



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

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

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

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

SUPERINTENDENT: DOLORES ESPOSITO

**SCHOOL: (09X218)**

**ADDRESS: 1220 GERARD AVENUE, BRONX NY 10452**

**TELEPHONE: 718-410-7230**

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

SCHOOL ADDRESS: 1220 GERARD AVE.

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

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

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>TBD</u>
PRINCIPAL:	<u>Leticia Rosario</u>
UFT CHAPTER LEADER:	<u>Elba Rodriguez</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Florencia Ayala</u>
STUDENT REPRESENTATIVE: (Required for high schools)	<u></u>

**DISTRICT AND NETWORK INFORMATION**

DISTRICT: 09 CHILDREN FIRST NETWORK (CFN):

NETWORK LEADER: Sandra Litrico Pappas

SUPERINTENDENT: Dolores Esposito

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

Name	Position and Constituent Group Represented	Signature
Leticia Rosario	*Principal or Designee	
Elba Rodriguez	*UFT Chapter Leader or Designee	
Florencia Ayala	*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	
Meli Camp	Member/Parent	
Naury Cruz	Member/Parent	
Jose Gutierrez	Member/Parent	
Nadia Reyes	Member/Parent	
Katie Alywin	Member/Parent	
Patricia Joseph	Member/Teacher	
Alan Meyerhoff	Member/Teacher	
Amanda Roman	Member/Teacher	
Gisela Rivera	Member/Teacher	
Natividad Segura	Member/Teacher	

## SECTION VI: ACTION PLAN

### ANNUAL GOAL #1 AND ACTION PLAN

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

#### **Annual Goal #1**

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

**Lesson Implementation:** By June 2013, the school will improve lesson planning and lesson implementation in order to align instruction to the new Common Core Standards and increase the percentage of students meeting and or exceeding the new State Standards by 3-5% in ELA as evidenced by the State Standardized exams across grades 3-8.

#### **Comprehensive needs assessment**

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

In English Language Arts grades 3-8 for the 2011-2012 academic year the number of students meeting and exceeding the Literacy standards remained the same as they were in the 2010-2011 academic school year at 41% meeting and exceeding standards. This translates to 59% of the school population not meeting and exceeding the ELA standards for NYS. In Math we have also remained the same at 58% of our 3-8 grade students meeting and exceeding the math standards. This translates to 42% of our school population not meeting and exceeding the Math standards for NYS. These findings indicate that the school must continue to focus on implementation of the Common Core Standards as well as the NYC mandated goals. In order to build a stronger connection between teacher instruction and practice in the new standards, lesson planning and lesson implementation must be strengthened through teacher observations and professional development.

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

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

#### **ALL TEACHERS/COACHES/CONSULTANTS**

#### **DURATION Sept – June 2013**

- Administration/September: Schedule common preps K-5 at least three times a week to provide time for teachers to plan with their partners, flush out lessons based on data and the Common Core Learning Standards and look at student work to inform instructional next steps.
- Consultants / CFN personnel / Administration / Ongoing: Improved protocols for looking at student work in order to inform instructional moves and practice.

- Teachers/ Administration: /Summer 2012/Ongoing: Work on the design and the fine tuning of Common Core Units that will be used to meet the new City mandates of at least four Common Core units in Elementary and Eight in the Middle School
- Administration/Consultants/Ongoing: training in the new math alignment based on Common Core Standards, focus on the depth of knowledge in various performance indicators.
- Administration/Vertical Curriculum Planning Team//Ongoing: Better Cross Curricular/grade alignment to support student Cross Curricular connections and learning.
- Administration/ Consultants/ Teachers: Ongoing: The grade teams led by their assistant principals, colleagues and or consultants will continue to plan collaboratively to create and administer uniform grade level rigorous tasks. They will continue to align curriculum to the Common Core Learning Standards and discuss effective lesson implementation using alignment protocols, rubrics, and norming of scores.
- Administration/Consultants: September//Ongoing: Continued exposure to the Danielson Framework as a guide to improving teacher practice with a focus on how to better their practice. Teachers will have opportunities to set goals for themselves through conversations with peers and administration. These goals will be monitored through frequent observation cycles and through teacher reflection and Principal /AP feedback.
- Administration/Ongoing: We will continue to fine tune our observation format to better support teacher practice, this will be done by collecting information from staff during pre and post conferences and during team meetings.
- Administration/Consultants/ Ongoing: Consistently provide timely written feedback to teachers on informal and formal observations of lessons utilizing specific goal aligned criteria.
- Administration/Consultants/Teachers/Ongoing: Support peer review of lessons observed in real time or in videos to provide collegial feedback on teacher practice and share best practices utilizing the Danielson Framework and the Common Core Learning Standards
- Administration/Teachers/Ongoing: Focused inter-visitations will be conducted in order for teachers to receive peer feedback and share best practices
- Administration/Coaches/Consultants/CFN/Ongoing: Staff will be able to request support in areas of need. These requests will be discussed in pre and post observation conferences as well as during team meetings. Support will be provided via readings, videos (Engage NY or ARIS), one to one sessions or in group based on needs and staff preference.
- Consultants/Ongoing: Such as Junior Great Books (focus on questioning/accountable talk), AUSSIE (focus on writing, lesson implementation and curriculum), and our CFN (support on the incorporation of DOK) will provide teachers with professional development and critical feedback on their work.
- CFN/ Ongoing: Walkthroughs will be conducted by our CFN personnel in order for teachers to get outside feedback on their work.
- Administration/ Consultants/Coaches: Focus on how daily student progress is monitored with the use of focused observation forms and improved conferencing to set and monitor student goals.
- Teachers/Administration: Ongoing: Continued incorporation of UDL and Scaffolding Strategies in lesson plans to support meeting the needs of all learners across all subjects. In K-2 focus on the development of learning stations that support the learning of strategies and support the development of student independence. In grades 3-8 looking at providing students with multiple ways to illustrate their learning.

- Teachers/Ongoing: All subjects will incorporate and directly teach key content, academic and essential vocabulary (content language) to support all learners.
- Teachers/Ongoing: Will provide time for students to manipulate newly acquired vocabulary in listening, reading, speaking, and writing as learned from our work with Margarita Calderon and Dr. Lilly Wong Fillmore.
- Teachers/Ongoing: Use of technology to support all learners such as Smart Boards, computers, data base (Safari Montage) overhead projectors etc.
- Administration/Consultants/Ongoing: Support of cluster teachers to ensure their alignment to our central work

### **Indicators of Interim Progress and/or Accomplishment**

- As measured by Common Core unit aligned assessments.
- Improvement of teacher practice as evidenced by informal, formal observations, feedback from walkthroughs and peer feedback that reflect growth evidenced by the level of performance in the Danielson rubric.

