



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** AMISTAD DUAL LANGUAGE SCHOOL  
**06M311**

**PRINCIPAL:** MIRIAM PEDRAJA

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**SUPERINTENDENT:** ELSA NUNEZ

## 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](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Miriam Pedraja	*Principal or Designee	
Olga Ramos	*UFT Chapter Leader or Designee	
Jackie Jones	*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	
Jeanine Dooley	Member/ parent	
Laura Bosely	Member/parent	
Antonio Barrueco	Member/parent	
Amy Withers	Member/teacher	
Anabel Capellan	Member/teacher	
	Member/	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and 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**

By June of 2013, 100% of the classroom teachers will design two Common Core aligned unit of study with a focus on Mathematical Practices 3 and/or 4 for their grade band domain of focus.

#### **Comprehensive needs assessment**

We looked at a variety of data including the Common Core Learning Standards, sample exams and curricula on EngageNY.gov, the Citywide Instructional Expectations and the 2011-2012 Progress Report regarding Math.

The Common Core Learning Standards, the sample exams and the sample curricula from Engage NY all point to major shifts in our math curriculum. Last year our students were tested on both the NYS standards and a sampling of the Common Core Standards so as we introduced the Common Core Performance Tasks we straddled both sets of standards. This year our students are being tested in the Common Core so we want to build upon the work we did during the 2011-2012 school year.

The Citywide Instructional Expectations for 2012-2013 have Mathematical Practices 3 and/or 4 as the focal points for the grade band domains of focus.

The Progress Report for Math indicates that we are doing well in performance with 71.3% of our students performing on level 3 or above. This exceeds the peer school percentage of 57.0 and the city schools' percentage of 57.8. In students' progress we fell below the median adjusted growth percentile of our peer schools and the city schools by 0.9 percentage points and 3.1 respectively.

#### **Instructional strategies/activities**

In September we will identify our new math lead teacher as a support for classroom teachers. In September of 2012, all teachers new to grades will examine the Common Core Learning Standards and all teachers returning to the same grade will review the Common Core Learning Standards. Grade level teacher teams are provided time (year-long) during a common prep and during our year-long school-wide 50 minute extended day on Wednesdays during which time our math lead teacher meets with teacher teams. Starting in December teachers will be provided with additional support, and per session opportunities, after school by appointment with our math lead teacher to reflect, discuss, design and align two units of study in their Domain of Focus to the Common Core Mathematical Practices 3 and/or 4. Curricula calendars will be developed as well. The units of study and calendar will be completed by March and sent to the Math Lead Teacher and the Principal for review. By April all units of study will be reviewed and revised as necessary. Additionally, a web based program, Time To Know, which is used during the extended day, will be incorporated into the curriculum as an additional resource for support in the implementation of the Core Curriculum Standards.

**Strategies to increase parental involvement**

- All data, goals and progress toward goals are discussed with the School Leadership team which includes leaders in our parent community at our monthly meetings.
- Presentation on Time to Know during the PTA meeting in January.
- A web based grade book, Teacher Ease, is available for parents to see their child’s progress and performance in Math in grades 5-8.
- Teacher committee has been created to develop interim progress reports for parents of grades K-4
- Weekly Computer Literacy classes are given to parents who learn how to navigate the internet which enables them to access their child’s information on Teacher Ease, ARIS, Learning Environment Survey and other web based instructional programs
- Parents will be shown how to access web based programs such as BRAIN Pop which they can use to support their children at home.

**Budget and resources alignment**

- Indicate your school’s Title I status: xSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

Professional development will be provided by our math lead teacher to meet the needs of this goal. The math lead teacher has been attending network workshops and taking post graduate related courses in math which are related to the Common Core. We have scheduled a fifty minute period on Wednesday’s extended day for our staff to meet to work on Common Core alignment. The math lead teacher is available to meet with groups by appointment during this time. The math lead teacher coordinates the schedule to meet with each grade level team. The math lead teacher coordinates the appointments to meet with grade level teams after school when needed. The Assistant Principal coordinates additional prep coverage for the Math lead teacher during the school day when necessary. The aligned units of study are sent by classroom teachers to the math lead teacher and to the Principal for review and will be revised as needed. Additionally we have scheduled common prep periods for grade level teams to plan lessons for the aligned unit of study.

## **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**

By June of 2013, 100% of the classroom teachers will upgrade an existing unit in Science or Social Studies to align with the Common Core Standards with a focus on Reading Informational Text Standards 1 & 10, Writing Standard 2 (Grades K-2), Writing Standard 1 (Grades 3-8), Speaking/Listening Standard 1, Language Standard 6.

### **Comprehensive needs assessment**

We looked at a variety of data including the Common Core Learning Standards, sample exams and curricula on EngaeNY.gov, the Citywide Instructional Expectations and the 2011-2012 Progress Report regarding ELA.

The Common Core Learning Standards for ELA also encompass Science and Social Studies. These standards point to major shifts in our curriculum especially in our approach to the teaching of Science and Social Studies where we need to incorporate a broader sense of text based discussions, close reading of dense texts, informational writing inclusive of text based details and argumentative writing inclusive of text based details.

The sample exams on Engage NY point to a major shift in the types of multiple choice questions being asked on an ELA exam and a major shift for the writing prompts as well. This will influence our conversations in Guided Reading, text choice in Guided and Independent reading, writing prompts for on demand writing as well as the do-now, word work and test prep.

The Citywide Instructional Expectations have selected the aforementioned standards as a focus for the 2012-13 school year.

The progress report regarding our ELA performance indicates that 47.7% of our students scored on level 3 or above. This surpasses our peer schools (40.8%) and the city schools (44.8%). On the progress indicator our median adjusted growth percentile was 55.0 which fell below our peer schools (57.7) and the city schools (62.8). By aligning two units of study we will develop more effective strategies to both support and challenge our students across content areas.

### **Instructional strategies/activities**

In September we will schedule weekly meetings for classroom teachers with the Literacy Specialist. Teachers new to the school will be scheduled twice per week. In September, teachers new to the grade will examine the Common Core Learning Standards and all teachers returning to the same grade will review the Common Core Learning Standards. Grade level teacher teams are provided time (year- long) during a common prep and during our year- long school-wide 50 minute extended day on Wednesdays during which time our Literacy Specialist meets with teacher teams. Starting in December teachers will be provided with additional support, and per session pay, after school by appointment with our Literacy Specialist to reflect on the Standards and to discuss, design and align a unit of study in Science or Social Studies with the Common Core (focused on the selected standards). These units of study will be reviewed by the Literacy Specialist and the Principal and revised as needed.

**Strategies to increase parental involvement**

- All data, goals and progress toward goals are discussed with the School Leadership team which includes leaders in our parent community at our monthly meetings.
- Parents are invited to culminating units of study events such as Museum presentations where they are able to observe the integration of the informational text standards 1 & 10.
- Presentation at the January PTA meeting on the Reading Informational Text Standards 1 & 10, Writing Standard 2 (Grades K-2), Writing Standard 1 (Grades 3-8), Speaking/Listening Standard 1, Language Standard 6.

