



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** AMISTAD DUAL LANGUAGE SCHOOL

**DBN (i.e. 01M001):** 06M311

**Principal:** ZORAIDA HERNANDEZ

**Principal Email:** ZHERNAN2@SCHOOLS.NYC.GOV

**Superintendent:** ELSA NUNEZ

**Network Leader:** BEN SOCCODATO

### School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Zoraida Hernandez	*Principal or Designee	
Victor Negron	*UFT Chapter Leader or Designee	
Sonaly Rivera	*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	
Anabel Capellan	Member/ Staff – Teacher – Middle School	
Diana Santos	Member/ Staff – Teacher - Elementary	
Rachelle Street	Member/ Staff – Teacher - Cluster	
Jackie Jones	Member/ Parent	
Sandra Ineguez	Member/ Parent	
Rachel Sherrow	Member/ Parent	
Laura Bosley	Member/ Parent - Chair	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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.

By June of 2014, 100% of classroom teachers will participate in interclass visitations, at least once, with a grade partner colleague, focusing on questioning as defined by Danielson's Rubric, Domain 3B and participate in constructive feedback to foster discussions, reflection and a common language to scaffold shifts in instructional practices.

### **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.

We examined a variety of data for this goal:

- The City-wide Instructional Expectations for 2013/14. The expectations encourage teachers to actively participate in their own development and to reflect on their work to identify areas for growth. They also state that schools should ensure opportunities for staff to collaboratively build a school-wide understanding of the components of Danielson's Framework for teaching.
- The new teacher evaluation system focused on Danielson's rubrics. We identified domain 3B for the interclass visitations because we think that open ended questions will foster instructional shifts and will support our school-wide goal of student to student discussions.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

- Provide coverage for inter-class visitations
- Sharing of observations and discussions during professional development – extended day
- Design inter-class visitation survey and provide time to complete the survey during professional development periods.

#### **B. Key personnel and other resources used to implement each strategy/activity**

- The scheduling will be done by the Assistant Principal.
- The feedback conversations will be facilitated by the Literacy Specialist and the Math Coordinator.
- All classroom teachers have a copy of *Enhancing Professional Practice – A Framework for Teaching* by Danielson to help guide their conversations and their rating rationales.
- The Literacy Specialist is providing Professional Development around questioning in Literacy
- The Math Coordinator is providing Professional Development around questioning in Math.
- The interclass visitation survey will be developed by the Literacy Specialist

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Submittal of inter-class visitation survey to Administration within 10 days of inter-class visitation. Survey is to be developed prior to the first visitation.

#### **D. Timeline for implementation and completion including start and end dates**

- By November we will show all classroom teachers a Danielson training video and in small groups they will use the Danielson Rubric to rate the teacher in the video.
- By November we will hire a Danielson consultant to train our new teachers in Danielson. The consultant will conduct two training sessions and two observation with feedback sessions for a total of four sessions
- By November new teachers will receive an overview of the Danielson rubrics by a Danielson consultant
- By November, new teachers will receive a classroom visit and constructive feedback from the Danielson Consultant.
- By December, all staff will receive two sessions of professional development related to questioning techniques, by a NYC Talent Coach
- By December we will create the schedule for classroom inter-visitations and start the visits.
- By December we will create the inter-class visitation survey
- By January, new teachers will receive the second information session from the Danielson consultant
- By February, new teachers will receive the second round of observations and constructive feedback from the Danielson Consultant
- By February, all staff will receive the third scheduled professional development, related to questioning techniques, from the NYC Talent Coach

- By March we will complete the inter-visitations and the surveys..

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Scheduling for the inter-class visitations
- Scheduling for Danielson Consultant – information sessions and observation/feedback sessions
- Scheduling for the Danielson Consultant feedback sessions
- Scheduling for NYC Talent Coach – full staff professional development in questioning
- Inter-class visitation survey
- Coverage as needed

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

All data, goals, and progress toward goals are discussed with the School Leadership Team which includes leaders in our parent community.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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.

By June 2014, 100% of the classroom teachers, that teach Social Studies, will align 2 units of study in Social Studies with the Common Core Learning Standards.

