support for those who need the assistance for the first few weeks of school until the students become acclimated with the school routines.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers meet weekly in grade level meetings, to review, discuss and analyze student data. This data is then used to set goals, inform planning, and differentiate instruction based on students' needs. The Teacher Center and the administrative team support the use of data by facilitating professional development. The Inquiry Team will also play a key role in directing our work as a school. There is one teacher representative per grade that will support an action research project on a small cohort of students that represent an academic weakness for each grade. The teachers will be engaged in deciding the strategies needed to support these learners and will inform and share the best practices to the grade teachers.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Data is continuously collected from teachers, as well as through Department of Education resources and is analyzed at grade meetings which enables teachers to apply this information to the specific needs of their students. In the upcoming school year, one of our focuses will be to provide our struggling students with services that will support their individual needs. We will also focus on targeting and challenging students in the proficient range whose scores came close to reaching an above proficient range through academic rigor. In addition, we will continue to provide support to our struggling students and their individual needs. Teachers are working on improving their lesson implementation in order to support all learners. Teachers will be required to use a Student – Teacher Matrix to monitor their differentiated instruction per child and by unit. On-going formative assessments (ECLAS2, writing baselines, running records...) will provide teachers with data that will inform planning and indicate areas of weakness that will direct interventions. ESL teachers will push in/pull out English Language Learners to support their linguistic development. Professional development in the area of data collection and analysis will be provided to teachers, to ensure effective practices. Teachers will continue to use hardware and software to enhance and extend lessons.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The Rafael Hernandez Dual Language Magnet School is a comprehensive site offering adult education to the community in the evenings along with many other prevention programs. We work in collaboration with our CBO (Community Based Organization) Whedco to support our community in any area of need.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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:

- 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.
- 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning

outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	(Yes)			\$703,133	✓	44-46
Title I, Part A (ARRA)	Federal	(yes)			\$399,612	✓	44-46
Title II, Part A	Federal	(yes)			\$119,118	✓	5, 47
Title III, Part A	Federal	(yes)			\$41,600	✓	24
Title IV	Federal	(yes)			N/A	✓	
IDEA	Federal	(yes)			\$149,339	✓	17-18
Tax Levy	Local	(yes)			\$3,654,155	✓	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **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.
- **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.
- **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.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) 7 students in temporary housing
2. Please describe the services you are planning to provide to the STH population.

These students will receive services provided by the school guidance counselor in order to ensure their social emotional wellbeing. Academic interventions will be provided based on data. These students will be monitored for progress and their programs will be adapted as information is collected.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S./I.S. 218 Rafael Hernandez Dual Language Magne					
District:	9	DBN:	09X218	School	320900010218	

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded		
	2	v	6	v	10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.7	95.2	95.2
Kindergarten	88	109	129				
Grade 1	104	91	104	Student Stability - % of Enrollment:			
Grade 2	75	92	81	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	67	71	83		97.1	97.9	95.3
Grade 4	95	71	83				
Grade 5	82	100	64	Poverty Rate - % of Enrollment:			
Grade 6	83	79	105	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	149	86	83		85.3	92.5	92.5
Grade 8	157	139	82				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	16	14
Grade 12	0	0	0				
Ungraded	1	0	0	Recent Immigrants - Total Number:			
Total	901	838	814	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	2	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	23	11	5	Principal Suspensions	26	3	9
# in Collaborative Team Teaching (CTT) Classes	25	44	54	Superintendent Suspensions	2	8	1
Number all others	46	52	50				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	235	0	TBD	Number of Teachers	65	69	69
# in Dual Lang. Programs	235	255	TBD	Number of Administrators and Other Professionals	12	12	9
# receiving ESL services only	44	26	TBD				
# ELLs with IEPs	8	66	TBD	Number of Educational Paraprofessionals	2	5	8

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	4	9	% fully licensed & permanently assigned to this school	100.0	100.0	98.4
				% more than 2 years teaching in this school	52.3	56.5	75.4
				% more than 5 years teaching anywhere	50.8	43.5	53.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	72.0	78.3
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	98.0	95.1	88.7
Black or African American	11.7	10.3	8.4				
Hispanic or Latino	84.5	85.1	87.6				
Asian or Native Hawaiian/Other Pacific	3.7	3.9	3.8				
White	0.2	0.2	0.2				
Male	46.5	46.7	47.2				
Female	53.5	53.3	52.8				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	63.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	38						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 09	School Number 218	School Name Rafael Hernandez
Principal Leticia Rosario		Assistant Principal Tiffany Correa	
Coach		Coach	
Teacher/Subject Area Ms. Christina Gallo/ESL		Guidance Counselor	
Teacher/Subject Area Ms. Luciana Basile/ESL		Parent Nadia Reyes	
Teacher/Subject Area Ms. Luisa Arias/ESL		Parent Coordinator Zeneth Morales	
Related Service Provider		Other Taryn Rivera/Data Analyst&IEPs	
Network Leader Elia Marie Soto		Other	

B. 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	3	Number of Certified Bilingual Teachers	26	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	4	Number of Special Ed. Teachers with Bilingual Extensions	4	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	817	Total Number of ELLs	298	ELLs as Share of Total Student Population (%)	36.47%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The Rafael Hernandez Dual Language Magnet School, PS/MS 218, services students from kindergarten through eighth grade. The school's current student population is 817, which includes a subpopulation of 298 English language learners (ELLs), around 37% of the overall population. Due to the fact that our school is Dual Language, almost all of our newly enrolled students enter in kindergarten. In order to have a common understanding amongst the school community, we have provided workshops, parent/teacher conferences, and an orientation meeting.

