



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

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

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X218

PRINCIPAL: LETICIA ROSARIO EMAIL: LROSARIO2@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

SCHOOL: (09X218)

ADDRESS: 1220 GERARD AVENUE, BRONX NY 10452

TELEPHONE: 718-410-7230

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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: Nancy Graciano

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 09 CHILDREN FIRST NETWORK (CFN): _____

NETWORK LEADER: Reynaldo Wright

SUPERINTENDENT: Dolores Esposito

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Name	Position and Constituent Group Represented	Signature
Leticia Rosario	*Principal or Designee	
Elba Rodriguez	*UFT Chapter Leader or Designee	
Nancy Graciano	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Nadia Reyes	Member/Parent	
Elizabeth Flores	Member/Parent	
Frances Tejada	Member/Parent	
Alexandra Aguilera	Member/Parent	
Marie Colomer	Member/Teacher	
Nanette Patino	Member/Teacher	
Lillian Colosi	Member/Teacher	
Luciana Basile	Member/Teacher	
Christine Maisonet	Member/Teacher	

SECTION VI: ACTION PLAN

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

Lesson Implementation: By June 2012, 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.

Comprehensive needs assessment

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

In English Language Arts grades 3-8 for the 2010-2011 academic year, the number of students meeting and exceeding the Literacy standards remained the same as they were in the 2009-2010 academic school year at 42% meeting and exceeding standards. This translates to 58% of the school population not meeting and exceeding the ELA standards for NYS. In Math we have moved from 57% of our 3-8 grade students (in the 2009-2010 academic year) meeting and exceeding the math standards to 59% in the 2010-2011 school year. This translates to 41% of our school population not meeting and exceeding the Math standards for NYS. These findings indicate that the school must continue to focus on implementation of the Common Core Standards as well as the NYC mandated goals. In order to build a stronger connection between teacher instruction and practice in the new standards, lesson implementation must be strengthened through teacher observations.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

ALL TEACHERS/COACHES/CONSULTANTS

DURATION Sept – June 2012

- Administration/UFT Representative May 2011: School Based Option to 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.
- Administration/September: Schedule common preps K-5 at least three times a week to provide time for teachers to plan with their partners, flush out lessons based on data and the Common Core Learning Standards and look at student work to inform instructional next steps.
- Administration/ Consultants/ Teachers: Ongoing: The grade teams led by their assistant principals, colleagues and or consultants will

continue to plan collaboratively and look at student work in grade meetings and on preparatory periods. They will continue to align curriculum to the Common Core Learning Standards.

- Administration/ Beginning October ongoing: Monthly faculty conferences will support vertical alignment by providing opportunities for inter-grade and interdisciplinary focus on looking at student work towards better instructional alignment
- Administration/Consultants: September /Ongoing: continued exposure to the Danielson Framework as a guide to improving teacher practice
- New observation format which will provide teachers with specific feedback in areas that align to those presented in the Danielson Framework
- Administration/Consultants/ Ongoing: Will consistently provide written feedback to teachers on informal and formal observations of lessons utilizing specific areas from the Danielson Framework
- Administration/Consultants/Teachers/Ongoing: Support peer review of lessons observed in real time or in videos to provide collegial feedback on teacher practice and share best practices utilizing the Danielson Framework and the Common Core Learning Standards
- Administration/Teachers/Ongoing: Focused inter-visitations will be conducted in order for teachers to receive peer feedback and share best practices
- Ongoing: Consultants such as Junior Great Books (focus on questioning/accountable talk), AUSSIE (focus on writing, lesson implementation and curriculum), and Fordham BETAC (focus on oral language development) will provide teachers with professional development and critical feedback on their work.
- Walkthroughs conducted by our CFN personnel in order for teachers to get outside feedback on their work.
- Teachers/ Ongoing: Implementation of the Common Core Standards in **curriculum** and in **practice**.
- Teachers/ Administration: October: Select the Common Core Unit that will be used to meet the City mandate of one Common Core Task in Literacy and in Math. These units will be informed by data to ensure alignment to student needs
- Teachers/Administration: Ongoing: Alignment to the Scaffolding Strategies in lesson plans and in implementation to support meeting the needs of all learners across all subjects
- Teachers/Ongoing: All subjects will incorporate and directly teach key content, academic and essential vocabulary (content language) to support all learners.
- Teachers/Ongoing: Will provide time for students to manipulate newly acquired vocabulary in listening, reading, speaking, and writing as learned from our work with Margarita Calderon and Dr. Lilly Wong Fillmore.
- Teachers/Ongoing: Use of technology to support all learners such as Smart Boards, computers, overhead projectors etc.

SUPPORTS: Administration, peers, consultants (AUSSIE consultant, Junior Great Books Consultant, CFN Support Staff, BETAC), Data Specialist, and data gathered from our Inquiry Team

Indicators of Interim Progress and/or Accomplishment

- Three tiered assessment matrix that includes standard assessments (beginning September and strategically spaced out throughout the year), unit

assessments (that include predetermined pretests at least two mid and summative assessments standard by grade and unit) and daily classroom based assessments

- Improvement of teacher practice as evidenced by informal, formal observations, feedback from walkthroughs and peer feedback based on the Danielson Framework
- 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.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Varied workshops and/or classes will continue to be held in order to support parents such as *How to Support Your Child in Math, Reading Strategies for the Home* and *How to Support your IEP Student*.
- Progress reports will be sent out in between marking periods to provide parents with opportunities to support their child in specific areas.
- All staff will make the effort to keep the lines of communication open with our parents.
- Meetings such as, the Parents Association meetings, the Principal's Coffee meetings, ARIS Parent Link training, specific parent grade level meetings.

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 two family learning nights, which will provide an opportunity for parents to learn along with their children. ESL classes are offered to parents to further support their learning which based on data also supports student achievement. 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We will continue to support the teachers in their ongoing education which will lead to the completion of a license making them highly qualified teachers. Teachers will only be programmed based on their area of expertise and licensing. We anticipate that by the end of the 2012 school year, these teachers will be considered highly qualified teachers. We continuously strive to hire highly qualified teachers by employing 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.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our Wellness Committee consists of parents, teachers and other related staff such as our School Nurse. This committee meets monthly and works to

coordinate our instructional strategies and health concerns to ensure that these two programs work collaboratively to support student progress. One major issue that our school faces is childhood obesity. The committee is working in collaboration with a health clinic to provide guidance in nutrition for both the student and the family. Meetings have been held with individual families and health care providers and nutrition and healthy living classes have been provided for both the student and the family.

The students in temporary housing 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. These students are closely monitored by the Response to Intervention team. Through Title III ELL students receive supplemental support services to support their academic standing.