**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.

- We looked at a variety of data for this goal including last year’s CEP. We started this goal last year and we want to continue to align our Content Area curriculum so that the Common Core Learning Standards are supported in the Social Studies content area.
- We examined the City-wide Instructional Expectations to determine our school-wide instructional focus of *Student-to-Student discussions to extend thinking* and decided that this focus needs to be evident across all content areas. Hence, as we continue to align our Social Studies curriculum with the Common Core we will facilitate the required rigor to challenge our students to deepen their thoughts and to elaborate on their thinking.
- We examined curriculum information on “Achieve the Core” and on “Engage NY” with a strong Social Studies component as well as the shift in focus toward non-fiction material in the Common Core Learning Standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
  - Alignment of curriculum to include standards for Social Studies and standards for ELA
  - Aligned curriculum to include planned questions to facilitate deeper thinking and opportunities to elaborate on each students thinking
  - Aligned curriculum to highlight both content specific vocabulary in Social Studies and content specific vocabulary in ELA.
- **Key personnel and other resources used to implement each strategy/activity**
  - Classroom teachers in grade bands will work on each unit together.
  - The Principal, Assistant Principal and Literacy Specialist will review the units of study prior to posting on the Amistadschool.org cloud.
  - Resources include the existing units of study for Social Studies and the ELA Common Core Learning Standards.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- The Social Studies unit plans
- Observations

**• Timeline for implementation and completion including start and end dates**

- By January the teachers will begin to align one unit in Social Studies with the Common Core Learning Standards
- By February, one unit will be completed and submitted to Administration
- By March, the teachers will begin to align the second unit
- By May, the second unit will be submitted to Administration
- By June the aligned units for Social Studies will be reviewed and posted on the Amistadschool.org cloud.

**• Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Scheduling grade band meetings
- Common Core Learning Standards for ELA loaded onto each teacher’s Ipad for easy access
- Scheduling administrative review of units of study.
- Coverage – as needed

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

All data, goals and progress toward goals are discussed with the School Leadership Team which includes leaders in our parent community.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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.

By June of 2014 we will complete at least 10 workshop sessions for parents on our “Common Core aligned Math curriculum (Math in Focus & Connected Math Project).

**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.

We looked at a variety of sources for this goal including:

- The Citywide Instructional expectations for 2013-14. In the Citywide Instructional Expectations they discuss the need to ensure that families are aware that all students are being challenged to complete more difficult work and that families should be encouraged to support this new learning.
- State Math test results for 2013 that were fully aligned to the Common Core Learning Standards. Our school’s results are as follows: Level 1 = 21.32% (55 students), level 2 = 54.26% (140 students), level 3 = 18.22% (47 students), level 4 = 6.20% (16 students).
- The Learning Environment Survey Report. In this report our parents are indicated that they want more hands on resources
- The Common Core Learning Standards in Math
- Parent resources in our new Math curriculum for Elementary and Middle School (Elementary school – Math in Focus, Middle School – Connected Math Project). These resources have an on-line component with virtual manipulatives that can be accessed from any computer with on-line capabilities. This new curriculum also has games for parents to engage with their children around math concepts.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1. Our new Math curriculum for Elementary grades and our new curriculum for Middle School grades, both have on-line access for parents. These hands-on workshops will walk parents through the curriculum and point out the resources that are available for the home.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. Our Math Coordinator will offer these workshops during the day and then again after school to ensure that each parent has the ability to attend.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ul style="list-style-type: none"> <li>Attendance rosters for each workshop</li> <li>Survey results after each workshop</li> </ul>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ul style="list-style-type: none"> <li>By December of 2013 we will complete 4 workshops for parents in Math</li> <li>By February of 2013 we will complete 2 additional workshops</li> <li>By April we will complete the workshop series with a total of at least 10 workshop sessions for parents in Math.</li> </ul>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ul style="list-style-type: none"> <li>Global Connect phone calls to inform parents of the workshop sessions.</li> <li>Translations for each workshop.</li> <li>Smart-board availability and Internet connection</li> </ul>

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> <li>Global Connect telephone calls to inform parents of the workshop dates and times.</li> <li>Workshop sessions scheduled during and after school to offer a range of options for parents.</li> <li>Translations for all workshop sessions</li> </ul>

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**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.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>

- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					

**Goal and Action Plan #5**

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 #5***

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

***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.

***Instructional Strategies/Activities***

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- **Strategies/activities that encompass the needs of identified subgroups**
  - 1.
  - **Key personnel and other resources used to implement each strategy/activity**
  - 1.
  - **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  - 1.
  - **Timeline for implementation and completion including start and end dates**
  - 1.
  - **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  - 1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