The identification process we have in place for newly enrolled students begins when a parent completes a Home Language Identification Survey (HLIS). During this time, they receive assistance of a trained pedagogue, to determine whether a child is eligible to receive the LAB-R and/or LAB exams. This survey, along with an informal oral interview with parents and new students, informs our school's staff about which languages are spoken in the home. If the HLIS indicates a language other than English, the ESL teachers and bilingual pedagogues conduct an informal interview in the student's home language and English. The parents are shown the very useful DVD from the EPIC kit, so that they may be informed of the different programs provided throughout the New York City schools. Parents are also notified that once children begin school in the fall, parents will once again view the video and fill out the Program Selection Form. During the identification process, parents are also presented with the Parent Preferred Language Form, so that they may receive information in their dominant language. If necessary, the Language Assessment Battery -Revised (LAB-R) is administered. If the child speaks Spanish in the home and does not test proficient in English, the Spanish LAB is also given to that child. The students' performance on the LAB-R determines his/her entitlement to English as a Second Language (ESL) services. Once a student's status is identified, parents are notified immediately if their child does or does not qualify for English language development services, through either an entitlement letter or proficiency letter provided in their home language.

In the fall, an orientation is offered to parents which provides information about the different program choices within our school and also throughout the New York City school system. Parent orientations, which are offered by licensed pedagogues (ESL teacher, school librarian, Assistant Principal and/or Principal) are included on the school calendar and distributed to all parents. In addition to verbal reminders during parent workshops, and during drop-off and/or pick-up times, flyers are posted and announcements are made within the school day. Workshops are offered in the morning and during the evening to accommodate parent schedules. During these sessions, sign-in sheets are used to record attendance. Agendas, brochures and other paperwork are given to parents in the target languages. Also, throughout the meeting, parents are encouraged to ask questions to ensure clarity. The Identification Process diagram is used as a guide and reference for parents to visualize the step by step procedures in place throughout the year. This includes future assessments that determine students' status in the ESL program and the mandates required by the state. Parents are informed that ELLs exit the ESL program when they score proficient on the NYSESLAT, during the spring. When students return to school during the fall, either a continuation or exit letter is sent home, based on their state exam score. Another useful tool to deliver important information is the DVD provided in the EPIC kit. During this orientation the video is shown to parents once again in their target language to describe the three Bilingual programs. After reviewing key points explained in the DVD and the program selection form, a parent survey and Program Selection Form are completed along with the guidance of a trained pedagogue and collected. We remind them of the programs offered in our school versus the programs offered throughout the city. If they choose a program not available in our school we provide them with a list of schools, which offer the preferred program of their choice. In the situation where parents do not attend the Parent Orientation, parent option letters are sent home with their child, in their home language. A second notice is resent if the parent option is not submitted in a timely fashion and a note is made on the original notice. In addition, various attempts are made to reach parents such as: making announcements while parents drop-off their children and during dismissal, and parent/teacher conferences. Finally, we call home to speak to the parents who have not returned these notices and receive a verbal agreement which is then documented in a parent outreach log.

The LAP team reviews the feedback from the parents and checks that each child is in the program that is offered at our school. Before ending the orientation, parents receive contact information to use for additional support regarding their child's education. All orientations and meetings provide translations in parent's native languages for further support. Based on the feedback from the form, students are placed in the appropriate Bilingual Program. As a result of the data, it is apparent that there is an overwhelming demand for the Dual Language Program, with a total of 292 parents having chosen this program. With a minimal amount of ELLs in our last two monolingual classes, very few parents tend to choose this program. The program that is preferred in these two eighth grade classes is English as a Second Language, with a current total of six parents having chosen this program. Since we are a dual language school, many of our parents enroll their children typically knowing which program to expect. Through the years, we have noticed a larger amount of parents who prefer dual language as a program choice, since our school has almost completely become a dual language school. Nevertheless, parents are also informed of the programs available from the Chancellor's message given during the orientation, LAB-R entitlement letters and during enrollment. The other program that is offered in our school is English as a Second Language (ESL). During this time all language arts and subject matter instruction is provided in English through the use of specific instructional strategies. (See Programming

and Scheduling). All ELLs in English monolingual classes receive ESL support, as needed. Throughout the year ESL teachers continue to monitor student enrollment by printing out the admittance and discharge lists from ATS and checking for eligibility. Due to the fact that Transitional Bilingual Education is not offered in our school, we provide parents with information about that program. As mentioned above, if necessary, we supply them with a list of schools that may offer it.

Part III: ELL Demographics

A. ELL Programs

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

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

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	2	2	3	3	1	0	4	3	2					20
Freestanding ESL														
Self-Contained														0
Push-In	6	4			2	3	0	1	1					17
Total	8	6	3	3	3	3	4	4	3	0	0	0	0	37

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	298	Newcomers (ELLs receiving service 0-3 years)	213	Special Education	52
SIFE	0	ELLs receiving service 4-6 years	54	Long-Term (completed 6 years)	31

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	213		37	54		9	25		5	292
ESL							6		1	6
Total	213	0	37	54	0	9	31	0	6	298

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP												
Spanish	72	22	52	36	34	31	30	27	34	31	16	32	23	46	5	49	5	23	271	297
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French		1			1		1												2	1
Other	3	2	3	4	5	1	5	5	2	2	1		5		1		1	19	21	
TOTAL	75	25	55	40	40	32	36	32	36	33	17	32	23	51	5	50	5	24	292	319

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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									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
Other									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): <u>297</u>	Number of third language speakers: <u>23</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>38</u>	Asian: <u>18</u> Hispanic/Latino: <u>418</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>2</u> Other: <u>12</u>

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									6					6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	6	0	0	0	0	6

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

The philosophy of our school is to develop fully bilingual, biliterate, and bicultural students. Therefore, the programs offered in our school are Dual Language and English as a Second Language services. Our Dual Language Program is applied through a 50/50 side-by-side, roller coaster model from grades kindergarten through seven. This means that half of the instruction is conducted in English and the other half in Spanish, the native language of the majority of our ELLs. Some children, who speak a third language in the home, are working towards becoming multilingual and multicultural. Students of languages other than English and English Proficient students are taught alongside one another, to make a heterogeneous cohort.