**Budget and resources alignment**

- Indicate your school's Title I status: xSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

Professional development will be provided by our Literacy Specialist to meet this goal. Our Literacy Specialist has followed the development of the Common Core Learning Standards and has attended workshops in this area. We have scheduled a fifty minute period on Wednesday's extended day for our staff to meet to work on Common Core alignment. The Literacy Specialist is available to meet with groups during this time. The Literacy Specialist meets with grade level teams weekly during a common prep period. New teachers are supported with two meetings per week with the Literacy Specialist, one with their partner teacher and one alone with the Specialist. The Literacy Specialist coordinates the schedule for meetings. The Literacy curriculum is co-created by the Specialist and grade team teachers. The Social Studies and Science curricula is co-created by grade team teachers. The aligned units of study will be sent to the Literacy Specialist and the Principal for review and will be revised as needed. Additionally, we have scheduled common prep periods for grade level teams to plan unit lessons.

### **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**

By June of 2013, 100% of the classroom Literacy teachers will align writing rubrics to the Common Core Learning Standards, to assess student work. By November 2012, 100% of the 6<sup>th</sup> – 8<sup>th</sup> grade teachers will use these rubrics to assess student work. By January 2013, 100% of the 3<sup>rd</sup> – 4<sup>th</sup> grade teachers will use these rubrics to assess student work. By June 2013, 100% of the K-2 teachers will use these rubrics to assess student work.

#### **Comprehensive needs assessment**

For the 2012-2013 academic year we analyzed data from a number of sources. We looked at the school report card and the results from the ELA state tests across all grades and the NYC School Survey.

The school report card noted that Amistad is 6.9 percentage points above our peer schools in ELA performance and 2.9 percentage points above NYC schools. Our average student proficiency is 2.87 as compared to the peer school's average of 2.79 and the city school's average of 2.87. In progress, however, we fell short of the peer school's median adjusted growth percentile and the city schools' adjusted growth percentile. Since writing is a strong component of the ELA exam and hence is reflected on the report card for progress we think that aligned rubrics will reflect a clearer indicator of our students' achievement in writing.

We looked at the teachers' responses for the NYC School Survey under the category of Academic Expectations. We examined the results regarding 'clear measures of progress for student achievement throughout the year' and the results for aligning curriculum, instruction and assessments. Although we did well in these categories with 61% of our teachers strongly agreeing that we have clear measures of progress and 43% strongly agreeing that we are aligned we noticed that a percentage of our teachers chose agree instead of strongly agree (36% for clear measures and 54% for alignment). We think that by aligning our rubrics, we will address both of these survey results making our measures clearer and aligned.

#### **Instructional strategies/activities**

In September/ October 2012 the Literacy Specialist and grade level teachers will review our rubrics in grades 6-8 against the Common Core for alignment. By November 2012, 100% of the 6<sup>th</sup> – 8<sup>th</sup> grade teachers will use these rubrics to assess student work.

In December 2012/ January 2013 the Literacy Specialist and grade level teachers will review our rubrics in grades 4-5 against the Common Core for alignment. By February, 100% of the 4<sup>th</sup> – 5<sup>th</sup> grade teachers will use these rubrics to assess student work.

By February 2013 the Literacy Specialist and grade level teachers will review our rubrics in 3<sup>rd</sup> grade against the Common Core for alignment. By March, 100% of the 3<sup>rd</sup> grade teachers will use these rubrics to assess student work.

By June 2013, the Literacy Specialist and grade level teachers will review our rubrics in grades K-2 against the Common Core for alignment. By June 2013, 100% of K-2<sup>nd</sup> grade teachers will use these rubrics to assess student work.

#### **Strategies to increase parental involvement**

- All data, goals and progress toward goals are discussed with the School Leadership team which includes leaders in our parent community at our monthly meeting.

- A web based grade book, Teacher Ease, is available for parents to see their child’s progress and performance in Language Arts in grades 5-8.
- Publishing parties are arranged at the end of writing genres, where parents are invited to attend and see their child’s performance inclusive of the rubric

**Budget and resources alignment**

- Indicate your school’s Title I status: x  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 x \_\_\_\_\_ Tax Levy    x \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

Professional development will be provided by our Literacy Specialist to meet this goal. Our Literacy Specialist has followed the development of the Common Core Learning Standards and has attended workshops in this area for two years. The Literacy Specialist meets with grade level teams weekly during a common prep period. New teachers are supported with two meetings per week with the Literacy Specialist, one with their partner teacher and one alone with the Specialist. The Literacy Specialist coordinates the schedule for meetings. The Common Core rubrics will be examined against our current rubrics and changes will be made to achieve alignment. The aligned rubrics for each unit of study will be co-created by the Specialist and grade team teachers. Rubrics for Science and Social Studies will also be assessed against the Common Core rubrics to achieve alignment. The rubrics for Science and Social Studies will be co-created by grade teams, reviewed by the Literacy Specialist and the Principal and adjusted as needed.

### **ANNUAL GOAL #4 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 #4**

By June of 2013, 100% of the students in grades K-5 will experience four Common core aligned units of study: two in math and two aligned to the literacy standards in ELA, Social Studies, and/or Science and 100% of the students in grades 6-8 will experience eight Common Core aligned units of study: two in math, two in ELA, two in Social Studies, and two in Science.

#### **Comprehensive needs assessment**

We looked at a variety of data including the Common Core Learning Standards, sample exams and curricula on EngageNY.gov, the Citywide Instructional Expectations, the Progress Report data for the 2011-2012 ELA and Math exam scores..

The Common Core Learning Standards point to shifts in instructional practice and instructional planning for Math, ELA, Science and Social Studies.

The sample exams and curricula on EngageNY.gov are based on the requisite shifts in planning and practice.

The Citywide Instructional Expectations for the 2012-13 school-year indicates this goal for students so that they “engage in more challenging assignments that will accelerate their learning, deepen their conceptual understanding”.

The progress report regarding our ELA performance indicates that 47.7% of our students scored on level 3 or above. This surpasses our peer schools (40.8%) and the city schools (44.8%). On the progress indicator our median adjusted growth percentile was 55.0 which fell below our peer schools (57.7) and the city schools (62.8). We want to strengthen our students’ experiences in using textual evidence in writing and in discussions across ELA, Science and Social Studies.

The Progress Report for Math indicates that we are doing well in performance with 71.3% of our students performing on level 3 or above. This exceeds the peer school percentage of 57.0 and the city schools’ percentage of 57.8. In students’ progress we fell below the median adjusted growth percentile of our peer schools and the city schools by 0.9 percentage points and 3.1 respectively. We want to strengthen our students experiences with Common Core aligned Math units.

#### **Instructional strategies/activities**

Teachers will: design units and/or upgrade units to align with the Common Core and the specific focal standards (see goals 2 & 3) These units will be reviewed by the Principal, Literacy Specialist and the Math Lead Teacher and will be revised as needed. The students will experience the units as they are developed and approved across the school year.