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Varied workshops and/or classes will continue to be held in order to support parents' understanding of the Common Core Standards and how they affect how teachers conduct their work.
- Parent student projects with celebrations that support parent understanding of the Common Core units and teacher/student expectations
- Family Learning Nights that give parents an opportunity to experience what their child does in the classroom to further support school/ home communication
- Progress reports will be sent out in between marking periods to provide parents information on student progress
- Meetings such as, the Parents Association meetings, the Principal's Coffee meetings, ARIS Parent Link training, specific parent grade level meetings will be held to continuously inform parents of our work

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - AUSSIE consultants (one K-5 and one 6-8): \$25,000
  - Junior Great Books consultant (one): \$25,000
  - NEW TESTING PROGRAM: MCLAS 3D Reading: \$26,097
  - BrainPop: \$2,345
  - The NY Historical Society: \$1,575

- Safari Montage: \$1,450
- Chess-in Schools: \$2,500
- Data Specialist:\$41.98
- CFN: \$34,000
- Training rate for professional development: \$19.12
- Administrative per session: \$43.94
- Materials (text books, trade books, computer programs): NYSTL \$21,086, \$10,356 \$8,949
- Targeted Reading Intervention, Targeted Math Intervention \$6,271
- ELA/Math Test Prep materials \$5,895
- Internet resources: Common Core State Standards Library, Engage New York, Aris Learn

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

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

**Writing:** To continue to increase the students' ability to write Common Core aligned writing pieces as evidenced by growth on the Common Core aligned rubrics measured through Baseline, Midline and End line assessments by June 2013.

### **Comprehensive needs assessment**

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

Based on the 2011-2012 ELA results in Grades 3-8 as well as the ECLAS2 and EPAL results in Grades K-3, the data revealed that the majority of students in all grades did not perform at standard in the writing sections of all standardized exams including the State Math and Science. Collectively, students did not receive the maximum points possible for their written responses.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - f) staff and other resources used to implement these strategies/activities,
  - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - h) timeline for implementation.
- Teachers/Administration/Ongoing: Incorporation of writing elements into all student rubrics across all content areas
- Administration October: Creation of a Library Writing Center that will facilitate writing across the building. There will be a Writing Specialist manning the site and the space will be used to highlight student writing and support the reading/writing connection. The Writing Specialist will work with teachers to support writing across all genres. The space will also serve as a site for poetry cafes, interclass/inter-grade sharing, and at times be open to parents in order for them to view our work.
- Administrators/ Lead Teachers: Development of Student Professional Portfolios that will provide evidence of student writing across the four core subjects and support student self monitoring grades 3-8.
- Teachers/Consultants/ Ongoing: The incorporation of more rigorous writing tasks that require students to use textual support to defend an opinion or a point
- Teachers/ Ongoing: In grades 3-5 Incorporation of script classes to improve students ability to write clearly
- Teachers: Ongoing: provide opportunities for teacher to look at student writing with specific protocols and across subject areas and grades with a lens towards informing next steps in instruction and improve inter-grade alignment
- Administration, Consultants (Junior Great Books and AUSSIE)/coaches: will provide professional development in the use of questioning to improve students accountable talk in order to improve the quality of student writing (ex. voice, content, development of ideas, elaboration) and critical thinking.

- Teachers/Administration Ongoing: Students will have many opportunities to write in all subjects including the arts
- Teachers/Ongoing: Writing will be taught explicitly in ELA and in the content areas specific aspects of content writing will be emphasized
- Teachers/Ongoing: Anchor pieces and mentor texts will be used to model grade standard work
- Teachers/Writing Specialist/ Administration Ongoing: Clear criteria will be provided to students in the form of criteria charts and/or rubrics that are based on the Common Core Standards
- Teachers/Ongoing: Teachers will provide clear and precise feedback on student writing based on the criteria provided in the rubric
- Consultants/Ongoing: Continued professional development for teacher in the area of writing
- Teachers/ Parent coordinator: Parent/student writing projects with celebrations and supports
- Teachers/Administration: Bi annual: Family Learning Nights where staff can support learning activities

**Indicators of Interim Progress and/or Accomplishment**

- Results of Baseline, Mid and End line assessments scored with normed Rubrics, individual / class / grade summary sheets that track progress and show growth over time

**Strategies to increase parental involvement**

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

- Workshop(s) will be held in *How to Support Student Writing at Home*
- Student writing portfolios will be shared with parents to inform progress and next steps
- Meetings such as, the Parents Association meetings, the Principal's Coffee meetings, ARIS Parent Link training, specific parent grade level meetings will provide parents with information in this area
- Parents will be invited to attend Writing Celebrations on various grades

**Strategies for attracting Highly Qualified Teachers (HQT)**

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

We will continue to support the teachers in their ongoing education which will lead to the completion of a license making them highly qualified teachers. Teachers will only be programmed based on their area of expertise and licensing. We anticipate that by the end of the 2013 school year, these teachers will be considered highly qualified teachers. We continuously strive to hire highly qualified teachers by employing bilingual teachers. In addition, we reach out to the DOE Human Resources department as well as local universities such as Bank Street, New York University, Fordham, Lehman and Mercy College.

**Service and program coordination**

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

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

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

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

Under Title I the school coordinates meetings with parents such as, the Parents Association meetings, the Principal's Coffee meetings, ARIS Parent Link training, specific parent grade level meetings. The parent coordinator and the Parent Association President ensure that school information is provided via newsletters and/or memos sent home. Specific meetings are held to discuss Title I Funding and activities such as the School Leadership Team Meetings. Surveys are given to parents to gather data on programs and the feedback is shared with the whole community. Varied workshops and/or classes will continue to be held in order to support parents.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - Consultants (Junior Great Books: \$25,000, AUSSIE: \$25,000 )
  - Teachers and Writers Collaborative TBD
  - Writing Specialist: \$TBD
  - All school instructional staff: \$6,486,167
  - Internet resources: Common Core State Standards Library, Engage New York, Aris Learn

## ANNUAL GOAL #3 AND ACTION PLAN

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

### **Annual Goal #3**

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

**Special Needs:** By June 2013, we will increase by 3-5% the number of Special Education students meeting the ELA State Standards as evidenced by the 2012-2013 ELA State Exam.

### **Comprehensive needs assessment**

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

Based on the school's report card, under School Accountability, Students with Disabilities did not meet AYP (Adequate Yearly Progress) in the area of English Language Arts for the second year in a row. Collectively as a school, students did not make significant progress in ELA. In fact, overall student progress was at 41% for the 2011-2012 school year, which remained unchanged from the 2010-2011 school year. The school's population from grades K-8 is comprised of 901 students, 13% of which are special needs students and 37% of which are ELLs (English Language Learners). Based on our extensive analysis of school, teacher and state data, there is an overall need to focus on English Language Arts strategies in the areas of decoding/writing in grades K-2, vocabulary, inferencing and writing in grades 3-8.

### **Instructional strategies/activities**

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

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

- To support teachers in the understanding and use of flexible programming to meet student needs
- To train teachers in the development of IEPs that reflect special education as a service and not a placement (flexible programming)
- Train staff to incorporate UDL into lessons and units to improve student progress
- To provide opportunities for teachers to share best practices, strategies and interventions that has proven effective with struggling students.
- Work with our Special Education Liaison to improve teacher practice, incorporate standards based strategies and interventions to support student progress.
- Development of an improved student support team that will pull out and push in to support students in Tier 2

- Creation and implementation of more tier one supports for students at risk such as centers, differentiated instruction, scaffolding, and grouping.
- Increased communication with parents of special needs students so that they deeply understand the supports offered to their child and the new flexible programming.