Under Title I the school coordinates meetings with parents 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 ensure that school information is provided via newsletters and/or memos sent home. Specific meetings are held to discuss Title I Funding and activities such as the School Leadership Team Meetings. Surveys are given to parents to gather data on programs and the feedback is shared with the whole community. Varied workshops and/or classes will continue to be held in order to support parents.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - AUSSIE consultants (one K-5 and one 6-8): \$60,000
 - Junior Great Books consultant (one): \$30,000
 - BETAC: \$0
 - 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
 - Targeted Reading Intervention (\$TBD), Targeted Math Intervention (\$TBD)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

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 2012.

Comprehensive needs assessment

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

Based on the 2010-2011 ELA results in Grades 3-8 as well as the ECLAS2 and EPAL results in Grades K-3, the data revealed that the majority of students in all grades did not perform at standard in the writing sections of all standardized exams including the State Math and Science. Collectively, students did not receive the maximum points possible for their written responses. In addition, the writing standards for the school were not vertically aligned to meet the requirements of the Common Core Standards therefore creating a need for improvement in writing across the content areas in grades K-8.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) staff and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) timeline for implementation.
- Teachers/Administration/Ongoing: Use Common Core Standard based rubrics developed by the school based inquiry team to assess student writing and inform teacher moves
- Administration October: creation of Writing Specialist position to support K-5 dual language writing and writing portfolios
- Identify lead English Teacher in the Middle School to support writing in the middle grades and the development of Student Professional Portfolios that will provide evidence of student writing across the four core subjects and support student self monitoring
- Teachers/ Consultants / Administration: Ongoing: Incorporation of Common Core Standards in the creation of writing tasks that will also support the City's mandates
- Teachers: Ongoing: provide opportunities for teacher to look at student writing with specific protocols and across subject areas and grades with a lens towards informing next steps in instruction and improve inter-grade alignment
- Administration, Consultants (Junior Great Books/AUSSIE) 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) and critical thinking.

- Teachers/Administration Ongoing: Students will have many opportunities to write in all subjects including the arts
 - Teachers/Ongoing: Writing will be taught explicitly in ELA and in the content areas specific aspects of content writing will be emphasized
 - Teachers/Ongoing: Anchor pieces and mentor texts will be used to model grade standard work
 - Teachers/Writing Specialist/ Administration Ongoing: Clear criteria will be provided to students in the form of criteria charts and/or rubrics that are based on the Common Core Standards
 - Teachers/Ongoing: Teachers will provide clear and precise feedback on student writing based on the criteria provided in the rubric
- Administration / Network Ongoing: Collaborative work with other schools to share best practices in the area of writing

Indicators of Interim Progress and/or Accomplishment

- Baselines midlines and end-line assessments
- Unit Common Core Standards based writing tasks
- Student portfolios with work graded by Common Core Standard based rubrics
- Writing indicators on the Predictive, ITAs, and State exams to be reviewed at grade team meetings to inform instructional moves
- Projects with writing tasks across subject areas
- 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

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Varied workshops and/or classes will continue to be held in order to support parents such as *How to Support Your Child in Math, Reading Strategies for the Home* and *How to Support your IEP Student*.
- Progress reports will be sent out in between marking periods to provide parents with opportunities to support their child in specific areas.
- All staff will make the effort to keep the lines of communication open with our parents.
- Meetings such as, the Parents Association meetings, the Principal's Coffee meetings, ARIS Parent Link training, specific parent grade level meetings.

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 two family learning nights, which will provide an opportunity for parents to learn along with their children. ESL classes are offered to parents to further support their learning which based on data also supports student achievement. 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We will continue to support the teachers in their ongoing education which will lead to the completion of a license making them highly qualified teachers. Teachers will only be programmed based on their area of expertise and licensing. We anticipate that by the end of the 2012 school year, these teachers will be considered highly qualified teachers. We continuously strive to hire highly qualified teachers by employing 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.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our Wellness Committee consists of parents, teachers and other related staff such as our School Nurse. This committee meets monthly and works to coordinate our instructional strategies and health concerns to ensure that these two programs work collaboratively to support student progress. One major issue that our school faces is childhood obesity. The committee is working in collaboration with a health clinic to provide guidance in nutrition for both the student and the family. Meetings have been held with individual families and health care providers and nutrition and healthy living classes have been provided for both the student and the family.

The students in temporary housing 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. These students are closely monitored by the Response to Intervention team.

Through Title III ELL students receive supplemental support services to support their academic standing.

Under Title I the school coordinates meetings with parents 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 ensure that school information is provided via newsletters and/or memos sent home. Specific meetings are held to discuss Title I Funding and activities such as the School Leadership Team Meetings. Surveys are given to parents to gather data on programs and the feedback is shared with the whole community. Varied workshops and/or classes will continue to be held in order to support parents.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Consultants (Junior Great Books: \$30,000, AUSSIE: \$60,000 & Fordham (BETAC): no cost)
 - Writing Specialist: \$TBD
 - All school instructional staff: \$6,464,161

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Special Needs: By June 2012, the school will improve the instruction for our special education population by increasing our teacher knowledge and application of scaffolding strategies that will support this population in their attainment of the skills and strategies based on the Common Core Standards, the creation of an RTI Team that will provide at risk students with strategic interventions, in order to gain a 3%-5% increase in the number of students meeting or exceeding the ELA state standards as evidenced by the 2011-2012 ELA State Exam.

Comprehensive needs assessment

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

Based on the school's report card, under School Accountability, Students with Disabilities did not meet AYP (Adequate Yearly Progress) in the area of English Language Arts for the second year in a row. Collectively as a school, students did not make significant progress in ELA. In fact, overall student progress was at 42% for the 2010-2011 school year, which remained unchanged from the 2009-2010 school year. The school's population from grades K-8 is comprised of 868 students, 13% of which are special needs students and 37% of which are ELLs (English Language Learners). Based on our extensive analysis of school, teacher and state data, there is an overall need to focus on English Language Arts strategies in the areas of decoding/writing in grades K-2, vocabulary, inferencing and writing in grades 3-8.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - i) strategies/activities that encompass the needs of identified student subgroups,
 - j) staff and other resources used to implement these strategies/activities,
 - k) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - l) timeline for implementation.

Administration IEP and consultants: provide the entire staff with training in intervention approaches and special needs protocols, mandates, procedures, teacher responsibilities, etc.

- To train all personnel on the referral process and to disseminate information about utilizing the student's action plan and IEP in order to provide teachers with a clear understanding of student needs.
- To provide opportunities for teachers to share best practices, strategies and interventions that have proven effective with struggling students.
- Work with our Special Education Liaison to improve teacher practice, incorporate standards based strategies and interventions to support

student progress

Administration and IEP teacher: Mandatory monthly meetings

- 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 targeted and cohesive.
- To look at student work to monitor progress in their levels of performance as well as through their rate of learning.
- Teachers will develop and implement Action Plans for targeted (special needs, ELLs and “at risk”) students to support specific academic areas with a focus on literacy.
- Teachers will identify and monitor students who are not progressing academically or at expected rates to inform targeted changes to Action Plans.
- Teachers will also plan within their grade teams to align instruction to meet students’ needs using targeted intervention and curriculum based materials.