#### **Strategies to increase parental involvement**

- All data, goals and progress toward goals are discussed with the School Leadership team which includes leaders in our parent community at our monthly meetings.
- Provide parents with a hard copy of the DOE requirements for the development and alignment of Core Curriculum units in Social

Studies, Science and Math. They will also be shown how to access this information on the DOE web site at the February PTA meeting.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

Teacher teams will coordinate to teach the units within the context of our existing curricula. This means that depending on the unit and the curricula calendar for the content areas, our students will experience these units at various times during the school year. We have scheduled a fifty minute period on Wednesday's for teacher teams to meet. Additionally, we have scheduled common prep periods for grade level teams to plan unit lessons. Student's grades are monitored by the Principal, Assistant Principal, Literacy Specialist and Guidance Counselor three times per year.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> <li>• Literacy Intervention – Guided Reading / Interactive Writing/Writing to a prompt</li> <li>• Circular 6 Literacy – 7<sup>th</sup> &amp; 8<sup>th</sup> grades - Planning page for writing / writing to a prompt</li> <li>• 6<sup>th</sup> grade Literacy / writing to a prompt / planning page for writing</li> <li>• School-wide extended day – ELA / Writing / Word work / Close reading of dense texts</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group &amp; one-to-one</li> <li>• Small Groups</li> <li>• Small Group</li> <li>• Small Groups</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day – 2-4 times per week for each group</li> <li>• During the school day Middle school – circular 6 period – once per week for each grade</li> <li>• During the school day – once per week</li> <li>• Extended day – 50 minutes – one time per week</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Circular six Math – 7<sup>th</sup> &amp; 8<sup>th</sup> grades</li> <li>• School-wide extended day – Math</li> <li>• 6<sup>th</sup> grade – Math</li> </ul>	<ul style="list-style-type: none"> <li>• Small Groups</li> <li>• Small Groups</li> <li>• Small Groups</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day – Middle School – circular 6 period – once per week for each grade</li> <li>• Extended day – 50 minutes – one time per week</li> <li>• During the school day –</li> </ul>

	<ul style="list-style-type: none"> <li>• Web based math program (Time to know)</li> </ul>	<ul style="list-style-type: none"> <li>• Small Groups</li> </ul>	<ul style="list-style-type: none"> <li>once per week</li> <li>• During Extended Day</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Circular six Science – 7<sup>th</sup> &amp; 8<sup>th</sup> grades</li> </ul>	<ul style="list-style-type: none"> <li>• Small Groups</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day – Middle School – circular 6 period – once per week for each grade</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Circular six Science – 7<sup>th</sup> &amp; 8<sup>th</sup> grades</li> </ul>	<ul style="list-style-type: none"> <li>• Small Groups</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day – Middle School – circular 6 period – once per week for each grade</li> </ul>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Anger management</li> <li>• Home work</li> <li>• Academics</li> <li>• Shyness</li> <li>• Maturity</li> <li>• Independence</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-one</li> <li>• One-to-one</li> <li>• One-to-one</li> <li>• Small Group</li> <li>• One-to-one</li> <li>• One-to-one</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

The Amistad Dual Language School engages in the selection of highly qualified staff and we invest in the on-going training of our teachers. Parents, Teachers and Administrators form a hiring committee in May to interview candidates for upcoming vacancies. After the interview, we invite the candidates that we are interested in, to do a demonstration lesson which is observed by parents, teachers and administration. Using a rubric and observation notes the teacher scoring the highest number of points is selected.

To encourage professional growth our teachers set professional goals with the Principal each year and together they track the progress toward those goals. We offer weekly professional development sessions with our Literacy Specialist and we encourage inter-classroom visitations with colleagues. We allocate money for outside professional development and our teachers are invited to attend PD to further their understandings.

Student teachers that are placed in our school are observed by the principal as a means of attracting highly qualified teachers for perspective vacancies.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Benjamin Soccodato</b>	District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>311</b>
School Name <b>Amistad Dual Language</b>			

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

Principal <b>Miriam Pedraja</b>	Assistant Principal <b>Zoraida Hernandez</b>
Coach <b>Barbara McCarthy</b>	Coach <b>0</b>
ESL Teacher <b>0</b>	Guidance Counselor <b>Juan Bello</b>
Teacher/Subject Area <b>Olga Ramos- Technology</b>	Parent <b>Jackie Jones</b>
Teacher/Subject Area <b>0</b>	Parent Coordinator <b>Eulalia Lugo</b>
Related Service Provider <b>Juan Bello</b>	Other <b>0</b>
Network Leader <b>Derek Smith</b>	Other <b>0</b>

### 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	<b>1</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>16</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>3</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>329</b>	Total Number of ELLs	<b>99</b>	ELLs as share of total student population (%)	<b>30.09%</b>
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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. 

As part our registration process all families are given the Home Language Identification Survey (HLIS). A certified bilingual staff member meets with each individual family, including the child, and conducts an informal oral interview in English and in the home language.

Students that are identified as possible ELLs by the HILS form are administered the LAB-R in English to determine entitlement within the first 10 school days. Students whose native language is Spanish are administered the LAB-R in Spanish as well. Both LAB-R are administered by a bilingual teacher. The Bilingual Coordinator, Ms. Hernandez, notifies the families, via a letter, if their child is determined to be English Limited Proficient and are informed that they are entitled to support services in English via the Title III afterschool program. The HILS survey is filed in the child's cumulative record folder which each teacher receives and reviews in September or at the point of the student's admission. All students new to the NYC public school system are administered the HILS in English and in Spanish.

Parents interested in the Amistad K-8 dual immersion school (English and Spanish) attend a tour where a member of the administration presents a power point slide show in either English or Spanish on the language allocation of the school per grade (50% instruction in English and 50% instruction in Spanish). Middle school students and current parents lead the tour so they can answer questions about what they are seeing and the instructional program. At the end of the tour, the principal holds a question and answer period where parents can ask clarifying questions. Parents who select the school are interested in having their child receive instruction in both languages.

Once the students are enrolled in the school and it has been determined that they are ELL status, the assistant principal holds a meeting with the parents of the students. During this meeting the DOE video is showed to describe other options that are offered by the DOE. At the end of the video there is a question/answer period is held by the assistant principal to ensure that all parents understand all three program choice. At the end of the question/answer session the parents will make their selection on the DOE survey form which is then collected by the assistant principal. Parent surveys are kept in the student's cumulative folder.

Parents that indicate that they want a Dual Language Program will receive a placement letter, a copy of which is maintained in the student's cumulative file. Parents that select a program other than the Dual Language Program are referred to the office of student enrollment. The bilingual coordinator sends a letter every year to the parents of the ELL students informing them of their child's ELL status. These records are maintained in the office of the building coordinator. The trend in program choices indicates that the parents want their children in a Dual Language Program that mirrors the 50/50 program offered in our school.