A.1-3. Within the Dual Language plan, ELLs are receiving services from most of the English proficient (EP) teachers, who have a Bilingual certification. In situations where the classroom teachers do not have an ESL or Bilingual certification, an additional teacher certified in ESL provides the ELLs with services, by either pulling-out or pushing-in to the classroom. Instructional minutes for ESL, ELA, and NLA are delivered in each program as per CR – 154. For the ESL program, minutes are determined by each student's level of proficiency. Beginner and intermediate students receive 360 minutes per week and advanced students receive 180 minutes of ESL per week and another 180 minutes of ELA instruction with the classroom teacher. ELA and NLA instruction, in the content areas, is provided within the Dual Language program, where 50% is administered in English and the other 50% in Spanish for K-5 and 70% English/30% Spanish for the middle school, excluding two monolingual 8th grade classes. The ELLs are grouped in both homogeneous and heterogeneous groups, depending on students' needs.

All pedagogues from grades K-8 have adopted many instructional approaches and methods to make content comprehensible and to enrich language. Our school-wide approach to drive our students to academic success is through Understanding Backwards Design and thematic planning, which promotes collaborative planning amongst teachers. As a result, this is achieved by using visuals and scaffolding during the workshop model. Since academic vocabulary is often difficult for ELLs to attain, teachers implement Lilly Wong Fillmore's strategy, Deconstruct/Reconstruct, in order for students to better comprehend vocabulary in context. Teachers also use Margarita Calderon's Three Tiers of Vocabulary, teaching cognates in order to help students transfer knowledge between languages, and repeated exposure to new vocabulary.

The program models and specifications are as follows:

Dual Language (K-6)

- 50/50 side-by-side model
- Alternate between two classrooms every other day
- 2 teachers in separate classrooms
 - o One teaching English (common branch license) 50%
 - o One teaching Spanish (bilingual license) 50%
- o NLA teacher provides 45 minutes of Spanish instruction weekly (K-2)
- All content areas taught in both languages
- Lessons are continued from previous day
- Partner teachers, ESL, and NLA Teachers work closely with one another in planning
- Emergent literacy is taught simultaneously in both languages
- Cluster teachers may teach in either English or Spanish
- ELLs are serviced as per CR-Part 154 depending on their level, either through an ESL or bilingual certified teachers,
- Serviced on English days mostly through pushing-in and co-teaching, but also pulling-out when necessary

Self-Contained Dual Language (K-6)

- 50/50 side-by-side model
- Remain in the same class
- 1 teacher (common branch with bilingual extension)
- Provides services for ELLs through different reading, writing, listening, and speaking strategies
- NLA teacher provides 45 minutes of Spanish instruction weekly (K-2)
- All content areas taught in both languages
- Lessons are continued from previous day
- Teacher plans for both English and Spanish lessons
- Emergent literacy is taught simultaneously in both languages
- Cluster teachers may teach in either English or Spanish

CTT Dual Language (K, 3, 5)

- 50/50 side-by-side model
- Alternate between two languages every other day
- 2 teachers in 1 classroom (one having a certification in Special Education)
 - o One teaching English (common branch license)
 - o One teaching Spanish (bilingual license)
- o Provides services for ELLs through different reading, writing, listening, and speaking strategies
- o NLA teacher provides 45 minutes of Spanish instruction weekly (K-2)
- All content areas taught in both languages
- Lessons are continued from previous day
- Partner teachers work closely with one another in planning
- Emergent literacy is taught simultaneously in both languages
- Cluster teachers may teach in either English or Spanish

Dual Language Middle School (6th, 7th, and 8th classes)

- 70/30 model, 1 period per content per day
- Different teachers for each core content area
- Alternate language (English/Spanish) for designated content area subjects: math/science or math/social studies depending on personnel
- 60 minute block per content area
- English (content branch/content area) and Spanish (bilingual extension Alternation)
- o ELLs are serviced as per CR-Part 154 depending on their level, either through an ESL or bilingually certified teachers,
- o Serviced on English days mostly through pushing-in and co-teaching, but pulling-out when necessary

Monolingual (one 8th grade and one 12-1-1)

- Students taught only in English throughout all content areas
- Students departmentalize throughout the day
 - o With the exception of one 8th grade 12-1-1 Special Education class
- 60 minute block per content area
- ELLs serviced as per CR-Part 154 depending on their level, through an ESL teacher by a pushing-in or pulling-out

In order to enrich language development, teachers have been trained in scaffolding, differentiation, and vocabulary development approaches and methods. Our language and instructional approaches are based on both authentic and standardized assessments, and the amount of time a student has been an ELL. This includes explicit language and content objectives within each lesson, the scaffolding of accountable talk and expressing those ideas through writing.