Administration and IEP teacher: Mandatory meetings

- Widening of the Special Education Academic Institute to include more staff members
- To share information and ideas with other colleagues.
- To create opportunities for teachers to discuss student information and progress with related service providers so that IEP meetings are targeted and cohesive.
- Teachers will develop and implement Action Plans for targeted (special needs, ELLs and “at risk”) students in both reading and writing using rubrics and benchmarks to monitor progress
- Teachers will identify and monitor students who are not progressing academically or at expected rates to inform targeted changes to Action Plans.
- Teachers will also plan within their grade teams to align instruction to meet students’ needs using targeted intervention and curriculum based materials.
- Professional development on best practices that support students exhibiting academic and behavioral issues (use of PRIM and development of BIPs)

Administration/September/Ongoing: the continued development of the RTI Team:

- The RTI Team will have a core team that will consist of the two instructional leads, a social worker and an administrator. This team will call upon different individuals on a case by case necessity.
- The RTI team will continue to collaborate to develop and strengthen the basic skills of low performing students through interventions.
- The RTI team will continue to collaborate to develop an intervention plan that will differentiate instruction for each “at risk” student. The plan that will delineate specific teacher moves, interventions provided by support staff, student friendly language to ensure student understanding as well as parent interventions.
- The RTI team will develop intervention programs in Literacy and Math that will target the needs of low performing students

**Indicators of Interim Progress and/or Accomplishment**

- IEP SMART goals will be monitored using formative assessments and progress reports
- Performance on interim and predictive assessments
- Formative classroom assessments (MCLAS3D)
- A 3-5% increase in the progress of students in K-2 grade based on the MCLAS 3D
- A 3-5% increase in the number of students meeting or exceeding State Standards as evidenced by the ELA State Exam in grades 3-8.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Workshops that focus in on Special Needs students and English Language Learners will be offered to parents
- Communication between home and school will be facilitated by the IEP teacher, the School Based Support Team, and other key staff
- Progress reports will be sent out in between marking periods to provide parents with opportunities to support their child in specific areas
- Meetings such as, the Parents Association meetings, the Principal's Coffee meetings, ARIS Parent Link training, specific parent grade level meetings will also disseminate information on this population.

**Strategies for attracting Highly Qualified Teachers (HQT)**

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

We will continue to support the teachers in their ongoing education which will lead to the completion of a license making them highly qualified teachers. Teachers will only be programmed based on their area of expertise and licensing. We anticipate that by the end of the 2012 school year, these teachers will be considered highly qualified teachers. We continuously strive to hire highly qualified teachers by employing bilingual teachers. In addition, we reach out to the ISC Human Resources department as well as local universities such as Bank Street, New York University, Fordham, Lehman and Mercy College.

**Service and program coordination**

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

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

The students in temporary housing receive services provided by the school guidance counselor in order to ensure their social emotional wellbeing. Academic interventions will be provided based on data. These students will be monitored for progress and their programs will be adapted as information is collected. These students are closely monitored by the Response to Intervention team. Through Title III ELL students receive supplemental support services to support their academic standing.

Under Title I the school coordinates meetings with parents such as, the Parents Association meetings, the Principal's Coffee meetings, ARIS Parent Link training, specific parent grade level meetings. The parent coordinator and the Parent Association President ensure that school information is

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

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - CFN support staff (CFN\$34,000)
  - Inquiry Team \$8,800
  - Per session: \$41.98
  - All school instructional staff: \$6,464,161
  - Internet resources: Common Core State Standards Library, Engage New York, Aris Learn

Materials: Junior Great Books (\$25,000), , RTI materials: Targeted Reading Intervention, Targeted Math Intervention TBD, Safari Montage Server Program \$1,450

**Service and program coordination**

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

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

The students in temporary housing receive services provided by the school guidance counselor in order to ensure their social emotional wellbeing. Academic interventions will be provided based on data. These students will be monitored for progress and their programs will be adapted as information is collected. These students are closely monitored by the Response to Intervention team. Through Title III ELL students receive supplemental support services to support their academic standing.

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**ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	116	116	N/A	N/A	7	0	0	9
1	123	123	N/A	N/A	6	1	0	3
2	95	95	N/A	N/A	8	0	0	7
3	93	40	N/A	N/A	13	0	0	5
4	82	30	82	N/A	4	0	0	5
5	83	30	N/A	N/A	6	1	2	2
6	86	50	0	0	9	0	0	5
7	150	50	0	0	16	0	1	1
8	103	40	30	0	13	0	1	1
9								
10								
11								
12								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on MCLAS3D or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Name of Academic Intervention Services (AIS)	Description
<b>ELA:</b>	During the school day teachers pull-out and push-in during literacy to address target students on a one to one or small group basis. Guided reading and differentiated groups are used to support student needs. All students in grades K-2 also receive AIS services in extended day. Targeted students in grades 3-8 also receive AIS services during extended day.
<b>Mathematics:</b>	During the school day students are pulled out or teachers push in to small groups using Math Interventions based on performance indicators. All students in grades K-2 are supported during extended day. Targeted students in grades 3-8 also receive AIS services during extended day
<b>Science:</b>	Students in the fourth grade are provided extra support during our Saturday Academy. Our eighth grade students receive support during our morning, afterschool or Saturday Academy. Students may also request support sessions at different times such as early morning and or lunch. During the ELA Non-Fiction unit students are instructed in how to address content based information. There are cross curricular connections made between ELA and the content areas throughout the school year.
<b>Social Studies:</b>	Students in grades 3-8 are provided extra support during our Saturday Academy. Students may also request support sessions at different times such as early morning and or lunch. During the ELA Non-Fiction unit students are instructed in how to address content based information. There are cross curricular connections made between ELA and the content areas throughout the school year.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Our guidance counselor and our mandated counselor pick up students on a regular basis based on need throughout the year. The RTI and the CIT committees refer students for these services. The At-Risk counselor services approximately 40+ at-risk and mandated students from K-8.
<b>At-risk Services Provided by the School Psychologist:</b>	The Bilingual School Psychologist, Ms. Benzaquen, ensures effective management of the evaluation process and administers timely psycho-educational assessments to determine eligibility for Special Education Services. She also facilitates IEP Meetings and serves on school level committees such as RTI and CIT committees. She services at risk students on a as needed basis for varying lengths of time.
<b>At-risk Services Provided by the Social Worker:</b>	We also refer students and their families at risk to our CBO WHedco who has a worker at 218 who can provide family counseling both during and after school hours. Our Bilingual School Social Worker provides consultative and support services to students, parents and school personnel. He also conducts Social History updates and classroom observations as needed from the RTI and CIT committees. He services at risk students on a rotating schedule.
<b>At-risk Health-related Services:</b>	Students that have any health related issues are overseen by our nurse, Ms. Echols. A 504 plan is enacted and followed by any relevant staff members. The number of students seen vary on need.