Administration/September/Ongoing: creation and development of RTI Team:

- The RTI Team will include Literacy specialist, Math Specialist, Writing specialist, ESL Personnel, Speech Therapists, Guidance Counselors and Data Specialist that will provide guidance and support to all “at risk” students.
- The RTI team will collaborate to develop and strengthen the basic skills of low performing students through interventions.
- The RTI team will collaborate to develop an intervention plan that will differentiate instruction for each “at risk” student. The plan that will delineate specific teacher moves, interventions provided by support staff, student friendly language to ensure student understanding as well as parent interventions.

Administration/The Inquiry Team (IT):

This year’s inquiry team will strategically target students with special needs/”at risk” in grades K-8 through action research.

- IT members will work with a targeted population of students chosen based on ELA proficiency rates, students with a disability classification, English Language Learner (ELL) and general education “at risk” students.
- IT will identify, target and track students who are not making academic progress at expected rates and adjust interventions accordingly.
- IT will work on aligning instruction to meet students’ needs using targeted intervention and research based methods.

Indicators of Interim Progress and/or Accomplishment

- IEP SMART goals will be monitored using formative assessments and progress reports
- Performance on interim and predictive assessments
- Formative classroom assessments (Wrap/QRI/Periodic assessments)
- A 3-5% increase in the number of students meeting or exceeding expected WRAP levels in grades K-2.
- A 3-5% increase in the number of students meeting or exceeding State Standards as evidenced by the ELA State Exam in grades 3-8.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Varied workshops and/or classes will continue to be held in order to support parents such as *How to Support Your Child in Math, Reading Strategies for the Home* and *How to Support your IEP Student*.
- Progress reports will be sent out in between marking periods to provide parents with opportunities to support their child in specific areas.
- All staff will make the effort to keep the lines of communication open with our parents.
- Meetings such as, the Parents Association meetings, the Principal's Coffee meetings, ARIS Parent Link training, specific parent grade level meetings.

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 two family learning nights, which will provide an opportunity for parents to learn along with their children. ESL classes are offered to parents to further support their learning which based on data also supports student achievement. 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We will continue to support the teachers in their ongoing education which will lead to the completion of a license making them highly qualified teachers. Teachers will only be programmed based on their area of expertise and licensing. We anticipate that by the end of the 2012 school year, these teachers will be considered highly qualified teachers. We continuously strive to hire highly qualified teachers by employing 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.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our Wellness Committee consists of parents, teachers and other related staff such as our School Nurse. This committee meets monthly and works to coordinate our instructional strategies and health concerns to ensure that these two programs work collaboratively to support student progress. One major issue that our school faces is childhood obesity. The committee is working in collaboration with a health clinic to provide guidance in nutrition for both the student and the family. Meetings have been held with individual families and health care providers and nutrition and healthy living classes have been provided for both the student and the family.

The students in temporary housing 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. These students are closely monitored by the Response to Intervention team.

Through Title III ELL students receive supplemental support services to support their academic standing.

Under Title I the school coordinates meetings with parents 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 ensure that school information is provided via newsletters and/or memos sent home. Specific meetings are held to discuss Title I Funding and activities such as the School Leadership Team Meetings. Surveys are given to parents to gather data on programs and the feedback is shared with the whole community. Varied workshops and/or classes will continue to be held in order to support parents.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - CFN support staff (CFN\$34,800)
 - Inquiry Team (\$TBD)
 - Consultants: TBD
 - Per session: \$41.98
 - All school instructional staff: \$6,464,161

Materials: Wilson (\$TBD), Hooked on Phonics (\$TBD), RTI materials (\$TBD), Junior Great Books (\$30,000), Estrellita (\$TBD), Targeted Reading Intervention (\$TBD), Targeted Math Intervention (\$TBD)

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	127	127	N/A	N/A	5	2	2	0
1	128	128	N/A	N/A	3	3	3	0
2	102	102	N/A	N/A	2	0	0	0
3	80	80	N/A	N/A	2	0	0	2
4	82	82	N/A	N/A	4	1	0	1
5	83	83	83	0	2	1	2	1
6	63	63	0	63	1	0	0	0
7	106	106	0	0	3	0	1	0
8	83	83	0	0	2	0	1	0
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.

Name of Academic Intervention Services (AIS)	Description
ELA:	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.
Mathematics:	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.
Science:	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.
Social Studies:	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.
At-risk Services Provided by the Guidance Counselor:	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.
At-risk Services Provided by the School Psychologist:	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.
At-risk Services Provided by the Social Worker:	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.
At-risk Health-related Services:	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.

PS/MS 218 PARENT INVOLVEMENT POLICY (PIP)

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.

Under Title I, a series of parent workshops are organized to provide hands-on activities which support the connection between parent involvement and student achievement. Parents are actively involved in workshops including but not limited to: computers, fitness, helping their child with homework, English as a second language and using manipulatives to help their children learn new concepts. The Title I program promotes a strong home-school partnership to ensure that parents are supportive of their child's overall progress. The program provides an opportunity to help their children gain academic success. It also allows parents to build strong relationships and continue to be active participants within the community.

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.

STUDENT / PARENT / SCHOOL COMPACT

(September 2011/January 2012)

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 09X218 **School Name:** PS/MS 218 Rafael Hernandez Dual language School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Based on the school's state report card, under School Accountability, Students with Disabilities did not meet AYP (Adequate Yearly Progress) in the area of English Language Arts for the second year. Based on our extensive analysis of school, teacher and state data, there is an overall need to focus on English Language Arts strategies in the areas of decoding/writing in grades K-2, vocabulary, making inferences and writing in grades 3-8 for Students with Disabilities.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The school is taking on a multi-tiered approach to meet the needs of this population:

Whole school:

- All staff will receive professional development in the area of lesson implementation and differentiation.
- All staff will receive professional development on using student's IEPs as a medium to guide lesson preparation and to inform classroom activities aligned to each student's needs.
- All staff will receive training in reading and the use of IEPs.
- At grade/faculty meetings, teachers will to share best practices and research based intervention strategies proven successful in their classroom.

Special Education Personnel:

- As part of our mandated monthly meetings staff will further analyze student work to identify positive trends, monitor progress and inform next steps.
- Consultant/School Staff will facilitate sharing of best practices including Co-Planning, Co-Teaching strategies, Differentiated Instruction and Unpacking and aligning the Common Core Learning Standards to the instruction Special Needs students to increase teacher's instructional skills and provide teachers additional resources to support the teaching-learning process.
- Content Area Specialists will facilitate professional development in using data to improve teacher's practice and as a result, student outcomes.