A4. Special Education and SIFE

There are 52 ELLs who are full-time Special Education students. The largest amounts being in kindergarten and 1st grade. The addition of one 3rd grade and two kindergarten CTT classes last year, along with two more kindergarten CTT classes this year, has added to the amount of full-time Special Education ELLs within our school. We currently have one full-time Special Education student whose IEP states that the child should receive monolingual without ESL services (X-Coded). This student will continue to take the NYSESLAT until she achieves proficiency. However, she will not receive services from an ESL teacher. We do not have any SIFE students in our school at the current time. Yet, the instructional plan in place for SIFE students is to offer one-on-one services, small group instruction, as well as helping them assimilate to their classroom environment by including literature and content based instruction which is explicitly taught.

Newcomer ELLs

There are several programs that we are implementing for newcomers who have been in US schools for less than three years. The 1st grade and beginner/intermediate 2nd grade ELLs are placed in heterogeneous groups in an intensive after school program, three hours a week. Through different themes, they are taught to achieve proficiency in the four modalities. Newcomers receive support through several structures some of which are; balanced literacy where they will receive small group instruction during guided reading, language development with a focus on vocabulary, and ESL push-in and pull-out services. Moreover, all students participate in small group instruction Monday through Thursday for 37.5 minutes a day, to receive additional support. The focus during small group instruction for grades 3-8 is an equal amount of ELA and Math AIS and enrichment. However, students who will be tested in Science are also being prepared for these

exams through a variety of activities that will help build their language development and content knowledge.

BESIS Extension of Services (A-11) ELLs 4-6 years

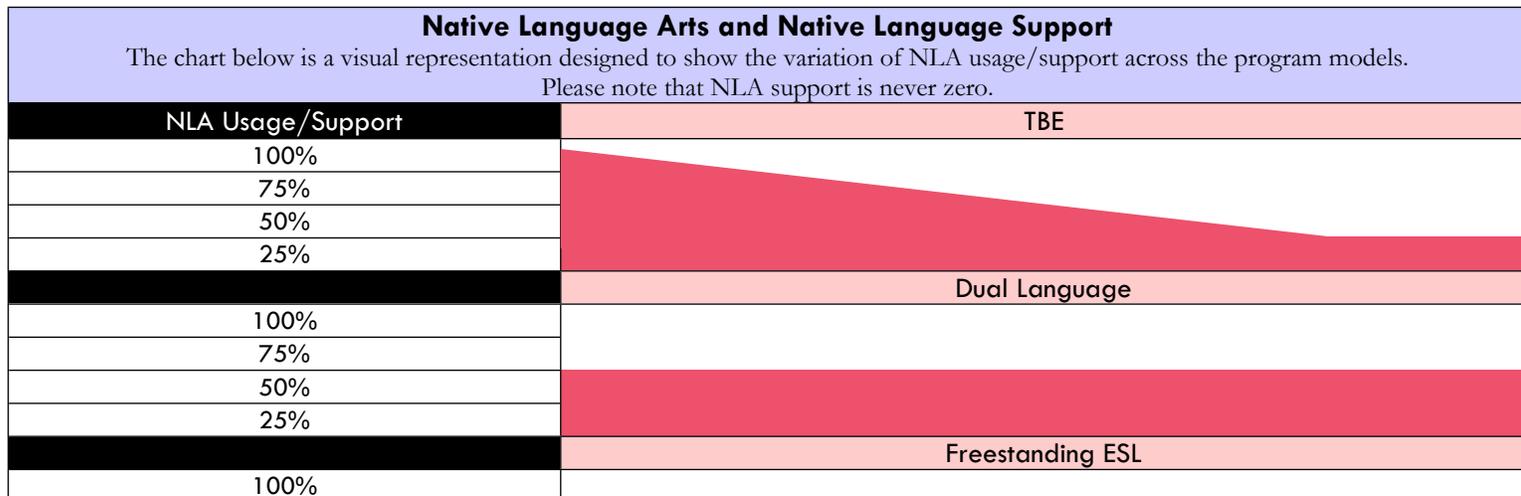
In analyzing the data we have found that 97 of the English Language Learners are eligible for an extension of services, since they have been ELLs for 4-6 years. About 74% of these ELLs have not met the performance on the NYSESLAT in either reading or writing, whereas, only two students have not met the performance in listening. The 16% of ELLs, who are considered to be at-risk, are mostly in the second grade. They are labeled as at-risk, based on their classroom performance and/or state assessments. Five ELLs who were held over in the Spring of 2010 school year were also identified on the extension of services report. Regarding the Special Education students, instruction is driven by IEP goals, NYSESLAT results, and classroom performance. Intervention is carried out through small group instruction and after school support.

Long Term ELLs (LTEs)

Since our Long Term ELLs seem to have a large amount of difficulty in applying academic vocabulary in speaking and writing, these areas have become our year's focus. During the day, these students receive academic language development and writing support in small groups. All of our ELLs receive support through several structures some of which are; balanced literacy where they will receive small group instruction during guided reading, language development with a focus on vocabulary, and ESL push-in and pull-out services. Moreover, all ELLs are participating in small group instruction four days a week for 37.5 minutes to receive additional support. The focus during small group instruction is an equal amount of ELA and Math enrichment. However, students who will also be tested in Science are also being prepared for this exam.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Intervention

During Small Group Instruction:

All of our ELLs receive support through several structures some of which are; balanced literacy where they will receive small group instruction during guided reading, language development with a focus on vocabulary, and ESL push-in and pull-out services. Moreover, all ELLs are participating in small group instruction four days a week for 37.5 minutes to receive additional support. The focus during small group instruction is an equal amount of ELA and math enrichment. However, students who will also be tested in science are also being prepared for this exam. During small group instruction, an Instructional Support Specialist works with grades 3-6 to provide ELA or math intervention services. One of whom, pushes in or pulls out children at-risk of academic failure. In the middle school, an Instructional Specialist teaches Math intervention services. In addition, we offer an after school February Academy program, which targets middle school students, who are in need of math, ELA and science test prep. In addition to SGI offered throughout the day, specific ELL populations are provided with additional test preparation time either after school, during the February break, and/or on Saturdays.