## PS/MS 218 PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

## STUDENT / PARENT / SCHOOL COMPACT

(September 2012/January 2013)

We will Support our community's Personal and Academic Growth

### STUDENTS:

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

### PARENTS:

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

### SCHOOL:

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

**Leticia Rosario**  
**Principal**

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

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**Leticia Rosario**  
**Principal**

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**Student Name (Print)**

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**Student Signature**

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**Parent/Guardian Signature**



**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>Chris Groll</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>218</b>
School Name <b>Rafael Hernandez Dual Language School</b>			

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

Principal <b>Ms. Leticia Rosario</b>	Assistant Principal <b>Ms. Tiffany Carlo-Correa</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Ms. Christina Gallo</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Ms. Luciana Basile/ESL</b>	Parent <b>Ms. Nadia Reyes</b>
Teacher/Subject Area <b>Ms. Luisa Arias/ESL</b>	Parent Coordinator <b>Ms. Zenith Morales</b>
Related Service Provider <b>type here</b>	Other <b>T. Rivera/data&amp;IEPspecialist</b>
Network Leader <b>Renardo Wright</b>	Other <b>V. Bueno/assistant principal</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>3</b>	Number of certified bilingual teachers	<b>29</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>5</b>	Number of special education teachers with bilingual extensions	<b>8</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>28</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>868</b>	Total Number of ELLs	<b>319</b>	ELLs as share of total student population (%)	<b>36.75%</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. 

The Rafael Hernandez Dual Language Magnet School, PS/MS 218, services students from kindergarten through eighth grade. The school's current student population is 868, which includes a subpopulation of 319 English language learners (ELLs), around 37% of the overall amount. Due to the fact that our school is a Dual Language, most of our newly enrolled students enter in kindergarten. In order to have a common understanding amongst the school community, we have provided workshops, parent/teacher conferences, and an orientation meeting.

1a.- c.  
Spring

The identification process we have in place for newly enrolled students begins when a parent completes a Home Language Identification Survey (HLIS) during our spring enrollment period. At this time, students and parents receive an informal interview by bilingual(bilingual extension) and ESL pedagogues(TESOL certifications), to determine whether a child is eligible to receive the LAB-R and/or Spanish LAB exams. Two of these pedagogues are proficient in Spanish and the other two have knowledge of Spanish, all are proficient in English. In addition, parents are shown the Orientation Video from the EPIC kit, so that they may be informed of the different programs provided throughout the New York City schools. Parents are also notified that once children begin school in the fall, they will once again view the video and fill out the Program Selection Form. During the identification process, parents are also presented with the Parent Preferred Language Form, so that they may receive information in their dominant language.

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

Fall

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

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

2. During that time, an orientation is also offered to parents by our ESL teachers (Christina Gallo, Luisa Arias, and Luciana Basile), our Parent Coordinator (Zeneth Morales) and our K-1 Assistant Principal (Vivian Bueno). This orientation provides information about the different program choices within our school and also throughout the New York City school system. Parent orientations, which are offered by licensed pedagogues are included on the school calendar and distributed to all parents. In addition to verbal reminders during parent workshops, and during drop-off and/or pick-up times, flyers are posted and announcements are made within the school day. Workshops are offered in the morning and during the evening to accommodate parent schedules. During these sessions, sign-in sheets are used to record attendance. Agendas, brochures and other paperwork are given to parents in the target languages. Also throughout the meeting, parents are encouraged to ask questions to ensure clarity. The Identification Process diagram is used as a guide and reference for parents to visualize the step by step procedures in place throughout the year. This includes future assessments that determine students' status in the ESL program and the mandates required by the state. Parents are informed that ELLs exit the ESL program when they score at the proficient level on the NYSESLAT, during the spring. When students return to school during the fall, either a continuation or exit letter is sent home, based on their state exam score. Another useful tool to deliver important information is the Orientation video provided in the EPIC kit. During this orientation the video is shown to parents once again in their target language to describe the three Bilingual programs. After reviewing key points explained in the DVD and the program selection form, a parent survey and Program Selection Form are completed along with the guidance of a trained pedagogue and collected. We remind them of the programs offered in our school versus the programs offered throughout the city. If they choose a program not available in our school we provide them with a list of schools, which offer the preferred program of their choice. In the situation where parents do not attend the Parent Orientation, parent option letters are sent home with the child in their home language. A second notice is re-sent if the parent option is not submitted in a timely fashion and a note is made on the original notice. In addition, various attempts are made to reach parents such as: making announcements while parents drop-off their children and during dismissal, and parent/teacher conferences. Finally, we call home to speak to the parents who have not returned these notices and receive a verbal agreement which is then documented in a parent outreach log. The hard copies of these letters are saved in a file as well as on a flash drive.

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

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

5-6. Based on the feedback from the form, students are placed in the appropriate Bilingual Program. As a result of the data, it is apparent that there is an overwhelming demand for the Dual Language Program. The second program that was preferred in the past was English as a Second Language. However, our last two monolingual eighth grade classes graduated in the spring of 2011. Since an overwhelming number of parents chose Dual Language over the years as their program selection, we are a completely dual language

school. Many of our parents enroll their children typically knowing which program to expect. Nevertheless, parents are also informed of the programs available from the Chancellor's message given during the orientation, LAB-R entitlement letter, and during enrollment. Throughout the year ESL teachers continue to monitor student enrollment by printing out the admittance and discharge lists from ATS and checking for eligibility. Due to the fact that Transitional Bilingual Education and English as a Second Language are not offered in our school, we provide parents with information about those programs. As mentioned above, if necessary, we supply them with a list of schools that may offer it.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <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): 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> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0													0
<b>Dual Language</b> <small>(50%:50%)</small>	4	4	3	2	2	2	3	4	3					27
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	6	4	0	3	1	1								15
<b>Total</b>	10	8	3	5	3	3	3	4	3	0	0	0	0	42

### B. ELL Years of Service and Programs

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

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language	209		28	90		8	20		4	319
ESL										0
Total	209	0	28	90	0	8	20	0	4	319

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<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														
Spanish	58	22	66	29	36	45	35	30	27	29	22	39	22	42	22	56	4	50	292	342
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other	10	6	3	5		5	6	1	5	6	2	2	1			4			27	29
<b>TOTAL</b>	<b>68</b>	<b>28</b>	<b>69</b>	<b>34</b>	<b>36</b>	<b>50</b>	<b>41</b>	<b>31</b>	<b>32</b>	<b>35</b>	<b>24</b>	<b>41</b>	<b>23</b>	<b>42</b>	<b>22</b>	<b>60</b>	<b>4</b>	<b>50</b>	<b>319</b>	<b>371</b>

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers: 55

Ethnic breakdown of EPs (Number):

African-American: 71

Asian: 34

Hispanic/Latino: 758

Native American: 2

White (Non-Hispanic/Latino): 2

Other: 1

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

The philosophy of our school is to develop fully bilingual, biliterate, and bicultural students through a Dual Language program which is applied through a 50/50 side-by-side model. This means that half of the instruction is conducted in English and the other half in Spanish, the native language of the majority of our ELLs. Some children, who speak a third language in the home, are working towards becoming multilingual and multicultural learners. Students of languages other than English and English Proficient students are taught alongside one another, to make a heterogeneous cohort.