- Teachers and staff servicing students with special needs will meet on a regular basis to discuss specific cases that will result in the amendment of action plans and IEPs to more effectively support these students.

RTI Team:

- Literacy specialist, Math Specialist, Writing specialist, ESL Personnel, Speech Therapists, Guidance Counselors and Data Specialist that will provide guidance and support to all “at risk” students.
- The team listed above will collaborate to develop and strengthen the low performing student’s skills through differentiating interventions.
- The team will collaborate to develop an intervention plan that will support differentiation of instruction for “at risk” students. The plan will delineate specific strategies, interventions provided by support staff, sample instructions and explanation in student friendly language to ensure student’s understanding and intervention strategies to support and involve parents.

Quality Improvement Team (QIP)/The Inquiry Team (IT):

- The team will mainly target students with special needs and “at risk” students in grades K-8 using an action research model.
- Team members will work with a targeted population of students chosen based on proficiency rates in ELA, disability classification, English Language Learner (ELL) classification and general education students “at risk” classification.
- Team members will identify students who are not making academic progress at expected rates to adjust their interventions accordingly.
- The team will work on aligning instruction to meet students’ needs using targeted intervention and research based methods.

Targeted Programs:

Program Achieve

- An afterschool program used to address the needs of the our lowest one third performing students including those with special needs
- This program focuses on small group instruction with a student-to-teacher 6:1 in grades 3-6 and 9:1 in grades 7-8.
- This program utilizes the Targeted Interventions models in ELA and Math and comprises three hours of targeted instruction per week

Title III

- The Title III program for long term ELLs also supports some of our special needs students.
- A second afterschool program under Title III will support K-2 students designated as ELLs and by extension also our special needs students.

SETSS/AIS

- Specific “at risk” students are serviced by our SETSS provider and/or AIS provider
- K-2 providers focus on decoding and reading fluency where grades 3-8 focus on vocabulary, making inferences and writing. These targeted intervention topics were informed by the analysis of our student’s test result data.

Parent

- Every Monday parents are invited to attend workshops on strategies they can use to support their children’s learning (these workshops specifically focus on supporting our parents with special needs students)

- Parents are provided with progress reports between marking periods and teachers and school maintain communication with parents to inform of students' progress or additional academic support.
- Parents are also provided information on all school programs during our regular Principal's Coffee Meetings.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

As a method of ensuring performance in the classrooms, all school teachers will receive professional development. Professional development topics include scaffolding techniques, using data to differentiate instruction, utilizing Depth of Knowledge for task analysis to inform rigor and strategies to include an approach to "Gardner's multiple intelligences" in planning instruction. The workshops are planned and supported by the administration and are facilitated by Consultants and our school specialists: Writing Specialist, Math Specialist, and Literacy Specialist, the Special Education Coordinator and the Data Specialist. Workshops take place during teacher common preps and citywide Professional Development days. Special Education & ELL workshops are offered afterschool on Mondays for 1.5 hours. Service providers' certifications include: Special Education, Common Branch, Math/ELA Content Area, and Bilingual.

Topics that are being offered for the 2011-2012 school year include:

- Junior Great Books facilitated by Fred Hang (focus questioning and accountable talk)
- Math Professional Development facilitated by the UFT Math Specialist
- Literacy Strategies – AUSSIE Grades 2-5
- Math Development – AUSSIE Grades 6-8 (focus scaffolding and differentiation)
- The Power of Two: Co-Teaching facilitated by the IEP Teacher
- Co-Planning facilitated by the IEP Teacher and the 5th Grade Special Education Teacher
- Using Data to Differentiate Instruction facilitated by the Data Specialist
- Developmental Writing facilitated by the Writing Specialist/AIS
- Vocabulary Development Workshops facilitated by teachers and Writing Specialist
- Inquiry Team: Research methods for Special Needs Students
- QRI Professional Development facilitated by Lead Teachers
- Using Depths of Knowledge to differentiate grouping

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

New Special Education Teachers will be provided with an experienced mentor who specializes in the area of students with disabilities to guide and assist them. The school will assign new teachers mentors to help them get through the challenges of their first year in the classroom. Teachers and mentors will be expected to meet several times a week and the mentor to address any difficulties the new teacher might be facing. This will include inter-visitations and modeling of lessons by the mentor teacher. Topics covered in their weekly meetings will include lesson planning, classroom practice and instruction, and feedback on unofficial observations on lessons. The mentor will be expected to give suggestions and on occasion co-plan with the new

teacher. The mentor will help the new teacher develop skills and expertise to become an effective practitioner who has a positive impact on student's achievement in their first year of teaching.

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.

Parents will be informed at meetings such as, the Parents Association meetings and the Principal's Coffee meetings. The Parent Coordinator and the school's Parent Association will assist in disseminating the information through their monthly meetings. The parent coordinator and the Parent Association President will also ensure that this information is provided via newsletters and/or memos sent home in a variety of languages that meet our community's needs. Through School Leadership Team meetings parents will have an opportunity to become informed on the school improvement status. Both written and oral translations will be provided in order to foster clear communication between home and school. An official school letter will be sent home through students to notify parents about the school's improvement status which will be translated into all applicable languages.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Chris Groll	District 09	Borough Bronx	School Number 218
School Name Rafael Hernandez Dual Language School			

B. Language Allocation Policy Team Composition [?](#)

Principal Ms. Leticia Rosario	Assistant Principal Ms. Tiffany Carlo-Correa
Coach type here	Coach type here
ESL Teacher Ms. Christina Gallo	Guidance Counselor type here
Teacher/Subject Area Ms. Luciana Basile/ESL	Parent Ms. Nadia Reyes
Teacher/Subject Area Ms. Luisa Arias/ESL	Parent Coordinator Ms. Zenith Morales
Related Service Provider type here	Other T. Rivera/data&IEPspecialist
Network Leader Renardo Wright	Other V. Bueno/assistant principal

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	29	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	5	Number of special education teachers with bilingual extensions	8	Number of teachers of ELLs without ESL/bilingual certification	28
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	868	Total Number of ELLs	319	ELLs as share of total student population (%)	36.75%
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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 868, which includes a subpopulation of 319 English language learners (ELLs), around 37% of the overall amount. Due to the fact that our school is a Dual Language, most 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.

1a.- c.
Spring

The identification process we have in place for newly enrolled students begins when a parent completes a Home Language Identification Survey (HLIS) during our spring enrollment period. At this time, students and parents receive an informal interview by bilingual(bilingual extension) and ESL pedagogues(TESOL certifications), to determine whether a child is eligible to receive the LAB-R and/or Spanish LAB exams. Two of these pedagogues are proficient in Spanish and the other two have knowledge of Spanish, all are proficient in English. In addition, parents are shown the Orientation Video 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, they 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.