Primary Grades

Within the primary grades, teachers work with students to strengthen their foundational reading and writing skills through a Balanced Literacy and Writer's Workshop approach. At this time, teachers use leveled readers. As Session I of the ESL after school program, for former and long-term ELLs, comes to an end, Session II will begin for the elementary grade ELLs. The materials used with the primary grade ELLs are Imagine Learning English and the Write Source Program. For struggling students, teachers track performance through a six week period action plan, which is customized to fit each individual student's needs.

Upper Elementary

In response to the analytical results of periodic assessments and state exams for specific Special Education and ELL designated students, Reading Specialists AIS teachers push into 4th grade classrooms for 40 minute periods. Throughout the day, another Reading Specialist AIS teacher pushes in to classrooms and pulls out students, who are at-risk of failing in grades 3 and 4. Programs integrated include Wilson, an intensive reading program, to develop non-readers and struggling readers become fluent and independent readers and basic foundational instruction which includes oral development, phonics and exposure to various types of reading skills and strategies. Students whose performance on periodic and formulative assessments resulted in the low or at risk range in Literacy readiness in grades K-4 are grouped and strategically targeted using explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Also during the day in grades 3-6, Instructional Support Specialists deliver math and ELA instruction in English by using the push-in and pull-out model. One of the two specialists, contains a Bilingual certification. Another subpopulation of ELLs targeted for the ESL after school program are at-risk ELLs in grades 3-5. These students are instructed with an array of instructional materials that cater to students' academic needs. One program used to develop content area vocabulary is the Language Proficiency Intervention Kit. In addition to the minutes devoted to small group instruction and the ELL after school program, we offer February academy, an enrichment program that focuses on ELA and math. On the other hand, at-risk students are encouraged to attend Saturday academy, which will further prepare them for success on state assessments and grade appropriate standards. During these programs, teachers use a plethora of materials, some of which are also used throughout the day, along with test preparation books.

Middle School

During the day, all students are instructed in small groups, while receiving lessons in ELA, math or science. In addition to SGI, targeted at-risk students in grades 6-8 receive math support by a math Instructional Specialist using a push-in and pull out model. Long Term ELLs and newly proficient students in the middle school are provided with an intensive ELL after school program, which focuses on vocabulary and comprehension skills in all language areas. During this time, some materials used are Taking the High Road to Reading, Writing, and Listening, and What a World. As offered in the Upper elementary grades, Saturday and February academies are open to all 3-8 students. Saturday academy is intended as an academic intervention service to provide success in all content areas(see Language Electives under Programs and Scheduling section). While, February academy is an ELA and math enrichment program.

Based on the data from the NYSESLAT, other state exams and classroom assessments, students attend the supplemental service geared to their academic weakness. Also evident from looking at the data is the large amount of LTEs that have tested proficient. Many of the students that remain in the ELL program were in grades k-2 when the present administration entered into this school and a new program was implemented.

6. Description of Our Plan for Continuing Transitional Support

A total of 36 students became proficient in English as a result of the spring 2010 NYSESLAT. In order to continue transitional support for ELLs who have reached proficiency, they are given extended time (time and a half) during city and state testing for the two years following proficiency. In addition, teachers will continue to differentiate instruction for these students in order to continue challenging them and building on their experiences. All students are eligible to participate in all morning and after-school programs that are offered to support academic and language development.

hallway to an inviting display and bulletin boards. Specifically, they are shown the communication board used by our parent coordinator throughout the year to reflect monthly updates. Then, they are escorted into the cafeteria, where light refreshments are offered. During this meeting, we present the programs offered in our school and citywide, contact information and procedures in place to help maintain a strong home-school relationship. Also, parents use this opportunity to ask questions and discuss topics amongst one another in a comfortable atmosphere. During the orientation, possible ways for them to participate throughout the year in decision making, and other activities that will support their child's learning (such as school trips, celebrations, classroom helper, etc.) are discussed.

7. New Programs or Improvements for Next School Year

The implementation of the Common Core Standards is the first change which will be made for this school year. As requested during our School Based Option meeting, teachers' schedules have been change to reflect the extended time during the school day. During this time, all students are being serviced and our AIS program is becoming more intensive. In addition, we have also included two new Integrated Co-teaching classes in kindergarten. Along with adding a teacher center and personnel, AUSSIE consultants will continue to help us support teachers.

8. Discontinued Programs and Services

None of our programs or services have been discontinued at this time.

9. After school and Supplemental Services

To help support our ELLs, we offer many programs throughout the day such as Small Group Instruction and academic intervention services. Our Title III program, The ESL After School Program, consists of two separate intensive after school sessions. The first session, held in the fall-winter, gears toward servicing the middle school Long Term ELLs and those who have tested proficient on the 2010 NYSESLAT. The second session, held in the spring, is geared toward the 1st grade beginner ELLs and at risk ELLs for the remaining elementary grades. During Saturday Academy and February Academy students are provided with support to achieve academic success in English language arts and math. Based on the data from the NYSESLAT, other state exams and classroom assessments, students attend the supplemental service geared to their academic weakness.