A.1-3. Within the Dual Language plan, ELLs are receiving services from most of the English proficient (EP) teachers, who have a Bilingual certification. In situations where the classroom teacher does not have an ESL or Bilingual certification, an additional teacher certified in ESL provides the ELLs with services, through either collaborative team teaching, pulling-out, or pushing-in to the classroom. Instructional minutes for ESL, ELA, and NLA are determined by each student's level of proficiency and as per CR-154. Beginner and intermediate students receive 360 minutes per week and advanced students receive 180 minutes of ESL per week and another 180 minutes of ELA instruction with the classroom teacher. ELA and NLA instruction, in the content areas, is provided within the Dual Language program, where 50% is administered in English and the other 50% in Spanish for K-5 and 60% English/40% Spanish for the middle school. Students in K-5 have been receiving additional support through an Spanish NLA teacher and a newly hired NLA teacher is now providing support to middle school students for an average of 120 minutes a week. The ELLs are grouped in both homogeneous and heterogeneous groups, depending on students' needs.

The program models and specifications are as follows:

Dual Language (K-5)

50/50 side-by-side model

Alternate between two classrooms every other day

2 teachers in separate classrooms

One teaching English(common branch license) 50%

One teaching Spanish (bilingual license) 50%

NLA teacher provides 45 minutes of Spanish instruction weekly (K-2)

All content areas taught in both languages

Lessons are continued from previous day

Partner teachers, ESL, and NLA teachers work closely with one another in planning

Emergent literacy is taught simultaneously in both languages

Cluster teachers may teach in either English or Spanish

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

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

## A. Programming and Scheduling Information

### Self-Contained Dual Language (K-5)

50/50 side-by-side model

Students and Teacher remain in the same class

1 teacher (common branch with bilingual extension)

All content areas taught in both languages

Lessons are continued from previous day

Teacher plans for both English and Spanish lessons

Emergent literacy is taught simultaneously in both languages

Cluster teachers may teach in either English or Spanish

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

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

50/50 side-by-side model

Alternate between two languages every other day

2 teachers in 1 classroom (one having a certification in Special Education)

One teaching English (common branch license)

One teaching Spanish (bilingual license)

All content areas taught in both languages

Lessons are continued from previous day

Partner teachers work closely with one another in planning

Emergent literacy is taught simultaneously in both languages

Cluster teachers may teach in either English or Spanish

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

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

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

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

Different teachers for each core content area

60 minute block per content area

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

Math/science or math/social studies depending on personnel

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

Content area language alternation every other day

Average of two 60 minute blocks in Spanish NLA weekly

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

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

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

### A5. Special Education and SIFE

There are 42 ELLs who are full-time Special Education students. The largest amounts being in kindergarten through 2nd grades. We do not have any SIFE students in our school at the current time. Yet, the instructional plan in place for SIFE students is to offer one-on-one services, small group instruction, as well as helping them assimilate to their classroom environment by including literature and content based instruction which is explicitly taught.

## A. Programming and Scheduling Information

### Newcomer ELLs

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

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

In analyzing the data we have found that 98 of the English Language Learners are eligible for an extension of services, since they have been ELLs for 4-6 years. A large majority of these ELLs have not met the performance on the NYSESLAT in writing, whereas, there weren't any students who did not meet the performance in listening. Eighteen of the ELLs, who are considered to be at-risk, are mostly in the third and fourth grade. They are labeled as at-risk, based on their classroom performance and/or state assessments. Eight ELLs who were held over in the Spring of 2011 school year were also identified on the extension of services report. Regarding the Special Education students, instruction is driven by IEP goals, NYSESLAT results, and classroom performance. Intervention is carried out through small group instruction and after school support.

### Long Term ELLs (LTEs)

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

In addition to the programs offered throughout the day, we have opened an after school program to support them in their academic success in all content areas (see Language Electives under Programs and Scheduling section). Based on the data from the NYSESLAT, other state exams and classroom assessments, students attend the supplemental service geared to their academic weakness. Also evident from looking at the data is the large amount of LTEs that have tested proficient. Many of the students that remain in the ELL program were in grades k-2 when the present administration entered into this school and a new program was implemented.

### At Risk Students

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

### Interventions/Direct Instruction

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

## A. Programming and Scheduling Information

### 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	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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.

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

## B. Programming and Scheduling Information--Continued

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

### 5. Intervention

#### During Small Group Instruction:

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

#### Primary Grades

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

#### Upper Elementary

In response to the analytical results of periodic assessments and state exams for specific Special Education and ELL designated students, Reading Specialists AIS teachers push into 4th grade classrooms for 40 minute periods. Throughout the day, another Reading Specialist AIS teacher pushes into classrooms and pulls out students, who are at-risk of failing in grades 3 and 4. Programs integrated include Wilson, an intensive reading program, to develop non-readers and struggling readers become fluent and independent readers and basic foundational instruction which includes oral development, phonics and exposure to various types of reading skills and strategies. Students whose performance on periodic and formulative assessments resulted in the low or at risk range in Literacy readiness in grades K-4 are grouped and strategically targeted using explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Also during the day in grades 3-6, Instructional Support Specialists deliver math and ELA instruction in English by using the push-in and pull-out model. One of the two specialists, contains a Bilingual certification. Another subpopulation of ELLs targeted for the ESL after school program are at-risk ELLs in grades 3-5. These students are instructed with an array of instructional materials that cater to students' academic needs. One program used to develop content area vocabulary is the Language Proficiency Intervention Kit. In addition to the minutes devoted to small group instruction and the ELL after school program, we offer February academy, an enrichment program that focuses on ELA and math. On the other hand, at-risk students are encouraged to attend Saturday academy, which will further prepare them for success on state assessments and grade appropriate standards. During these programs, teachers use a plethora of materials, some of which are also used throughout the day, along with test preparation books.

#### Middle School

During the day, all students are instructed in small groups, while receiving lessons in ELA, math or science. In addition to SGI, targeted at-risk students in grades 6-8 receive math support by a math Instructional Specialist using a push-in and pull out model. Long Term ELLs and newly proficient ELLs and former ELLs in the middle school are provided with an intensive ELL after school program, which focuses on intensive Math and ELA instruction. During this time, some materials used are Taking the High Road to Reading, Writing, and Listening, and What a World. As offered in the upper elementary grades, Saturday and February academies are open to all 3-8 students.

Saturday academy is intended as an academic intervention service to provide success in all content areas (see Language Electives under Programs and Scheduling section). While, February academy is an ELA and Math enrichment program.