During the end of the school year, our current ELLs are assessed with the NYSESLAT. In order to ensure that all eligible students are tested, the RLER (students eligible to take th NYSESLAT report) and RADP (admission/discharge lists) on ATS, are cross-referenced with ARIS generated lists of ELLs by class and grade. Teacher generated lists of ELLs are created, with columns for each subtest. As each of the four components is administered, student's names are checked off to ensure that each student has been assessed with the listening, reading, speaking, and writing portions. The pedagogues responsible for assessing these students are our three ESL teachers and bilingual/general education support, depending on the number of ELLs being tested.

Fall

Most HLIS and interviews are conducted prior to the new school year. However, within the first ten days of school, all HLIS and informal interviews are conducted for those students who were registered after the spring enrollment period. During this time, the Language Assessment Battery - Revised (LAB-R) is administered to the students, who speak a language other than English. If a child is deficient in English and speaks Spanish in the home, he is also given the Spanish LAB. Each student's performance on the LAB-R determines his entitlement to English as a Second Language (ESL) services.

Once a student's status is identified, parents are notified immediately and English language development services commence for the non-proficient population. If the child tests proficient, a proficient letter is sent -home. In contrast, if the child doesn't test proficient, they receive an entitlement letter. Both of these letters are sent in the parents home language along with contact information for future use.

2. During that time, an orientation is also offered to parents by our ESL teachers (Christina Gallo, Luisa Arias, and Luciana Basile), our Parent Coordinator (Zeneth Morales) and our K-1 Assistant Principal (Vivian Bueno). This orientation 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 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 at the proficient level 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 Orientation video provided in the EPIC kit. During this orientation the video is shown to parents once again in their target language to describe the three key points explained in the DVD and the program selection form, a parent survey and Program Selection Form with the guidance of a trained pedagogue and collected. We remind them of 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 the child in their home language. A second notice is re-sent 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 hard copies of these letters are saved in a file as well as on a flash drive.

If parents are unable to attend the workshops, option letters and surveys are sent home to ensure that parents are aware of each choice and so that they may make the selection which best suits their child's needs. The LAP team reviews the feedback from the parents and checks that the program offered in our school has been checked. If parents have chosen either the ESL or Transitional Bilingual programs, the Parent Coordinator discusses possible options to ensure that the parent's choice is met. Before ending the orientation, parents receive contact information to use for additional support regarding their child's education. Orientations and meetings are conducted in English and Spanish. Additionally, handouts are provided in other languages for further support.

3-4. When students return to school during autumn, either a continuation or exit letter is sent home, based on their spring NYSESLAT score. Also, once the LAB-R is administered entitlement and non-entitlement letters are mailed out. Placement letters are also distributed once parent surveys and program selection forms are obtained. Prior to distribution, copies are made of each form and saved in a file. As letters are returned they are organized and also saved onto a flash drive. The ESL team ensures that each parent is provided with the appropriate letter, which should be signed and returned to either of the three ESL Teachers. As the letters are returned, the ESL team regularly checks to make sure that parents are returning letters. A second copy is sent out to parents/guardians and if these are not returned, Ms. Morales, the Parent Coordinator contacts the home to have them come into the school to sign the unreturned letters. However, if they are unable to appear during the school day, a confirmation that the information has been received is given by the parent/guardian over the phone and a note is made on the letter. Once returned and organized by the ESL team, our Computer Technician, Mr. DelaRosa, scans all signed forms and uploads them onto a flash drive. The originals are also saved in the ESL office. ESL teachers ensure that each parent has filled out a Parent Survey and Program Selection Form when their child was first enrolled or during the parent orientation. In doing this, we are able to receive the majority of signed letters. Yet, if parents fail to sign they are asked to visit the school in order to receive information on program options and view the program choice video. Program Selection Forms and Parent Surveys are stored in the same manner as other letters. A hard copy is filed and also scanned onto a flash drive.

5-6. 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. The second program that was preferred in the past was English as a Second Language. However, our last two monolingual eighth grade classes graduated in the spring of 2011. Since an overwhelming number of parents chose Dual Language over the years as their program selection, we are a completely dual language

school. Many of our parents enroll their children typically knowing which program to expect. Nevertheless, parents are also informed of the programs available from the Chancellor's message given during the orientation, LAB-R entitlement letter, and during enrollment. 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 and English as a Second Language are not offered in our school, we provide parents with information about those programs. 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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes*	No●	If yes, indicate language(s): Spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0													0
Dual Language <small>(50%:50%)</small>	4	4	3	2	2	2	3	4	3					27
Freestanding ESL														
Self-Contained														0
Push-In	6	4	0	3	1	1								15
Total	10	8	3	5	3	3	3	4	3	0	0	0	0	42

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	319	Newcomers (ELLs receiving service 0-3 years)	209	Special Education	42
SIFE	0	ELLs receiving service 4-6 years	90	Long-Term (completed 6 years)	20

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		
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	Total
TBE										0
Dual Language	209		28	90		8	20		4	319
ESL										0
Total	209	0	28	90	0	8	20	0	4	319

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	
	EL	EP	EL	EP	EL	EP														
Spanish	58	22	66	29	36	45	35	30	27	29	22	39	22	42	22	56	4	50	292	342
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other	10	6	3	5		5	6	1	5	6	2	2	1			4			27	29
TOTAL	68	28	69	34	36	50	41	31	32	35	24	41	23	42	22	60	4	50	319	371

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0								0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 597

Number of third language speakers: 55

Ethnic breakdown of EPs (Number):

African-American: 71

Asian: 34

Hispanic/Latino: 758

Native American: 2

White (Non-Hispanic/Latino): 2

Other: 1

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														0
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													

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

The philosophy of our school is to develop fully bilingual, biliterate, and bicultural students through a Dual Language program which is applied through a 50/50 side-by-side model. 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 learners. 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 teacher does not have an ESL or Bilingual certification, an additional teacher certified in ESL provides the ELLs with services, through either collaborative team teaching, pulling-out, or pushing-in to the classroom. Instructional minutes for ESL, ELA, and NLA are determined by each student's level of proficiency and as per CR-154. 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 60% English/40% Spanish for the middle school. Students in K-5 have been receiving additional support through a Spanish NLA teacher and a newly hired NLA teacher is now providing support to middle school students for an average of 120 minutes a week. 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-5)

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 services as per CR-Part 154 depending on their level, either through an ESL or bilingual certified teacher

Serviced on English days, mostly through co-teaching, pushing-in, and pulling-out when necessary

A. Programming and Scheduling Information

Self-Contained Dual Language (K-5)