10 Instructional Materials

Some age and level appropriate instructional materials used to support ELLs during and after school are; Sourcebooks, Write Source Language Programs, and Into English. The following publishers and web-based programs are used during guided reading; Rigby, Scholastic, Random House, Orbit, BeBop, Readinga-z.com, Renzulli, and Imagine Learning English. Content area materials used to support ELLs during math are Everyday Math, manipulatives, math games, and online math websites. As for science and social studies support is given to ELLs through Attanasio & Associates' Language Proficiency Intervention Kit, Time for Kids, Milestones, Fountas and Pinnel leveled readers, internet and newspaper articles, Document-based questions, picture dictionaries, visuals, realia, total physical response activities, as well as hands-on approaches to support content and academic vocabulary.

11. NLA Support

Students receive native language support within the Dual Language Program 50% of the time. Due to information found in the data, an NLA teacher supports students as a cluster teacher and also pushes into the classroom to work with children in small groups during guided reading.

12. Required Services Support and Resources

Required services and resources are suited to fit the students' academic needs according to feedback from the classroom teachers and assessment outcomes. Resources are chosen based on readability level and age appropriateness to increase motivation. Also, aligning the standards for their grade level is another important tool necessary for achievement.

13 Activities for newly enrolled ELLs

In the spring, in preparation for the upcoming school year, parents of prospective enrollees are invite to attend an informational workshop. During the summer, we offer another workshop to welcome the newly enrolled students and their parents to join our school community. This begins with welcoming parents at the entrance of the building and guided them through the main hallway to an inviting display and bulletin boards. Specifically, they are shown the communication board used by our parent coordinator throughout the year to reflect monthly updates. Then, they are escorted into the cafeteria, where light refreshments are offered. During this meeting, we present the programs offered in our school and citywide, contact information and procedures in place to help maintain a strong home-school relationship. Also, parents use this opportunity to ask questions and discuss topics amongst one another in a comfortable atmosphere. During the orientation, possible ways for them to participate throughout the year in decision making, and other activities that will support their child's learning (such as school trips, celebrations, classroom helper, etc.) are discussed.

14. Language Electives for ELLs

ELLs are encouraged to join in theatrical performances, such as Aladdin and a play held during the Dominican Independence Day Celebration, which assist students with their reading, speaking, and communication skills. Also, the 3rd through 5th grade chorus and our Winter Concert encourage the strengthening of language skills in its participants. Another elective offered to students is our knitting club, Spanish spelling bee and poetry club which promote confidence, academic success and allow children to develop relationships with their peers and school staff.

C. Schools with Dual Language Programs

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

ELA and NLA instruction, in the content areas, is provided within the Dual Language program, where 50% is administered in English and the other 50% in Spanish. The ELLs are grouped in both homogeneous and heterogeneous groups, depending on students' needs. The program models and specifications are as follows:

Dual Language (K-6)

- 50/50 side-by-side model
- Alternate between two classrooms every other day
- 2 teachers in separate classrooms
 - One teaching English (common branch license) 50%
 - One teaching Spanish (bilingual license) 50%
- NLA teacher provides 45 minutes of Spanish instruction weekly (K-2)
- All content areas taught in both languages
- Lessons are continued from previous day
- Partner teachers, ESL, and NLA Teachers work closely with one another in planning
- Emergent literacy is taught simultaneously in both languages

- Cluster teachers may teach in either English or Spanish
- ELLs are serviced as per CR-Part 154 depending on their level, either through an ESL or bilingual certified teachers,
- Serviced on English days mostly through pushing-in and co-teaching, but also pulling-out when necessary

Self-Contained Dual Language (K-6)

- 50/50 side-by-side model
- Remain in the same class
- 1 teacher (common branch with bilingual extension)
- Provides services for ELLs through different reading, writing, listening, and speaking strategies
- NLA teacher provides 45 minutes of Spanish instruction weekly(K-2)
- All content areas taught in both languages
- Lessons are continued from previous day
- Teacher plans for both English and Spanish lessons along with
- Emergent literacy is taught simultaneously in both languages
- Cluster teachers may teach in either English or Spanish

CTT Dual Language (K, 3, 5)

- 50/50 Side-by-Side model
- Alternate between two languages every other day
- 2 teachers in 1 classroom (one having a certification in Special Education)
 - One teaching English(common branch license)
 - One teaching Spanish (bilingual license)
- Provides services for ELLs through different reading, writing, listening, and speaking strategies
- NLA teacher provides 45 minutes of Spanish instruction weekly (K-2)
- All content areas taught in both languages
- Lessons are continued from previous day
- Partner teachers work closely with one another in planning
- Emergent literacy is taught simultaneously in both languages
- Cluster teachers may teach in either English or Spanish

Dual Language Middle School (6th, 7th, and 8th classes)

- 70/30 model, 1 period per content per day
- Different teachers for each core content area
- Alternate language (English/Spanish) for designated content area subjects: math/science or math/social studies-depending on personnel
- 60 minute block per content area
- English (content branch/content area) and Spanish (bilingual extension Alternation)
- ELLs are serviced as per CR-Part 154 depending on their level, either through an ESL or bilingually certified teachers,
- Serviced on English days mostly through pushing-in and co-teaching, but pulling-out when necessary

Monolingual (one 8th grade and one 12-1-1)