The Testing Coordinator, Mr. Negron, reviews the results of the previous year NYSESLAT via ATS, to determine the ELL status for each child that was administered the test the year before. This information is used to determine testing modifications for the upcoming NYS exams in ELA, Math, Social Studies and Science. The information is also used to determine who is no longer an ELL and who

will take the NYSSLAT for the upcoming year. All teachers receive this data so they are informed as to who is an ELL in their class. Mr. Negron reviews the results of the LAB-R and the NYSESLAT on ATS, two weeks before the window for administrating the NYSESLAT opens, to ensure that he has an accurate list of students for the NYSESLAT exams. Classroom teachers administer the reading and writing portion of the exam and the listening and speaking portion is administered on a one-to-one basis by a licensed teacher.

The Data Specialist, Ms. McCarthy, disaggregates all the data from the LAB-R and NYSESLAT exams to determine the areas of strength, areas in need of improvement and also monitors change over time. This data is shared with all teachers at monthly PD meetings and is used to assist teachers in differentiating instruction for the ELL students in their classes.

## 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): English, 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)	2	2	2	2	3	2	2	3	2					20
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	2	2	2	2	3	2	2	3	2	0	0	0	0	20

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	99	Newcomers (ELLs receiving service 0-3 years)	65	Special Education	16
SIFE	0	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	11

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	65	0	3	23	0	8	11	0	5	99
ESL										0
<b>Total</b>	<b>65</b>	<b>0</b>	<b>3</b>	<b>23</b>	<b>0</b>	<b>8</b>	<b>11</b>	<b>0</b>	<b>5</b>	<b>99</b>

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

### 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
<b>TOTAL</b>	<b>0</b>													

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	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	20	29	13	36	17	33	16	36	7	44	6	35	7	36	10	34	2	43	98	326
Chinese																1			0	1
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other Urdu				1						1									0	2
<b>TOTAL</b>	<b>20</b>	<b>29</b>	<b>13</b>	<b>37</b>	<b>17</b>	<b>33</b>	<b>16</b>	<b>36</b>	<b>7</b>	<b>45</b>	<b>6</b>	<b>35</b>	<b>7</b>	<b>36</b>	<b>10</b>	<b>35</b>	<b>2</b>	<b>43</b>	<b>98</b>	<b>329</b>

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 65

Number of third language speakers: 3

Ethnic breakdown of EPs (Number):

African-American: 7

Asian: 7

Hispanic/Latino: 372

Native American: 0

White (Non-Hispanic/Latino): 36

Other: 6

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	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 Amistad Dual language school has two classes per grade. In grades K-5 we subscribe to the one teacher- both languages model. In grade 6 we implement the Core curriculum model; that is, one teacher covers Language Arts and Science and the other teacher covers Math and Social Studies. In grades 7 and 8 Math, Language Arts, Science and Social Studies are departmentalized. Grades 6-8 classes follow the same model and K-5; one teacher -both languages.

Our language allocation policy varies by grade to accommodate both conversational and academic language acquisition. In Kindergarten and first grade we follow an alternating day model based on a 10 day cycle. In second grade through fifth grade we use an alternating half-day model so that students are equally exposed to all content areas in both languages. In the half day model, students receive instruction in one language in the morning and another language in the afternoon. Cycles vary according to grade level. In second grade we use a one-week cycle. In third grade we use a two week cycle. In fourth and fifth grade the cycle varies from three to four weeks depending on units of study. In the middle grades 6th, 7th, and 8th, students are immersed in English for two weeks and in Spanish for two weeks.

In Amistad we exceed the mandated minutes for ESL instruction. All classroom teachers are certified as bilingual teachers and teach all subject areas 50% of the time in English and 50% of the time in Spanish using strategies they have learned in their coursework (TPR, Sheltered Instruction, SIOP, etc.).

All ELL students in grades K-5 are administered a base line assessment in reading, writing and math in September in both English and Spanish. Every month they are administered a periodic assessment in reading, in both English and Spanish, to determine growth and areas in need of additional support. Writing is assessed in both English and Spanish via rubrics for units of study and rubrics for on-demand writing. Math is assessed at the end of every unit of study in either English or Spanish.

Grade 6-8 students are administered a base line assessment in all content areas in English and Spanish. In math they are assessed a total of 5 times during the year in SS & Sci 3 times a year. In addition to these periodic assessments unit tests are administered in the language of instruction (Spanish or English) at the given time of exams. In literacy, students are assessed throughout the year in both English and Spanish via running records for reading and rubrics for the writing.

Teachers have received training from consultants from ASCD for the past 2 years, on how to differentiate instruction for all students, in all content areas, to ensure that ability levels, language acquisition and modality of learning are addressed. Teachers embed their curriculum with differentiated activities across all domains. A yearly quality review of the curriculum is done by administration to ensure that the needs of all ELLs and students with special needs are addressed and deliberately planned for.

All of our ELL-SWD students are held to the state standards. Teachers have a wide range of literacy materials in both English and Spanish which enable them to provide students with the appropriate leveled text which matches their entry level reading performance and spans a ladder of difficulty as the student progresses. Materials are purchased from various publishers and they are leveled using the

## A. Programming and Scheduling Information

Fountas and Pinnell system by the Reading Specialist, Ms. McCarthy, who is certified in ESL and Reading. All other content are materials are available in English and Spanish. Students who require supportive services such as SETSS/ guidance or speech, receive the services from a bilingual related service provider. These providers have materials in both English and Spanish and are supplemented by the materials housed in our resource room.

All ELL-SWD students are programmed to have classes with gen-Ed classes 1-2 times a week during dance or Physical Education classes. The self contained special education teachers monitor the progress of their students, using the same procedures that the general education teachers use (running records, conference notes, portfolio assessments, units testing and rubrics) to determine when a student is ready to be mainstreamed into a general education class at any given time during the year. Adjustments are made to the schedules to ensure that the student does not miss other content instruction when they are mainstreamed into the general education class for literacy or math.

There are currently no SIFE students enrolled in Amistad so we do not have a instructional plan in place for this school year. Our plans for ELLs (new comers, 4-6 years and long term) is reflected in our commitment to differentiated instruction. All teachers are trained to provide students the differentiated instruction that they need to move forward in language acquisition and in academic content areas. Additionally we disaggregate data to identify each students status in reading, writing, listening and speaking. This data informs the creation of small groups during our afterschool Title III program. For students that are ELLs with disabilities, we follow the IEP and we scaffold English language acquisition via abundant grade level materials in all content areas and access to clusters that offer instruction in English. Ex: library, music.