#### 6. Description of Our Plan for Continuing Transitional Support

A total of 38 students, plus 6 who graduated, became proficient in English as a result of the spring 2010 NYSESLAT. In order to continue transitional support for ELLs who have reached proficiency, they are given extended time (time and a half) during city and state testing for the two years following proficiency. In addition, teachers will continue to differentiate instruction for these students in order to continue challenging them and building on their experiences. All students are eligible to participate in all morning and after-school programs that are offered to support academic and language development.

#### 7. New Programs or Improvements for Upcoming School Year

Some improvements or programs for the upcoming school year include the continued implementation of the Common Core Standards into the curriculum. Also, an additional kindergarten class was added. A writing specialist for both the k-5 and 6-8 grades, who performs professional development to assist teachers in tracking student work. An RTI team, including speech therapists, guidance councilors, SETTS teacher, writing and math specialists, testing coordinator, WhedCo representative, ESL teachers, data and IEP specialist, and the principal, was formed. This team meets every week to discuss, monitor and assess students, who can potentially be referred to Special Education.

#### 8. Discontinued Programs and Services

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

#### 9. After school and Supplemental Services

During the day we offer Academic Intervention Services (AIS) in the form of small group instruction. Moreover, the Title III supplemental activities we offer after school include, but are not limited to Long-term and Beginner/Intermediate English Language Learner Programs. The k-2 beginner/intermediate level ELLs participate in one of our after school programs. The rationale is to provide these students with language background and experience while also strengthening their foundational reading, writing, listening and speaking skills. Teachers assigned maintain a bilingual or ESL certification and meet with their students Mondays and Wednesdays for 1.5hrs. The materials that are used are Write Source and After School Reading Club Intervention kit by Great Source; and Camp Can Do! by Santillana.

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

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

As a method of ensuring performance in the classrooms, all after school teachers mentioned above join together in receiving professional development. The service provider is an administrator and/or specialists. Some topics include vocabulary development and differentiation that includes multiple intelligences and scaffolding techniques. These meetings occur once a month for 1hr beginning the week of November 28th.

#### 10 Instructional Materials

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

#### 11. NLA Support

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

## 12. Required Services Support and Resources

Due to the fact that we are a Dual Language school, all teachers must collaborate to ensure the program's effectiveness. Therefore, specialists plan alongside classroom teachers to discuss the curriculum instruction for diverse groups of learners. According to each students' zone of proximal development and multiple intelligence, teachers use research-based practices such as Bloom's Taxonomy, Webb's Domain of Knowledge, direct vocabulary teaching, and scaffolding techniques to deliver instruction. Also, teachers designate appropriate material suited for students' level of learning and objective. In addition to adapting the content and process, teachers also tailor the product to fit student's ability of performance. Resources are chosen based on readability level, age appropriateness and interest to increase motivation. Our school offers a number of opportunities for equal access for ELLs. A program, which targets visual, musical and kinesthetic abilities occurs two days a week for a hour, is called Leap. The Leap instructor works with grades 3-5 to teach students curriculum concepts through visual arts, music and drama. ELLs participate in daily electives such as gym, art, music, and foreign Spanish language. As mentioned in questions 5, 9 and 14, they are also involved in various celebrations, presentations, after school and intervention programs.

## 13 Activities for newly enrolled ELLs

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

## 14. Language Electives for ELLs

ELLs are encouraged to join in theatrical performances, such as Aladdin and a play held during the Dominican Independence Day Celebration, which assist students with their reading, speaking, and communication skills. Also, the 3rd through 5th grade chorus and our Winter Concert encourage the strengthening of language skills in its participants. Another elective offered to students is our knitting club, Spanish spelling bee and poetry club which promote confidence, academic success and allow children to develop relationships with their peers and school staff. Also, our school participates in a Penny Harvest, which encourages philanthropy amongst all students, across all grades through contributing to a cause school-wide. During this time, they are exposed to mathematical concepts, vocabulary terms pertaining to that cause, while strengthening school spirit.

## C. Schools with Dual Language Programs

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

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

### Dual Language (K-5)

#### 50/50 side-by-side model

Alternate between two classrooms every other day

2 teachers in separate classrooms

One teaching English(common branch license) 50%

One teaching Spanish (bilingual license) 50%

NLA teacher provides 45 minutes of Spanish instruction weekly (K-2)

All content areas taught in both languages

Lessons are continued from previous day  
Partner teachers, ESL, and NLA teachers work closely with one another in planning  
Emergent literacy is taught simultaneously in both languages  
Cluster teachers may teach in either English or Spanish  
ELLs are serviced as per CR-Part 154 depending on their level, either through an ESL or bilingual certified teacher  
Serviced on English days, mostly through co-teaching, pushing-in, and pulling-out when necessary

#### Self-Contained Dual Language (K-5)

50/50 side-by-side model

Students and Teacher remain in the same class

1 teacher (common branch with bilingual extension)

All content areas taught in both languages

Lessons are continued from previous day

Teacher plans for both English and Spanish lessons

Emergent literacy is taught simultaneously in both languages

Cluster teachers may teach in either English or Spanish

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

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

50/50 side-by-side model

Alternate between two languages every other day

2 teachers in 1 classroom (one having a certification in Special Education)

One teaching English (common branch license)

One teaching Spanish (bilingual license)

All content areas taught in both languages

Lessons are continued from previous day

Partner teachers work closely with one another in planning

Emergent literacy is taught simultaneously in both languages

Cluster teachers may teach in either English or Spanish

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

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

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

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

Different teachers for each core content area

60 minute block per content area

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

Math/science or math/social studies depending on personnel

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

Content area language alternation every other day

Average of two 60 minute blocks in Spanish NLA weekly

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

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

## D. Professional Development and Support for School Staff

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

### D. Professional Development & Support for School Staff

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

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

#### Fall 2009

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

#### Winter 2010

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

#### Spring 2010

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

#### Fall 2010

- Accountable Talk for ELLs
- Classroom Management Skills
- OELL Workshops
- PD on Language Allocation Policy
- Network Monthly ELL Support Meetings & Compliance Issues with Eliamarie Soto
- Intervisitation – Grove Hill School (PS 157) “Kindergarten Writing Workshop”
- Common Core Standards ELA & Mathematics
- Phonological Awareness with Sandra Rieff
- Respect For All with Leticia Ojeda – School Counselor
- Junior Great Books with Fred Hang

#### Spring 2011

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

#### Fall 2011

- Junior Great Books with Fred Hang
- Math Strategies
  - o Lower Grades - Mr. Gilbes
  - o Upper Grades – Aussie
- Brain Research
- Domain of Knowledge research- CFN Coach

All professional development supports staff to assist ELLs as they transition from one school level to another. School secretaries and parent coordinator attend PDs regarding the In Take process and vocabulary development. Our guidance counselor is scheduled to attend a PD supporting transition of ELLs in February 2012. Training in the UBD Vertical Curriculum Planning provides teachers at all levels with a greater understanding of the “bigger picture” or concept behind their instruction. The different concepts will be continued throughout the students’ learning; however within each grade span the essential question will change according to the NYS Standards, which are currently being replaced by the Common Core Standards. Also, inter-visitations within our school, as well as visits to other model schools, provide us with the necessary feedback to progress as learners. The data collected from these observations is analyzed and turn-keyed during our school’s professional development sessions. Within our school environment, the goals and expectations are transparent throughout our building. This understanding promotes cohesion between all participants, in the school wide community.