- Students taught only in English throughout all content areas
- Students departmentalize throughout the day
 - With the exception of one 8th grade 12-1-1 Special Education class
- 60 minute block per content area
- ELLs serviced as per CR-Part 154 depending on their level, through an ESL teacher by a pushing-in or pulling-out

In order to enrich language development, teachers have been trained in scaffolding, differentiation, and vocabulary development approaches and methods. Our language and instructional approaches are based on both authentic and standardized assessments, and the amount of time a student has been an ELL. This includes explicit language and content objectives within each lesson, the scaffolding of accountable talk and expressing those ideas through writing.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

D. Professional Development & Support for School Staff

Our entire school staff and parents, attend workshops to suit the needs of English Language Learners. This is to ensure that the instruction is tailored to suit the comprehensible input of their individual students' learning abilities. In order to support teachers with the tools they need to help students transition from one grade to the next, we have offered the following professional development workshops within our school (several are ongoing), as well as in outer locations:

- Integrated Curriculum Instruction with Lily Wong Fillmore
- Deconstruct/Reconstruct Strategy- focus of school inquiry team (satisfies 7.5 hrs. as per Jose P.)
- Learner Center Initiative w/ Angela Di Michele Lalor
- Scaffolding Strategies to Enhance Your Daily Practice with Eliamarie Soto
- Lunch and Learn Workshops- focusing on UBD Vertical Curriculum Planning and turn-key sessions
- Exposes teachers to student expectations across the grades, in order to better prepare students for the future
- Curriculum Development
- Aligning cluster teachers with classroom teachers
- Vertical Curriculum Alignment workshops
- Australian United States Services in Education (AUSSIE) - Curriculum Development
- The Great Books Foundation: The Next Advanced in Shared Inquiry
- Book Studies
- "Integrating Differentiated Instruction" by Carol Ann Tomlinson and Jay McTighe
- "Fulfilling the Promise of the Differentiated Classroom" by Carol Ann Tomlinson
- "Building Academic Vocabulary" by Robert Marzano
- "Learning a New Land-Immigrant Students in American Society" by C. Suarez-Orozco, M.Suarez-Orozco, and I. Todorova
- Monthly Math Workshops for Parents
- Language Allocation Policy Training (spring 2009)

Fall 2009

- Introduction to Speech (Special Education)
- CTT Models (Special Education)
- Renzulli Training
- Rubrics, Checklists, and Charts
- The Workshop Model
- New York State TESOL Conference
- Modifying Curriculums(Students with special needs)
- Analyzing Student Data to Drive Instruction

Winter 2010

- Analyzing Six Case Studies on Individual Students with IEPs (series of 6 workshops)
- Developing Rubric to Guide Exemplary Writing
- Creating Authentic Assessments

Spring 2010

- CEIS Professional Development Sessions
- Strategies for Teacher's of ELLs
- Encouraging and Engaging Students to Create A Successful Classroom Environment
- Keep It Moving: Engaging Youth Through Interactive Teaching Strategies
- Skills and Strategies for Managing Conflict
- Imagine Learning English
- Computer Program Training
- Everyday Mathematics in the Classroom
- PRIM Training

Fall 2010

- Accountable Talk for ELLs
- Classroom Management Skills
- OELL Workshops
- PD on Language Allocation Policy

o Compliance Meetings

All professional development supports staff to assist ELLs as they transition from one school level to another. Training in the UBD Vertical Curriculum Planning provides teachers at all levels with a greater understanding of the “bigger picture” or concept behind their instruction. The different concepts will be continued throughout the students’ learning; however within each grade span the essential question will change according to the NYS Standards, which are currently being replaced by the Common Core Standards. Also, inter-visitations within our school, as well as visits to other model schools, provide us with the necessary feedback to progress as learners. The data collected from these observations is analyzed and turn-keyed during our school’s professional development sessions. Within our school environment, the goals and expectations are transparent throughout our building. This understanding promotes cohesion between all participants, in the school wide community.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

E. Parent Involvement

To continue the collaboration between the home and school environments, we invite parents to participate in ongoing events that encourage learning and unity. Some of these include classroom helpers, potluck gatherings, cultural celebrations, and presentations. In addition, we are planning to invite parents to attend workshops based on the strategies taught in the classroom, which will empower them with the tools to reinforce these strategies in the home. Specifically, we will be holding workshops so that parents may assist their children in preparing for the ELA and Math exams. In addition, literacy workshops to teach illiterate parents how to read will also be offered. Simultaneously, we ensure ongoing communication through phone conversations, appointments, and notices. As a result, we have received much feedback regarding our school and the programs that are appealing to our parent population, through communication with our Parent Coordinator. The needs of our parents are evaluated by the Parent Coordinator, Zeneth Morales, through scheduling meetings, conducting surveys, assessing the community, and providing parent workshops. During the parent workshops, they will have an opportunity to interact with other parents to discuss important topics and submit written feedback on their thoughts and for future workshops.