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	English and Spanish			
Social Studies:	English and Spanish			
Math:	English and Spanish			
Science:	English and Spanish			
Library	English			
Dance	English and Spanish			
Gym & Health	English and Spanish			
Music	English			

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

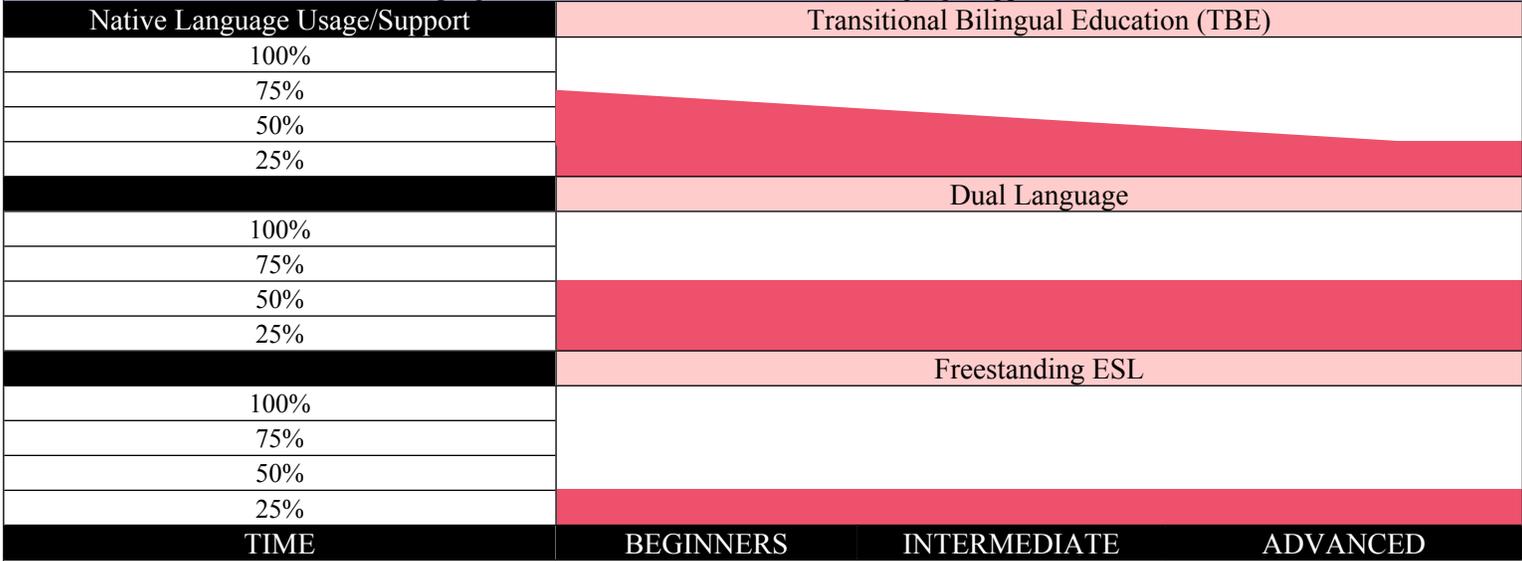
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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

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?

ELL students who are in need of intervention are identified by the classroom teacher based on their performance on the standardized tests and/or authentic assessments. The teachers provide the Reading Specialist with a list of students whom they recommend to receive support services. The students are scheduled by the Reading Specialist to meet with a bilingual reading teacher, every day for 30 minutes in small groups of no more than 5 students. Students who are Spanish dominant and require intervention will receive the support service in Spanish until they are assessed to be on level E (Fontas & Pinnell). Once the student approximates grade level in Spanish, the child will receive intervention in English if necessary. Students who are ELL and are dominant in a language other than Spanish receive the support services in English. Additional support in English is provided to ELL students and students with special needs via the Title III program that is offered once a week for one hour. The focus of all these services is to promote language development in English which will impact their performance on formative and summative assessments.

All ELL students in Amistad have equal access to all programs. All ELL students in Amistad participate in extra curricular activities, technology applications and hardware, and in school programs promoting a seamless student community. ELL students receive all notifications regarding programs and extracurricular activities offered by the school or specials that are brought to the school (Piano, C.H.A.M.P.S., Sports and Art in the School Program, Ballet Tech, Advantage Afterschool Program; Parent Association activities etc.) in English and Spanish. All of these programs are free to all students.

We have a myriad of reading materials in both Spanish and English in each of our K-6 classes and in our Language Arts (grades 7 and 8) classroom. The books have been leveled by the Reading Specialist and the Reading Intervention teacher in both Spanish and English as per Fontas & Pinnell. The libraries in the classrooms contain books in all genres with both expository and narrative books. To supplement these libraries there is a resource room where teachers and students can check out books that are organized by levels, language as well as genre. As part of the Connected Learning program, all 6th grade students, inclusive of students with special needs, will be receiving a desktop computer with applications they have learned to use in school. Teachers in grades 5, 7 and 8 will be provided with professional development so that they too can use the web based programs that scaffold students' learning. In addition, the school has two C.O.W.s (Computers on Wheels) that are used during the day on a sign-out basis to research information for projects. Each room has a Smart board which enhances lessons by providing all students, particularly ELLs, with comprehensible input and visual clues.

We follow the state mandates with respect to testing modifications. The Testing Coordinator, reviews the NYSESLAT results to identify the students who are eligible for extended time on tests. Modifications continue to be provided to ELLs up to two years after they have become proficient in English as per the results of the NYSESLAT.

Our newly enrolled ELL students receive a summer packet to give them a jump start on the curriculum in, Math, Social Studies, Science and ELA. They also receive a list of books with a broad range of ability levels, in English and Spanish that they should be reading as well.

### 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)?

In all our grades, English is used 50% of the time for instruction and Spanish is used 50% of the time for instruction. Both Kindergarten classes are comprised of 50% English dominant students and 50% Spanish students. They receive all of their instruction together as we have a one teacher- both languages model in grades K-8. We subscribe to the emergent literacy model in that students in Kindergarten and first grade receive guided reading in their native language first. When they are assessed to have reached level E, on their running record, guided reading begins in the second language. By the middle of first grade and above the students are receiving guided reading in both languages. ELL students below level E in the Spanish language (according to Fountas & Pinnell criteria) receive reading instruction in their dominant language (Spanish). Students with a home language other than Spanish or English are immersed in English during guided reading with ESL strategies to scaffold their acquisition of the English language.

Our language allocation policy varies by grade to accommodate both conversational and academic language acquisition. In Kindergarten and first grade we follow an alternating day model. Students are immersed in English or Spanish every other day on a ten day cycle (guided reading is done in the child's dominant language until they are on level E on their running record). In Second grade through Fifth grade we use an alternating half-day model so that students are equally exposed to all subject areas in both languages. In the half day model, students receive instruction in L1 in the morning and L2 in the afternoon. Cycles vary according to grade level. In second grade we use a one-week half-day cycle. In third grade we use a two week half-day cycle. In fourth through fifth grade the half day cycle varies from three to four weeks depending on the unit of study. In the middle grades 6- 8, Language Arts, Math, Science and Social Studies are taught in two week language cycles; two weeks in English and two weeks in Spanish. All classes in grades K-8 are taught by one teacher who instructs the content in both languages.

Our guided reading libraries are leveled using Fountas & Pinnell criteria. Our teachers are trained in guided reading as well as Interactive writing techniques. We strive to have all books in Spanish to be written by authentic authors whenever possible.

The curriculum in Amistad is aligned with State Standards. We use block programming and a workshop model to scaffold and frame both our balanced literacy instruction and our constructivist mathematics instruction. The Social Studies and the Science curriculum are also taught via the workshop model with project-based learning to heighten critical thinking, inquiry skills, methodology, and focused class discussions.