50/50 side-by-side model

Students and Teacher remain in the same class

1 teacher (common branch with bilingual extension)

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

Classroom teacher provides services for ELLs through different reading, writing, listening, and speaking strategies

CTT Dual Language K-5 (two K, two 1st, two 2nd, one 5th)

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)

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

Classroom teacher provides services for ELLs through different reading, writing, listening, and speaking strategies

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

60% English/40% Spanish model, 1 period per content per day

An additional 120 minutes per week of Spanish instruction through an NLA teacher

Different teachers for each core content area

60 minute block per content area

Alternate language (English/Spanish) for designated content area subjects:

Math/science or math/social studies depending on personnel

English (content branch/content area) and Spanish (bilingual extension) alternation

Content area language alternation every other day

Average of two 60 minute blocks in Spanish NLA weekly

ELLs are serviced as per CR-Part 154 depending on their level, either through an ESL or bilingually certified teacher

In order to enrich language development, teachers have been trained in scaffolding, differentiation, and vocabulary development. Our language and instructional approaches are driven by both authentic and standardized assessments, and student's profile. This includes explicit language and content objectives within each lesson, the scaffolding of accountable talk, vocabulary and expressing those ideas through writing.

4. Native Language assessments include ELE, Spanish Wrap (K-5), Informal Assessments, and writing portfolios. Each year our Data Specialist analyzes the data and shares it with the administration and teachers to ensure appropriate evaluation for all students and sub-groups. Nevertheless, we continue to search for more reliable and valid assessments to track our ELLs' progress in their native language and to provide teachers and students with more descriptive feedback.

A5. Special Education and SIFE

There are 42 ELLs who are full-time Special Education students. The largest amounts being in kindergarten through 2nd grades. We do

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 32
75%	
50%	
25%	

A. Programming and Scheduling Information

Newcomer ELLs

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. 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 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 into 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 ELLs and former ELLs in the middle school are provided with an intensive ELL after school program, which focuses on intensive Math and ELA instruction. 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

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

8. 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.
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B. Programming and Scheduling Information--Continued

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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)?

A 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-5)

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 services as per CR-Part 154 depending on their level, either through an ESL or bilingual certified teacher

Serviced on English days, mostly through co-teaching, pushing-in, and pulling-out when necessary

Self-Contained Dual Language (K-5)

50/50 side-by-side model

Students and Teacher remain in the same class

1 teacher (common branch with bilingual extension)

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

Classroom teacher provides services for ELLs through different reading, writing, listening, and speaking strategies

CTT Dual Language K-5 (two K, two 1st, two 2nd, one 5th)

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)

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

Classroom teacher provides services for ELLs through different reading, writing, listening, and speaking strategies

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

60% English/40% Spanish model, 1 period per content per day

An additional 120 minutes weekly of Spanish instruction through an NLA teacher

Different teachers for each core content area

60 minute block per content area

Alternate language (English/Spanish) for designated content area subjects:

Math/science or math/social studies depending on personnel

English (content branch/content area) and Spanish (bilingual extension) alternation

Content area language alternation every other day

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
- o 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 Ellie Marie Soto
- Lunch and Learn Workshops- focusing on UBD Vertical Curriculum Planning and turn-key sessions
- o Exposes teachers to student expectations across the grades, in order to better prepare students for the future
- Curriculum Development
- o Aligning cluster teachers with classroom teachers
- o Vertical Curriculum Alignment workshops
- o Australian United States Services in Education (AUSSIE) - Curriculum Development
- o The Great Books Foundation: The Next Advanced in Shared Inquiry
- Book Studies
- o "Integrating Differentiated Instruction" by Carol Ann Tomlinson and Jay McTighe
- o "Fulfilling the Promise of the Differentiated Classroom" by Carol Ann Tomlinson
- o "Building Academic Vocabulary" by Robert Marzano
- o "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
- o Computer Program Training
- Everyday Mathematics in the Classroom
- PRIM Training

Fall 2010

- Accountable Talk for ELLs
- Classroom Management Skills

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- Modifying Curriculums(Students with special needs)
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Winter 2010

- Analyzing Six Case Studies on Individual Students with IEPs (series of 6 workshops)
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Spring 2010

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- PD on Language Allocation Policy

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?

In order to have a common understanding amongst the school community, we have provided workshops, parent/teacher conferences, and several orientation meetings. All meetings are advertised through a flyer that is sent home with the students as well as posted around the school building and on a parent bulletin board in the entrance of the school. The Parent Association and Parent Coordinator ensures that parents are aware of the various workshops that are being offered at the school.

Parent Coordinators use specific forms, surveys, and tools to evaluate the needs of parents. Specifically, The Medicaid Form, HLIS, community based surveys, and NYC School Survey.

The Parent Coordinator's role is to bridge connections between home and school, in order to improve relations amongst parents, children, and school staff. He/she also aids in advocator for the parents' needs.

Sept 22nd - Principal's Coffee Meeting
 Dec. 12th - Workshop: Families and Television
 Dec. 19th - Workshop: Bullying
 Nov. - Strategies for parents to help their children

September- December
 - Support Groups for Parents every Tuesday
 - Parent's Association Meeting
 - Crochet Workshop - every Monday
 - Nutrition Classes - every Wednesday

Each grade provides an orientation meeting for parents at the beginning of the school year to share information about the curriculum and programs at the school. Kindergarten parents are invited to a 3-part series of orientations to make their children's transition to Kindergarten easier. A parent orientation for students with special needs is held at the beginning of the year to explain the services at the school, how to read the IEP and how to work with the related service providers.

English Language Learner Parent Involvement Workshops entitled Parents Guide to Understanding our English Language Learners will be held in January, March and May. The series will include a program overview in January, followed by highlights, updates and home based activities in March and a culminating activity in May which includes next steps for the following year.

A series of content workshops will be coordinated by Ms. Morales (Parent Coordinator) which will include topics such as Math, Writing, Literacy and Vocabulary Development. These workshops will be facilitated by the Math, Literacy and Writing Specialist that are also part of the RTI Team.

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 40
75%	
50%	
25%	

B. Programming and Scheduling Information--Continued

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

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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)?

A 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-5)

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 teacher

Serviced on English days, mostly through co-teaching, pushing-in, and pulling-out when necessary

Self-Contained Dual Language (K-5)

50/50 side-by-side model

Students and Teacher remain in the same class

1 teacher (common branch with bilingual extension)

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

Classroom teacher provides services for ELLs through different reading, writing, listening, and speaking strategies

CTT Dual Language K-5 (two K, two 1st, two 2nd, one 5th)

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)

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

Classroom teacher provides services for ELLs through different reading, writing, listening, and speaking strategies

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

60% English/40% Spanish model, 1 period per content per day

An additional 120 minutes weekly of Spanish instruction through an NLA teacher

Different teachers for each core content area

60 minute block per content area

Alternate language (English/Spanish) for designated content area subjects:

Math/science or math/social studies depending on personnel

English (content branch/content area) and Spanish (bilingual extension) alternation

Content area language alternation every other day

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- o "Fulfilling the Promise of the Differentiated Classroom" by Carol Ann Tomlinson
- o "Building Academic Vocabulary" by Robert Marzano
- o "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
- o 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

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?