Specific activities and records are maintained by either secretaries, administration, specialists and staff for the 7.5 hours of ELL training is given. All teachers, regularly participate in professional development activities that include best practices for ELLs, especially since we are a Dual Language School.

## E. Parental Involvement

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

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

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

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

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

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	26	41	0	0	0	1	0	1	0					69
Intermediate(I)	16	21	8	19	3	8	2	1	0					78

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	7	21	4	0	32
5	3	16	5	0	24
6	2	19	1	0	22
7	7	14	1	0	22
8	0	4	0	0	4
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	3		18		11		0		32
5	3		18		3		0		24
6	1		9		11		1		22
7	4		16		2		0		22
8	0		3		1		0		4
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		10		17		3		30
8	2		8		3		0		13
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

#### 1. Early Literacy Assessments (awaiting 2011 results)

The early literacy skills of ELLs are monitored using periodic assessments including ECLAS-2, WRAP (Writing Reading Assessment Profile), Fountas & Pinnell and EPAL in English. Spanish literacy skills are measured by using WRAP scores in addition to teacher data. In Kindergarten approximately 90 percent of all students and the majority of ELLs begin the school year reading below level in English and Spanish. By the end of 1st Grade 64% of all students are reading on or above level in English and 66% are on or above level in Spanish. By the end of 2nd Grade 60% of all students including ELLs are on or above level in reading in English and 81% on or above level in Spanish.

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

#### 2-5. Spring 2011 NYSESLAT results

The data pattern that is revealed across proficiency levels and grades is positive. Of the 157 ELLs from 2<sup>nd</sup>-8<sup>th</sup>, 136 scored at the advanced level on the overall NYSESLAT. We have the largest numbers of ELLs in grades K and 1<sup>st</sup>, with the majority of them being beginners. However, we tend to see immense growth during these early years, as is evident in the diminishing number of ELLs from one grade to the next. Most of our ELLs through out the grades scored at the advanced or proficient levels on the Listening/Speaking modalities, which demonstrates that they are acquiring basic interpersonal skills(BICS). According to the results from the Reading/Writing sections, many of our students also scored advanced in these areas, which reveals a strengthening in their cognitive academic language proficiency (CALP). This data, along with our own aggregated results show that many of our ELLs need extra support in expressing themselves through spoken and written communication using academic language.

The grades which reflect the most amounts of students scoring at the beginner level are Kindergarten (as per fall LAB-R scores) and first grade, where we have the largest population of ELLs who took the NYSESLAT. Of these 69 first grade ELLs, 18 students have IEPs (15 of which are in full time collaborative team teaching environments). Another trend that was evident from analyzing the assessment results is the increase of English Language Learners across all grades who have scored proficient. As an outcome of the Spring 2011 NYSESLAT, 44 students tested out of English as a Second Language services, six of which have graduated. As a result of this data, the focus for our teachers is scaffolding strategies for ELLs level.

In addition to the professional development regarding accountable talk, our focus is writing as well. A balance between expository and narrative texts is considered during curriculum planning to develop cognitive academic language proficiency (CALP).

#### Native Language Assessments

In examining the ELE (Spanish Reading Exam) scores, of the 89 ELLs who were tested, 54% tested in the 3<sup>rd</sup> and 4<sup>th</sup> quartile, followed by 39% who tested in the 2<sup>nd</sup> quartile. Similar to the ELL population, 60% of the 296 English proficient students tested, also scored in the 3<sup>rd</sup> and 4<sup>th</sup> quartiles. Followed by 29% scoring in the 2<sup>nd</sup> quartile.

#### ELL Periodic Assessments (awaiting 2011 results)

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

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

towards their L2. Through lesson planning teachers incorporate meta-cognitive support using their prior experiences and vocabulary awareness in their first language (cognates).

**Dual Language Programs (awaiting 2011 results)**

In the dual language program, the English proficient students are assessed with a plethora of authentic and formal measurements. In early elementary grades, students are given the following tests to measure their fluency in reading and writing: WRAP in English and Spanish, ECLAS, Fountas and Pinnell and NYSESLAT. In the elementary grades and middle school, students are assessed with the WRAP in English and in Spanish, ELE, ELL interim assessments, NYS Periodic assessments in Math and ELA, as well as the NYS SS and Science exams. Of the 282 EP students in the dual language program where administered the ELE and 188 scored beyond the 51%. Likewise, out of 81 ELLs, 50 of them received a score above 51% on the ELE.

6. The success of our ELL programs is evaluated in several ways. Last year, we included a period for analyzing data, during weekly grade meetings, for both languages and across grade levels. Teachers use data, along with the guidance of outside consultants, such as LCI, to provide a focus and strengthen the instruction of our programs. Scaffolding is used across grade levels to improve comprehension throughout the content areas. Exposing teachers to other grade level expectations will prepare them in dealing with prospective students' strengths and weaknesses. While the feedback from formal and authentic assessments assists us in measuring the students' performance, professional developments, study groups, and lesson studies (observing and critiquing) provide teachers with the skills needed to work with ELLs.

**Additional Information**

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

CEP Instructional Goals: To improve lesson implementation in order to align instruction to the new Common Core Standards and increase the percentage of students meeting and/or exceeding the new state standards by 3-5% in both ELA and Math.

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

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

**Part VI: LAP Assurances**

<b>School Name: <u>Rafael Hernandez Dual Language</u></b>			<b>School DBN: <u>09X218</u></b>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Leticia Rosario	Principal		11/29/11
Vivian Bueno	Assistant Principal		11/29/11
Zenith Morales	Parent Coordinator		11/29/11
Christina Gallo	ESL Teacher		11/29/11
Nadia Reyes	Parent		11/29/11

**School Name: Rafael Hernandez Dual Language**

**School DBN: 09X218**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Luciana Basile/ESL Teacher	Teacher/Subject Area		11/29/11
Luisa Arias/ESL Teacher	Teacher/Subject Area		11/29/11
	Coach		
	Coach		
	Guidance Counselor		
Renardo Wright	Network Leader		11/29/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

**Cluster: 4**      **Network: 402**

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

**Part A: Needs Assessment Findings**

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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.

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

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

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

## Part B: Strategies and Activities

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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.

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

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

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

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

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

## 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: 218	DBN: 09x218
Cluster Leader: Chris Groll	Network Leader: Sandra Litrico
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 150 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: <u>-36</u> # of certified ESL/Bilingual teachers: 3 # of content area teachers: 3

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: At Risk Students

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

Interventions/Direct Instruction

After School/Saturday Academies

Fifty seven of our long term ELLs will receive support in our LTE Academy which will run two days a week (Mondays and Wednesdays) from 3:00 pm until 4:30 pm for 10 sessions by two ESL licensed teachers. The students targeted represent our middle school population grades six, seventh and eighth. The sessions will begin in November and run through January. The focus is on reading for understanding and on writing.