As a dual language school we closely monitor the progress of our English Language learners. All ELLs are identified (current, former, long term, and special needs) and their progress is assessed using all standardized data in core subjects as well as in-house data (running records administered monthly, rubrics for writing, math , social studies and science unit tests.) The results of students running records are charted on an on-line application which represents reading levels in a graphic format and enables the teacher and administration to see progress at a glance. Additionally, all of our classroom teachers are trained on how to use ARIS and analyze the data which contributes to our ability to identify and monitor the success of our ELL students.

Students in grades K-2 are acquiring English at a natural rate through the use of ESL strategies such as TPR, SIOP and Integrative language teaching. Beginning in 2nd grade we provide the ELL students with additional support through our Title III program offering after school language enrichment once a week for 1 hour in small groups of no more than 10 students. Struggling students, inclusive of ELLS, are identified for our extended day in literacy and math via standardized assessments and our DYO assessments. Former ELLS continue to receive support by attending extended day.

Literacy intervention is available for ELL students having difficulty in reading or writing. These students are provided services in small groups by a bilingual certified or ESL teacher. Their progress is monitored on a monthly basis and is charted by our Reading Specialist who has an ESL license. ELL students who receive services from the Intervention program are monitored against grade level benchmarks. The Intervention Program libraries and classroom libraries (both guided and independent) contain a wide array of leveled materials to accommodate students who are not yet meeting grade level benchmarks. We also have low level, high interest social studies materials for our 6-8 students.

All of our written communication is provided in English and Spanish.

The integration of technology (Smart Boards) into all grades provides our ELL students the opportunity to engage in hands-on learning techniques. This instrument affords our youngsters the opportunity to engage with language in a tactile fashion, and thereby enhances the acquisition of the English language.

Our Reading specialist, an ESL certified teacher, serves as a mentor to all teachers. She focuses on staff members who are in the process of completing the bilingual extension requirements as well as those who do not have a bilingual extension or ESL certification, on an on-going basis with an emphasis on understanding language development. We have on-going professional development programs for all personnel in our school to enhance differentiated instruction which serves to address the needs of all our students. Teachers use the strategies taught by the ASCD consultant and found in the Carol Tomlinson's books on differentiated instruction, ("How to Differentiate Instruction in Mixed - Ability Classrooms", "Fulfilling the Promise of the Differentiated Classroom") which all teachers have received.

All of our PTA meetings are conducted in both English and Spanish. Our bilingual Parent Coordinator who is in constant communication with the parents of ELL students advocates and arranges for workshops to accommodate the needs of our ELL parents.

In all our grades, English is used 50% of the time for instruction and Spanish is used 50% of the time for instruction. Both Kindergarten classes are comprised of 50% English dominant students and 50% Spanish students. They receive all of their instruction together as we have a one teacher- both languages model in grades K-8. We subscribe to the emergent literacy model in that students in Kindergarten and first grade, receive guided reading in their native language first. When they are assessed to have reached level E, on their running record, guided reading begins in the second language. By the middle of first grade and above the students are receiving guided reading in both languages.

As a dual language school we closely monitor the progress of our English Language learners. All ELLs are identified (current, former, long term, and special needs) and their progress is assessed using all standardized data in core subjects as well as in-house data (running records administered monthly, rubrics for writing, math , social studies and science unit tests.)

All of our classroom teachers are trained in using ARIS and in the analysis of data, which contributes to our ability to identify and monitor the success of our ELL students.

#### **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.

The professional development plan for all ELL personnel at Amistad is to focus on differentiated instruction, ESL strategies (i.e., slower speech, simplified language, Total Physical Response) and how to effectively use the Smart board. Staff will enhance their practice to ensure that all second language learners receive comprehensible input. Second language acquisition strategies will be reviewed and discussed at the DOE mandated professional development days and via the consultants from ASCD, Teaching Matters, weekly meetings with the Technology Consultant and at the monthly meetings with Reading Specialist. Teachers will continue to receive training on how to differentiate their instruction via the assistance from ASCD consultant and the Teaching Matters consultant. Smart board training is on going and is provided by the Technology Consultant and the Teaching Matters consultant to demonstrate how through the use of the interactive applications on the Smart boards they can scaffold the second language learners learning. The guidance counselor attends workshops offered by New Visions on the use of the web based grading system DATACATION, ACS workshop, Middle School, High School and Specialized High School application workshops . The parent coordinator has attended workshops a myriad of topics such as Conflict Resolution, Resources in the community, Technology training, Translation courses, Balanced Literacy, English Language Learners workshop, Early Childhood Literacy workshop and Issues Facing Today's Youth. All of this professional development helps my parent coordinator be more effect in her role and to gain more information. This enables her to be a better resource for our parents, particularly the parents of our ELL students.who frequently need assistance in navigating the DOE system.

## 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?

Parental involvement is a cornerstone of our school. Their participation in the governance of the school, their support of the instructional programs via fundraising and partners in the development of classroom projects are contributing factors to the caliber and success of the school. Each year we hold elections for the PTA. There are two slots for each officer position; one is earmarked for a Spanish speaking parent. All announcements and minutes from the meetings are translated into Spanish to ensure that parents of ELL students are informed. Simultaneous translations are done through the use of a audio transmittor and receivers for up to 40 parents which is used for all meetings.

Workshops for parents are arranged based on the input they give us via a survey conducted by the PTA or via the parent coordinator. The workshops have had a wide range, including but not limited to Overview of the School's Report Card, Cyber Safety for their children, Partnership in the Literacy Program, Understanding Constructivist Math, How to Provide Hoemwork Help, Nutrition for Healthy Families, and Gaining Computer Literacy. These workshops have helped parents become a active partner in their child's learning by understanding the basic premises and practices the children are acquiring in school. Workshops, such as Comupter Literacy, has afforded families with a viable entry level to the world that they had previously been excluded from.

The guidance counselor holds meetings for all ELL students parents and provides them an over view of the high school application process beginning in 7<sup>th</sup> grade. In 8<sup>th</sup> grade, he meets with the students on a one to one basis to give them orientation on how to select the most appropriate high school. Parents receive notices in Spanish and English letting them know of the upcoming open houses, school tours that the students will go to with the guidance counselor and inviting them to meet with him before the final submission of the application. ELL students who are interested in applying to the performing arts schools receive coaching from one of the arts teachers to prepare them for their audition. Likewise, for students who are interested in the Specialized schools, the math and or literacy teachers work with them in preparation of the entrance exam. All communication of any of these sevicees are sent home in English and in Spanish as well as a Global Connect call (school phone messaging system) in done in both languages.

Teachers who have completed the 7.5 hours of ELL training have the documentation placed in their personnel file which is housed in the main office.