In order to have a common understanding amongst the school community, we have provided workshops, parent/teacher conferences, and several orientation meetings. All meetings are advertised through a flyer that is sent home with the students as well as posted around the school building and on a parent bulletin board in the entrance of the school. The Parent Association and Parent Coordinator ensures that parents are aware of the various workshops that are being offered at the school.

Parent Coordinators use specific forms, surveys, and tools to evaluate the needs of parents. Specifically, The Medicaid Form, HLIS, community based surveys, and NYC School Survey.

The Parent Coordinator's role is to bridge connections between home and school, in order to improve relations amongst parents, children, and school staff. He/she also aids in advocator for the parents' needs.

Sept 22nd - Principal's Coffee Meeting
 Dec. 12th - Workshop: Families and Television
 Dec. 19th - Workshop: Bullying
 Nov. - Strategies for parents to help their children

September- December
 - Support Groups for Parents every Tuesday
 - Parent's Association Meeting
 - Crochet Workshop - every Monday
 - Nutrition Classes - every Wednesday

Each grade provides an orientation meeting for parents at the beginning of the school year to share information about the curriculum and programs at the school. Kindergarten parents are invited to a 3-part series of orientations to make their children's transition to Kindergarten easier. A parent orientation for students with special needs is held at the beginning of the year to explain the services at the school, how to read the IEP and how to work with the related service providers.

English Language Learner Parent Involvement Workshops entitled Parents Guide to Understanding our English Language Learners will be held in January, March and May. The series will include a program overview in January, followed by highlights, updates and home based activities in March and a culminating activity in May which includes next steps for the following year.

A series of content workshops will be coordinated by Ms. Morales (Parent Coordinator) which will include topics such as Math, Writing, Literacy and Vocabulary Development. These workshops will be facilitated by the Math, Literacy and Writing Specialist that are also part of the RTI Team.

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	41	0	0	0	1	0	1	0					69

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	16	21	8	19	3	8	2	1	0					78
Advanced (A)	27	7	28	22	27	15	20	20	4					170
Total	69	69	36	41	30	24	22	22	4	0	0	0	0	317

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1	0	0	0	0	0	0	0				
	I		25	2	1	0	0	0	0	0				
	A		26	29	23	17	12	18	20	2				
	P		17	5	17	13	12	4	2	2				
READING/ WRITING	B		41	0	0	0	1	0	1	0				
	I		21	8	19	3	8	2	1	0				
	A		5	19	21	25	14	14	15	4				
	P		2	9	1	2	1	6	5	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	7	21	4	0	32
5	3	16	5	0	24
6	2	19	1	0	22
7	7	14	1	0	22
8	0	4	0	0	4
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									0
4	3		18		11		0		32
5	3		18		3		0		24
6	1		9		11		1		22
7	4		16		2		0		22
8	0		3		1		0		4
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		10		17		3		30
8	2		8		3		0		13
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	6	35	41	7	32	85	123	56
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?

Additional Information

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

CEP Instructional Goals: 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.

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.

To improve the instruction for our special education population by increasing our teacher knowledge and application of scaffolding strategies that will support them in strengthening skills and strategies based on CCLS and the creation of an RTI team that will provide at risk with intervention in order to increase scores by 3-5% in ELA State Exams

Part VI: LAP Assurances

School Name: Rafael Hernandez Dual Language

School DBN: 09X218

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Leticia Rosario	Principal		11/29/11
Vivian Bueno	Assistant Principal		11/29/11
Zenith Morales	Parent Coordinator		11/29/11
Christina Gallo	ESL Teacher		11/29/11
Nadia Reyes	Parent		11/29/11
Luciana Basile/ESL Teacher	Teacher/Subject Area		11/29/11
Luisa Arias/ESL Teacher	Teacher/Subject Area		11/29/11
	Coach		
	Coach		
	Guidance Counselor		
Renardo Wright	Network Leader		11/29/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09X218 **School Name: Rafael Hernandez Dual Language**

Cluster: 4 **Network: 402**

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/other languages is provided as necessary. All memos from the school are sent out in Spanish and English/other languages. 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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 218	DBN: 09X218
Cluster Leader:	Network Leader: Renardo Wright
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

At Risk Students

The school is working towards improving the instruction for our special education and at-risk population by increasing our teacher knowledge and application of scaffolding strategies that will support this population in their attainment of the skills and strategies based on the Common Core Standards. A Response to Intervention Team (RTI) has been created to provide at-risk students with research-based strategic interventions. Teachers will be provided with training in intervention approaches and special needs protocols, mandates, procedures, teacher responsibilities, etc. RTI incorporates the collaboration of general education and special education teachers to work together to design and implement effective steps toward improved responses to struggling learners. The RTI Team consists of highly skilled staff to include but not limited to phonemic/decoding specialist, comprehension specialist and a writing specialist that will provide support to struggling students in the area of standards based work. The focus will be to develop and strengthen the basic literacy and math skills of low performing students through direct instruction in classrooms and small groups. Research based instruction and differentiated instruction will be implemented through the core curriculum as well as additional interventions through tiers that support student progress.

Interventions/Direct Instruction

Interventions will consist of initial screening by RTI team and progress monitoring every 6 weeks to ensure appropriate instructional intervention is being implemented. Progress tools will include QRI, WRAP, Unit assessments, Periodic assessments and student writing portfolios. RTI Specialists and school staff are expected to implement specific, research-based interventions to address the student's area of need based on progress monitoring. These interventions will include direct instruction in Reading and Math and includes the use of scaffolding techniques, intensifying basic skills and vocabulary development. An Afterschool Intervention Program beginning in November of 2011 will utilize a 6:1 (student to teacher) ratio and will include the use of Targeted Reading & Targeted Math, Time-For-Kids and using student writing to inform next steps. All staff will utilize small group intensive intervention during Small Group Instruction (SGI) which will follow the Balanced Literacy model with differentiated instruction.

During Small Group Instruction:

All of our ELLs receive support through several structures some of which are; balanced literacy where

Part B: Direct Instruction Supplemental Program Information

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,

Part B: Direct Instruction Supplemental Program Information

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.

Description of Our Plan for Continuing Transitional Support

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.

New Programs or Improvements for School Year

The implementation of the Common Core Standards began in the 2010-2011 school year. As requested during our School Based Option meeting, teachers' schedules have been changed 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.