The upper elementary ESL Academy will focus on our third through fifth grade students who are at risk of becoming long term ELLs. This academy will begin in January and run through February from 3:00pm - 4:30pm on Monday & Wednesdays by two licensed ESL Teachers. The academy will run for 10 sessions. It will serve fifty students and its focus will be on vocabulary development, reading for understanding and writing.

The ELL Academy for beginners in first and second grade will begin in late February and end the second week of April. We will have 13 sessions the two ESL Teachers will begin Mondays and Wednesdays from 3:00 pm until 4:30 pm. This academy will serve another fifty students and will focus on language acquisition and vocabulary.

## Part B: Direct Instruction Supplemental Program Information

3rd & 4th grade At Risk ELL Student Saturday Academy will begin January 19 and end April 13, 2013. We will have 14 instructional Sessions that will be held on Saturdays for 8:00am until 12pm, Teachers Certifications include: Special Education, Common Branch, Math/ELA Content Area and Bilingual . This program will be including ELLS with intensive differentiated instruction in ELA/Math, Writing and Vocabulary.

All academies will have two teachers who hold an ESL license. The LTE and the academy will use Taking the High Road and What a World, the Upper Elementary Academy will use Write Source and Time for Kids, the ELL academy will use Write Source and Camp Can Do. All of these materials will be supported by our Safari Montage Smart Board programs that include programs such as Brain POP...

All of these materials will be supported by our Safari Montage Smart Board programs that include programs such as Brain POP...

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

### NLA Support

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

### Required Services Support and Resources

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

### Activities for newly enrolled ELLs

Two or three of our Dual Language teachers, our ESL Team and our Parent Coordinator all work together to welcome all new students to our school. This begins with welcoming parents at the entrance of the building and guiding them through the main hallway to an inviting display of bulletin boards. Specifically, they are shown the communication board used by our parent coordinator throughout the year to reflect monthly updates. Then, they are escorted into the cafeteria, where light refreshments are offered. During this meeting, we present the programs offered in our school and citywide, contact information and procedures in place to help maintain a strong home-school relationship. Also, parents use this

### Part B: Direct Instruction Supplemental Program Information

opportunity to ask questions and discuss topics amongst one another in a comfortable atmosphere. During the orientation, possible ways for them to participate throughout the year in decision making, and other activities that will support their child's learning (such as school trips, celebrations, classroom helper, etc.) are discussed.

#### Language Electives for ELLs

ELLs are encouraged to join in theatrical performances, such as Aladdin a play held during the year, as well as cultural celebrations, which assist students with their reading, speaking, and communication skills. Our chorus also offers opportunities for students to strengthen their language skills as well as their ability to integrate into the school community. Programs like chess and other clubs also offer our ELLs with opportunities to grow.

### Part C: Professional Development

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

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

Begin description here: Professional Development & Support for School Staff

We are a dual language school so language acquisition is always at our center. Teachers attend outside professional development such as the ELL Institute to continue to hone their skills. For the teachers that will facilitate the language academies, there will be two professional development workshops provided to all Biligual Teachers on January 14 & 17, 2013 1:00pm- 3:00pm . The first will focus on the objectives for the sessions, progress monitoring and the materials that will be used. The second will be to check in on how the program is running, time to review student work and next steps. two session will be a minimum of two hour for 20 teachers and will be facilitated by one of our ESL teachers.

### 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:

We at 218 understand the importance of parental involvement. We run a plethora of parent workshops

**Part D: Parental Engagement Activities**

facilitated by various people. One day a week, a workshop with a specific theme is facilitated by one of our teachers. For example, we offer sessions on how to support your child at home in reading and math facilitated by teachers that specialize in that area and or grade. The ESL staff above conducting the mandated sessions for new parents also facilitate workshops on language acquisition. Once a month the Principal holds a parent meeting where 80 -100 plus parents attend. During these meetings important information is disseminated to support the parent home relationship. Our community based organization, Whedco and outside agencies also provide our parents workshops on specific topics of concern or interest. The school also conducts numerous events such as our Open House and our Family Learning Nights to support the connection between school and home. The information for these events are back packed home, are posted in and outside of the building, and our phone service also provides parents with needed information.

During this academic year we will conduct a minimum of three workshops that focus on ELLs each of these workshops will be facilitated by in house staff with a specific skill set. They will be conducted in January and February. Specific dates to be announced. The topics for these meetings will include, How to help your child develop a great vocabulary, How to support your child in writing, and How to support your child in the area of math. The strategies shared with parents are our best practices which will support all learners especially our ELLs. Each workshop will be at least an hour long and provide some materials to families.

**Part E: Budget**

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

Allocation Amount: \$36,256

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>	\$25,841.85	LTE Academy: afterschool program which will consist of small groups and that will focus on the Language Development for our ELL student (2) ESL TR x 1.5 Hrs x 10 Sessions (with Fringe)=\$1,505.70 (without fringe)= \$1,259.40  Upper Elementary ESL Academy: afterschool program which will focus on the Vocabulary Development for Reading & Writing (2) ESL TR x 1.5 Hrs x 10 Sessions (with fringe) = \$1,505.70 (without fringe)= \$1,259.40

**Part E: Budget**

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

Allocation Amount: \$36,256

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>ELL Academy for Beginner in the 1st &amp; 2nd Grade: afterschool program will focus on small groups for the Language Acquisition &amp; Vocabulary for the ELL studnets (2) ESL TR x 1.5 hrs x 13 Sessions (with fringe)= \$1,957.41 (without fringe)= \$1,637.22</p> <p>3rd &amp; 4th Grade At Risk ELL Students Saturday Academy: will focus on intensive differentiated intruction in ELA/Math, Vocabulary&amp;Reading</p> <p>(6) TR x 4Hrs x 14 Sessions (with fringe)= \$16,863.84 (without fringe)= \$14,015.28</p> <p>Professional Development in the area of Language acquisition for 20 TR x 2Hrsx 2 sessions x \$50.19 (with fringe)= \$4,015.20 (without fringe)= \$3,358.40</p>
<p>Purchased services</p> <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<p>\$3,000</p>	<ul style="list-style-type: none"> <li>•Lecture and in-house training</li> <li>•Other Dual language consultants</li> <li>•Reach the World</li> </ul>
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<p>\$4,000</p>	<p>Materials to be purchased include:</p> <p>Instructional and supplemental materials that will support language development in both languages for both students and parents.</p>

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

Allocation Amount: \$36,256

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	\$1,000	TBD
Travel	\$2,414	Cultural field trips for students and parents (Admission & Buses): Green Meadows Farm Cultural Events Inc (Title III Field trip) where students and their families partake in cultural celebrations from around the world through a “hands on” learning approach for both adults and children.
Other		For cultural celebrations at the school that will provide parents an opportunity to share their language and culture with the entire school community.
<b>TOTAL</b>	<b>\$36,256</b>	