## 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)	10	6	0	3	0	0	2	0	0					21
Intermediate(I)	0	7	10	8	4	2	1	1	1					34
Advanced (A)	10	1	7	5	2	4	3	9	1					42
Total	20	14	17	16	6	6	6	10	2	0	0	0	0	97

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>	12	0	0	0	0	0	0	0	0				
	<b>I</b>	0	6	1	0	0	0	0	0	0				
	<b>A</b>	7	5	3	4	2	0	4	4	0				
	<b>P</b>	0	3	13	12	4	6	1	6	2				
READING/ WRITING	<b>B</b>	19	6	0	3	0	0	2	0	0				
	<b>I</b>	1	7	9	8	4	2	1	1	1				
	<b>A</b>	0	1	7	5	2	4	3	8	1				
	<b>P</b>	0	0	1	0	0	0	0	1	0				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	4	2	0	0	6
5	2	2	2	0	6
6	4	3	0	0	7
7	5	5	0	0	10
8	0	2	0	0	2
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	2		3		1		0		6
5	0		2		4		0		6
6	2		3		2		0		7
7	0		5		5		0		10
8	1		1		0		0		2
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	1		3		2		0		6
8	1		2		3		0		6
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	4		2	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other <u>Spanish</u>		4		4
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)	0	0	0	0	0	0	0	0
Chinese Reading Test								

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

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

Across all grade levels we use Running Records on leveled books (Fountas & Pinnell) to assess the early literacy skills of our students. Running records are closely monitored by the reading specialist and the reading levels are formally reported 3 times a year via the Student Growth Monitor which is an on-line reporting system for reading levels.

School-wide data patterns for the NYSESLAT (ATS data) indicate that the majority of our students are on the Intermediate level – 44.16% (34 students). This is closely followed by the advanced level – 41.56% (32 students). We have 14.28% (11 students) on the beginning level.

Disaggregated data indicates that the majority of the beginning students are in 1st grade – 6 students, followed by 3rd grade – 3 students, and 6th grade – 2 students. The strongest cluster spread for the Intermediate level occurs in grades 1, 2, 3, & 4 with (7 students, 10 students, 8 students, 4 students respectively). The data for the Advanced level is widely spread across grades with the majority in 7th grade – 9 students, followed by 2nd grade – 7 students, 3rd grade – 5 students, 5th grade – 4 students, 6th grade – 3 students and 1 student in both 1st grade and 8th grade.

The school-wide aggregate performance for Listening & Speaking (NYSTART data) indicates that that a large majority of our students are proficient – 70%. This is followed by 22% in Advanced, 9% in Intermediate and 0% in the beginning level. The NYSESLAT data groups grades into bands because students in multiple grades take the same exam – wherein grades K and 1 are grouped together, grades 2, 3 & 4 are grouped together, grades 5 & 6, and grades 7 & 8. In all grade level groupings a strong majority of the students scored on the proficient level (grades K-01 = 54%, grades 2-4 = 85%, grades 5-6 = 56% and grades 7-8 = 100%.

The school-wide aggregate performance for Reading & Writing (NYSTART data) indicates that the majority of our students are on the Intermediate level – 39%. This is followed by the Advanced level -32%, Proficient level -17% and the Beginning level – 12%. The grade level bands indicate a staircase progression moving from Intermediate to Proficient. Bands K-1 and 2-4 have a majority of students on the Intermediate level (46% & 47% respectively. Band 5-6 has a majority of students on the Advanced level (63%) and band 7-8 has the majority on the Proficient level 50%.

We have 16 self contained special education ELL students. One student was not tested as indicated on the IEP. The breakdown for the remaining 15 students indicates that the majority of the students are on the Advanced level - 46.67% (7 students), followed by 40.00% (6 students) on the Intermediate level and 13.33% (2 students) on the Beginning level. The majority of the Advanced students are in 7th grade and the majority of the Intermediate students are in 4th grade. The beginning students are in 3rd grade and 6th grade respectively.

A Gender breakdown of the school-wide NYSESLAT indicates that 42 males were tested and 35 females were tested. The breakdown for male students indicates that the majority scored on the Intermediate level – 47.62% (20 students), followed by the Advanced level – 38.10% (16 students) and the Beginning level – 14.28% (6 students). The majority of females scored on the Advanced level – 45.71% (16 students), followed by Intermediate - 40.00% (14 students), and Beginning – 14.29% (5 students). The differences between genders are statistically insignificant and point to no area of concern.

We tested 31 ELLs in the ELA and the scores clustered around performance levels 1 and 2 ( 48.39% & 45.16%), followed by level 3 – 9.68%. We have no ELL students that scored level 4 in the ELA exam.

In math, we tested 31 ELL students in Math and the scores clustered around levels 2 & 3 (45.16% & 38.71%), followed by level 1 – 16.13%. We have no ELL students that scored level 4 in the math exam.

We tested 6 ELL students in the fourth grade science exam. The majority of ELLs (ARIS data) scored on level 2- 50.00% (3 students), followed by level 3 - 33.33% (2 students) and level 1 -16.67% (1 student).

As a 50-50 Dual Language model our students are immersed in both English and Spanish in all content areas. We carefully monitor success of our ELL students as well as the success of our students learning Spanish as a second language. We disaggregate and aggregate data to inform us of strengths and areas in need of improvement. We use assessment to drive instruction in both languages and language conversations surround all of our actions and goals. The in-house assessments that we have designed are used equally in both languages. Examples include Running Records, Writing Rubrics (Literacy DYO), Math benchmark exams (DYO) unit test and conference notes. Although our data points to our success with moving English Language Learners through the levels toward proficiency we continue to reflect on our practices through weekly teacher meetings, cabinet meetings and PD workshops to enhance and differentiate our practice. We look for trends in data and define groups accordingly. Additionally, we look for trends in standardized documents and refine our goals accordingly. We have for example, identified persuasive / argumentative writing as a focus for our middle school circular 6 groups based on obvious trends in the Common Core State Standards.

We teach reading in the dominant language be it English or Spanish until a child reaches an instructional reading level of E (Fountas & Pinnell). This usually occurs late in Kindergarten or early First Grade. We believe that at this point the students have had a great deal of immersion into the second language and are hence ready to begin second language lessons in literacy. In Kindergarten (before level E) we assess our students in Concepts about Print, Letter Identification, high frequency reading vocabulary and reading of patterned texts in the language of dominance. Once the student reads at level E in the dominant language we introduce guided reading instruction for both languages. We incorporate assessment into our teaching via running records in both English and Spanish. After each guided reading lesson the classroom teacher takes a running record (2 students per group in Early Childhood K-2 and 1 student per group in Elementary. These running records are accurately coded and are analyzed for fluency, percentage of accuracy and self correction rate. In addition the running records are analyzed to include the information that the student used at the point of difficulty which we use as an indicator of strategies that the student is using. On the initial running record we incorporate a retelling to guarantee that the chosen level of text is comprehensible. The benchmark running records are on books that have been discussed during guided reading lessons. We use the same assessment strategy for our English Proficient Students and our Spanish Proficient students. In writing, we publish each writing genre in English and in Spanish. We use rubrics to measure success in both languages. The rubric is available in both languages and the measures are identical.

Our expectation is that our English Proficient students (at level E and above) will read one level below the English level when reading in their second language (Spanish). The same is true for the Spanish Proficient Students. This expectation is held for grades one through three. From fourth grade on we expect our students to read on grade level for both languages.