After school and Supplemental Services

The Title III supplemental activities we offer after school include, but are not limited to Long-term and Beginner/Intermediate English Language Learner Programs. The k-2 beginner/intermediate level ELLs participate in one of our after school programs. The rationale is to provide these students with language background and experience while also strengthening their foundational reading, writing, listening and speaking skills. Teachers assigned maintain a bilingual or ESL certification and meet with

Part B: Direct Instruction Supplemental Program Information

their students Mondays and Wednesdays for 1.5hrs. The materials that are used are Write Source and After School Reading Club Intervention kit by Great Source; and Camp Can Do! by Santillana.

Another Title III program that serves our long-term ELLs is designed to provide them with language enrichment strategies using scaffolding techniques to improve their academic success in the classroom and on state exams. The teacher responsible for instruction holds a certification in English as a Second Language (ESL). The frequency of these meetings is Tuesdays and Thursdays for 1.5 hrs. The materials used during this time are Taking the High Road by Phoenix Learning resources and What a World by Longman.

In addition to the above Title III programs, our grades 3-8 “at risk” ELLs meet after school on Tuesdays and Thursdays for 1.5hrs. Teachers’ certifications include: Special Education, Common Branch, Math/ELA Content Area, and Bilingual. The program provides students in grades 3-8, including ELLs, with intensive, differentiated instruction in ELA and math. Materials used are Intensive Math and Intensive English kits by Teacher Created Materials.

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, manipulativess, 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.

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.

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.

Activities for newly enrolled ELLs

In the spring, in preparation for the upcoming school year, parents of perspective enrollees are invite to

Part B: Direct Instruction Supplemental Program Information

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.

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.

Part C: Professional Development

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

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

Begin description here:

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

Part C: Professional Development

- o 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
- o Exposes teachers to student expectations across the grades, in order to better prepare students for the future
- Curriculum Development
- o Aligning cluster teachers with classroom teachers
- o Vertical Curriculum Alignment workshops
- o Australian United States Services in Education (AUSSIE) - Curriculum Development
- o The Great Books Foundation: The Next Advanced in Shared Inquiry
- Book Studies
- o “Integrating Differentiated Instruction” by Carol Ann Tomlinson and Jay McTighe
- o “Fulfilling the Promise of the Differentiated Classroom” by Carol Ann Tomlinson
- o “Building Academic Vocabulary” by Robert Marzano
- o “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

Part C: Professional Development

- 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
 - o Strategies for Teacher's of ELLs
 - o Encouraging and Engaging Students to Create A Successful Classroom Environment
 - o Keep It Moving: Engaging Youth Through Interactive Teaching Strategies
 - o Skills and Strategies for Managing Conflict
- Imagine Learning English
 - o 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
- Network Monthly ELL Support Meetings & Compliance Issues with Eliamarie Soto
- Intervisitation – Grove Hill School (PS 157) “Kindergarten Writing Workshop”
- Common Core Standards ELA & Mathematics
- Phonological Awareness with Sandra Rieff
- Respect For All with Leticia Ojeda – School Counselor

Part C: Professional Development

- Junior Great Books with Fred Hang

Spring 2011

- NYSESLAT Scoring Training K-8
- CTT Collaboration with Positive Conflict Management Association
- Estrellita Training
- Literacy Strategies for ELLs and the Common Core Standards: The Research Based Approach
- Common Core State Standards for Mathematics: Making it Happen for ELLs
- Aussie: Math K-2 & Literacy 3rd through 5th
- Workshop Series: Scaffolding Strategies for ELLs with Eliamarie Soto

Fall 2011

As a method of ensuring performance in the classrooms, all after school teachers join together in receiving professional development. Professional development topics include scaffolding techniques, using data to differentiate, utilizing Bloom's Taxonomy for task analysis and multiple intelligences. Each of the workshops are planned and supported by the administration and are presented by school specialists which include a Writing Specialist, a Math Specialist, a Reading Specialist, a Special Education Coordinator and the Data Specialist. Professional development workshops take place during teacher common preps and PDAs. Special Education & ELL workshops are offered afterschool on Mondays for 1.5 hours. Service providers' certifications include: Special Education, Common Branch, Math/ELA Content Area, and Bilingual. Topics that are being offered for the 2011-2012 school year include:

- Junior Great Books presented by Fred Hang
- Math Strategies presented by the Math Specialist
- Curriculum Development – AUSSIE
- Math Development - AUSSIE
- The Power of Two: Co-Teaching given by the IEP Teacher
- Co-Planning given by the IEP Teacher and the 5th Grade Special Education Teacher
- Using Data to Differentiate Instruction given by the Data Specialist
- Writing Development given by the Writing Specialist/AIS
- Vocabulary Development Workshops
- Inquiry Team: Research methods

Part C: Professional Development

- QRI Scoring given by the Testing Coordinator
- Using Blooms Taxonomy to differentiate grouping

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.

Part D: Parental Engagement Activities

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

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

Begin description here:

In order to have a common understanding amongst the school community, we have provided workshops, parent/teacher conferences, and several orientation meetings. All meetings are advertised through a flyer that is sent home with the students as well as posted around the school building and on a parent bulletin board in the entrance of the school. The Parent Association and Parent Coordinator ensures that parents are aware of the various workshops that are being offered at the school.

Each grade provides an orientation meeting for parents at the beginning of the school year to share information about the curriculum and programs at the school. Kindergarten parents are invited to a 3-part series of orientations to make their children’s transition to Kindergarten easier. A parent orientation for students with special needs is held at the beginning of the year to explain the services at the school, how to read the IEP and how to work with the related service providers.

English Language Learner Parent Involvement Workshops entitled Parents Guide to Understanding our English Language Learners will be held in January, March and May. The series will include a program overview in January, followed by highlights, updates and home based activities in March and a

Part D: Parental Engagement Activities

culminating activity in May which includes next steps for the following year.

A series of content workshops will be coordinated by Ms. Morales (Parent Coordinator) which will include topics such as Math, Writing, Literacy and Vocabulary Development. These workshops will be facilitated by the Math, Literacy and Writing Specialist that are also part of the RTI Team.

Part E: Budget

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

Allocation Amount: \$34400

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$10,761	<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. Teachers X hours X weeks (with fringe) = \$TBD (without fringe) = \$TBD Eight two hour sessions of professional development in the area of language acquisition for 20 teachers. Teachers X hours X \$42 =TBD
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$12,000	<ul style="list-style-type: none"> •Lecture and in-house training •Other Dual language consultants •Reach the World
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • 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		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$34400

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	\$2,524	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	TBD	For cultural celebrations at the school that will provide parents an opportunity to share their language and culture with the entire school community.
TOTAL	\$34,400	