Our Parent Coordinator, in collaboration with the Morrisania Clinic, has offered workshops on different health concerns, in order for parents to be well informed and better able to assist their children. Moreover, the Women’s Housing Economic Development Corporation (WHEDco), a community based program housed within our school, has held workshops for parents of our students focusing on an array of topics. Parents have also received a workshop/presentation on Deconstruct/Reconstruct.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	26	29	3	0	3	0	1	0	0					62
Intermediate(I)	7	24	19	21	10	3	7	0	6					97
Advanced (A)	42	0	18	15	23	14	15	5	5					137
Total	75	53	40	36	36	17	23	5	11	0	0	0	0	296

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		1	2	0	1	0	0	0	0				
	I		24	1	0	2	0	1	0	0				
	A		18	31	12	15	4	16	5	2				
	P		10	6	24	18	13	6	0	9				
READING/ WRITING	B		28	3	0	3	0	1	0	0				
	I		24	18	21	11	3	6	0	6				
	A		1	11	15	22	13	14	1	5				
	P		0	8	0	0	1	2	4	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	23	4	0	35
4	2	12	3	0	17
5	8	14	1	0	23
6	0	3	2	0	5
7	1	10	0	0	11
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	11		16	1	8		0		36
4	1		9		7		0		17
5	4		12		6		1		23
6	0		4		1		0		5
7	1		6		3		1		11
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		6		11		0		17
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
--------------------	--	--	--	--	--	--	--	--	--

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	7		9		7		0		23
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Regents</u>	0			
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)	6	25	43	7	9	85	136	52
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - 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?
5. 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?
6. Describe how you evaluate the success of your programs for ELLs.

1. Early Literacy Assessments

The early literacy skills of ELLs are monitored using periodic assessments including ECLAS-2, WRAP (Writing Reading Assessment Profile), Fountas & Pinnell and EPAL in English. Spanish literacy skills are measured by using WRAP scores in addition to teacher data. In Kindergarten approximately 90 percent of all students and the majority of ELLs begin the school year reading below level in English and Spanish. By the end of 1st Grade 71% of all students are reading on or above level in English and 43% are on or above level in Spanish. In 2nd Grade 64% of all students including ELLs are on or above level in reading in English and 67% on or above level in Spanish.

According to ECLAS-2 and WRAP correlations, ELL students are advancing in terms of reading accuracy, phonemic awareness and reading comprehension at the same rate as their peers. The most frequent weakness area revealed for ELLs in ECLAS-2 was Vocabulary. This data will inform the various instructional areas of the literacy component in the classrooms. Teachers have begun researching and applying various instructional models that show students how to understand and interpret difficult vocabulary.

2-5. Spring 2010 NYSESLAT results

The data pattern that is revealed across proficiency levels and grade are positive. The total amount of students across all grades scored at an intermediate and advanced level of proficiency on the overall NYSESLAT. Within the 137 advanced students, 42 kindergarten students tested with the LAB-R are included. Another trend that was evident from analyzing the proficiency results is the increase of English Language Learners (ELLs) within the upper elementary and middle school that scored proficient.

In analyzing the NYSESLAT modality report for listening and speaking, the results show 103 students scoring at an advanced level throughout the grades. However, the grade that reflects the most amounts of students scoring at the intermediate level is in first grade, where we have the largest population of ELLs who took the NYSESLAT. Of these ELLs, 22 have an IEP and 16 are full time special education students. Also, in the second grade, all but 9 of our 40 ELLs scored at the advanced leveling listening and speaking.

As a result of this data, the focus for our teachers is scaffolding accountable for ELLs. The Teacher Center located in our school supports teachers by providing professional development to ensure high quality classroom instruction.

The other two modalities used to measure proficiency in English are reading and writing subtests. Contrary to the listening and speaking NYSESLAT modality analysis, reading and writing subtests show 89 students across the grades, scored at the intermediate level. Where as, 97 ELLs scored at the advanced and proficient levels. This data, along with our own aggregated results show that many of our ELLs need extra support with expressing themselves academically. Therefore, in addition to the professional development regarding accountable talk, our focus is writing as well. A balance between expository and narrative texts is considered during curriculum planning to develop cognitive academic language proficiency (CALP).

Native Language Assessments

There is only one student who took the Spanish version of the NYS Mathematics exam. She scored at a level two, which is also where the majority of the ELLs scored in this subject area. In examining the ELE (Spanish Reading Exam) scores, of the 81 students who were tested, 53% of those students tested in the 3rd quartile, followed by 31% who tested in the 2nd quartile. Similar to the ELL population, 80% of the 282 English proficient students tested, also scored in the 2nd and 3rd quartiles.

According to the WRAP assessment results for the 2010-2011 school year there has been an increasing trend of students scoring consistently on-level and above level in Spanish. Both languages show consistent growth In Reading Accuracy, for Kindergarten, in English (35%) and in Spanish (49%) of students scored below level, (50%) in English and (33%) in Spanish of students scored on-level, in English (15%) and in

Spanish (18%) of students are above level. In Reading Accuracy, for Grade 1, in English (57%) and in Spanish (50%) of students scored below level, (13%) in English and (14%) in Spanish of students scored on-level, in English (30%) and in Spanish (36%) of students are above level. In Reading Accuracy, for Grade 2, in English (48%) and in Spanish (33%) of students scored below level, (15%) in English and (24%) in Spanish of students scored on-level, in English (37%) and in Spanish (43%) of students are above level.

NYSAA Bilingual Assessments

No student is eligible for alternative assessments.

ELL Periodic Assessments

Periodic assessments for ELLs are used to help teachers drive their instruction, rearrange student grouping and specify a focal point while conferring with parents and children.

Our school leadership team, along with teachers, believes the periodic assessments are a good prediction for NYSESLAT results. Therefore, we use it to produce awareness for all who are involved in the students' academic success. The native language is used as a strong foundation for language acquisition. Authentic and formal assessments are used to measure the students' L1 and transfer that knowledge

Part VI: LAP Assurances

Dual Language Programs

In the dual language program, the English proficient students are assessed with a plethora of authentic and formal measurements. In early Signatures of LAP team members certify that the information provided is accurate.

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