Disaggregated data that identifies English Proficient students indicates that on the ELA exam the majority of our EPS scored on level 3 (52.81%), followed by level 2 (43.29%), level 4 (3.46%) and level 1 (0.43%).

Disaggregated data that identifies English Proficient students indicates that on the Math exam the majority of our EPS scored on level 3 (52.81%), followed by level 4 (24.24%), level 2 (22.08%) and level 1 (0.87%).

The success of our program for ELLs is monitored in numerous ways. All Ell students are identified for each classroom teacher and each classroom teacher is skilled at differentiating instruction according to individual needs. We examine and disaggregate all standardized data for ELLs (NYSESLAT, ELA, Math & Science) to identify any relevant patterns and /or areas in need of further review. We have an on-line system to report reading levels in English and in Spanish three times over the year. This data is carefully reviewed by the Reading Specialist. Students that fall below our benchmark levels are identified and assessed to determine next steps. We provide an after school program for our ELL students. We compare longitudinal data across years via the NYSESLAT to look for progress and identifiable patterns.

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** Amistad Dual Language School

**School DBN:** 06M311

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Miriam Pedraja	Principal		10/14/12
Zoraida Hernandez	Assistant Principal		10/14/12
Eulalia Lugo	Parent Coordinator		10/14/12
0	ESL Teacher		1/1/01
Jackie Jones	Parent		10/14/12
Olga Ramos- Technology	Teacher/Subject Area		10/14/12
	Teacher/Subject Area		1/1/01
Barbara Mccarthy	Coach		10/14/12
	Coach		1/1/01
Juan Bello	Guidance Counselor		10/14/12
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 06M311**      **School Name: Amistad Dual Language School**

**Cluster: 05**      **Network: N532**

**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**

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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.

During the application process to our school, parents fill out forms indicating their home language. At registration they are interviewed to fill out the HILS form and have open access to the parent coordinator who arranges necessary translations for parents.

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.

Our findings have indicated that written translations for all correspondence and oral interpretations for all meetings and communications have improved our home school connection. Therefore, all information regarding notices, data, and student performance are translated and provided to the parents at all Parent-Teacher Association meetings, all mailings and email correspondence. We also translate all telephone calls that we send through Global Connect.

## Part B: Strategies and Activities

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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.

Amistad is a dual language program that meets the needs of the community. The Amistad staff, inclusive of administrators, teachers, paraprofessionals, parent coordinator, school aides, and secretaries are bilingual (Spanish and English). The staff is able and available to communicate with parents in their home language. All materials going home are translated by the bilingual coordinator or by the parent coordinator who is currently enrolled in a translation course to enhance her skills. In addition, we have available translation equipment at all PTA meetings or any other meetings or events where parents may require the service.

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.

Our findings indicate that that our translation/interpretation services have had a positive impact on the number of parents attending meetings. In-house school staff or parent volunteers provide oral interpretation at all meetings and we have translation equipment available for all meetings to meet the needs of our parents.

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>.

The school sends out all notices, letters, PTA newsletters and postings in both Spanish and English. All meetings are conducted in both languages or interpretation is done using translation equipment. The Parent's Bill of Rights is distributed at the Parent Teacher Association meeting at the beginning of the year. Safety procedures are disseminated in both languages at PTA meetings and via notices. The staff at Amistad is bilingual so interpretation notices are not required.

## 2012-13 Comprehensive Education Plan (CEP)

### 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: Amistad Dual Language School	DBN: 06M311
Cluster Leader:	Network Leader: Ben Soccodato
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 83
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
# of certified ESL/Bilingual teachers: 6
# of content area teachers: 1

### 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: The Amistad Title III After School Program will target 83 ELL students in grades 1-8. Teachers will review the NYSESLAT data and make recommendations of which students should be selected. ELL students require additional support and opportunities to develop oral and academic language as well as their literacy skills. The After School ESL program will integrate math, science, and literacy to support development in both content knowledge and literacy skills. Teachers will differentiate instruction and employ second language acquisition strategies to support academic language development and writing skills. Instruction will be differentiated based on individual student needs using student's strengths as a starting point. In writing, teachers will focus on developing and strengthening students' on-demand writing skills. They will focus on scaffolding extended response in writing through the use of pre-writing organizational structures and prompts. ELL students will develop their English oral language skills which will have an impact on their English literacy skills and their performance on the NYSESLAT exam and class work. On-going assessments such as running records, conference notes will be administered to monitor student growth and to drive instruction. Six bilingual certified teachers, will service groups that are no greater than 10 students. The groups will be organized by grade level. The program will begin on October 31, 2012 and end in May 2013. They will meet once a week for 1 hour for a total of 26 sessions. The Assistant Principal, who is a certified bilingual educator, will coordinate and supervise all aspects of the program. The instructional materials will be DOE approved which will be appropriate, high interest, leveled and specifically designed for ELL students (Kaplan's NYSESLAT Test Prep materials, Benchmark libraries, use of Smart Board, DOE vendor Attanasio Social Studies/Science libraries).

### 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: All teachers at Amistad have received their masters in bilingual education and or have their Bilingual Extension. All teachers continue with their professional development by attending workshops offered by Higher Institutes of Education, DOE and other institutions such as Teaching Matters or Heinemann either during the year or during the summer. No Title III allocation will be used for professional development as other monies are scheduled to cover this.

Teachers are provided with professional development in order to enhance their knowledge and experience in differentiated instruction based on individual student needs. The professional development also allows teachers to increase the support of oral and academic language as well as their

**Part C: Professional Development**

literacy skills that will in turn increase the opportunities for students to become proficient in the NYSESLAT. This year the teachers will continue to receive professional development on Danielson's Component 3B in September and again in June. This professional development will be done during the day where teachers, in small groups, will be released for 1/2 day to attend an house workshop with the consultant with a follow up of a one to one session with such, to discuss their individual needs on questioning and discussion techniques. In addition grade 4 and 5 teachers will receive professional development from a Time to Know consultant. Time to Know is an on line math program to support differentiated instruction in math. The consultant will provide a 1/2 day workshop to the grade 4 and 5 teachers who will be released to attend the in house workshop. The consultant is scheduled to come weekly to provide further support to staff. This service will be provided from October 2012 to May 2012.

**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: The Title III program’s parental component will consist of Computer Literacy workshops. Each workshop will run for 1 hour per week until May 2012. They will be conducted by a technology consultant and by our technology teacher. The goal will be to engage parents in Smart board and computer activities that will expose them to the academic language their children are learning in school. Through the interactive activities and the employment of other strategies (Total Physical Response), parents will acquire language and skills that will enable them to become more involved in their child’s instructional program and reinforce the home – school connection. Parents will record the vocabulary they acquire in their own notebooks. Parents are notified of these activities by our telephone communication system, Global Connect, letters sent home via mail, and follow up phone calls made by our Parent Coordinator. Title III parents will be invited to attend ESL classes that will take place in the school from 8:30 to 12:00 pm , Monday through Thursday beginning in October and ending in January.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$

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