**Description**

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

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

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

A. All elements of the *All Title I Schools* section must be completed\*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
To encourage professional growth our teachers set professional goals with the principal each year and together they track the progress toward those goals. We offer weekly professional development sessions on a rotating basis with our Literacy Specialist and our Math Coordinator. We encourage inter-classroom visitations with colleagues. We allocate money for outside professional development and our teachers are invited to attend PD to further their understandings. We also bring consultants into the school to work with our teachers. Our teachers have been trained in Danielson by a Danielson consultant. Our teachers have also been trained in Differentiated Instruction by an ASCD consultant. This year we hired the Danielson consultant to return to our school to train our new teachers. We will use our network Instructional Specialist as a Social Studies mentor for our Middle School teachers this year. The Interim Acting Principal and the Interim Acting Assistant Principal are supported in teacher evaluation by a NYC Talent Coach. The Principal is additionally supported by new Principal meetings hosted by the network CEI-PEA.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We have coordinated and integrated our funds in the following ways: <ul style="list-style-type: none"> <li>• Time to Know -Integrates technology into the teaching and learning process, using a digital teaching platform combined with a comprehensive and innovative interactive core curriculum. This program services all students in grades 4, 5 and 6.</li> <li>• Chess in Schools –This is a program for our students taught by a trained chess instructor. For Kindergarten classes – one 45 minute period, once per week during the school day, for grades 3-5 one 45 minute period, once per week during lunch, for Middle School students, one 45 minute period, once per week during lunch.</li> <li>• Title 111 Program – This is a K-8 afterschool program for ELL and Former ELL students once per week, after school for one and a half hours.</li> <li>• Math in Focus – This is an online Singapore Math program that highlights problem solving as the focus of</li> </ul>

mathematical learning. This services all students in grades K-5.

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Pre-kindergarten teachers participate in vertical planning with kindergarten teachers to ensure that essential skills are taught. The curriculum and activities for preschool students are aligned to the CCLS offering students the opportunity to learn skills that will support their transition into kindergarten.

#### **Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Our school created a committee of school-based members. Members of the committee received appropriate training. The committee met and discussed the MOSL options and came to a consensus. The committee shared the process and the decisions with the staff.

### **TA Schools Only**

#### **Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

N/A

#### **TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

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

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Zoraida Hernandez</b>	Assistant Principal <b>Olga Ramos</b>
Coach <b>Barbara McCarthy- Literacy</b>	Coach <b>Amy Withers - Math</b>
ESL Teacher <b>Barbara McCarthy</b>	Guidance Counselor <b>Juan Bello</b>
Teacher/Subject Area <b>Stephen Powers / Library</b>	Parent <b>Sonaly Rivera</b>
Teacher/Subject Area <b>Islandia Payano/Literacy Int</b>	Parent Coordinator <b>Eulalia Lugo</b>
Related Service Provider <b>Juan Bello</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</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 currently teaching in the ESL program.	<b>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>17</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>431</b>	Total number of ELLs	<b>100</b>	ELLs as share of total student population (%)	<b>23.20%</b>
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## Part II: 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 & English

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
<b>Dual Language</b> <small>(50%:50%)</small>	2	2	2	2	2	2	2	4	4					22
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	2	2	2	2	2	2	2	4	4	0	0	0	0	22

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	100	Newcomers (ELLs receiving service 0-3 years)	71	ELL Students with Disabilities	28
SIFE	0	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	8

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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language	71	0	8	21	0	12	8	0	8	100
ESL										0
Total	71	0	8	21	0	12	8	0	8	100

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE	0	0	0	0	0	0	0	0	0					0
SELECT ONE	0	0	0	0	0	0	0	0	0					0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	17	33	24	29	16	32	11	39	6	39	8	38	13	39	4	43	1	39	100	331
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>17</b>	<b>33</b>	<b>24</b>	<b>29</b>	<b>16</b>	<b>32</b>	<b>11</b>	<b>39</b>	<b>6</b>	<b>39</b>	<b>8</b>	<b>38</b>	<b>13</b>	<b>39</b>	<b>4</b>	<b>43</b>	<b>1</b>	<b>39</b>	<b>100</b>	<b>331</b>

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: <u>7</u>	Asian: <u>8</u>	Hispanic/Latino: <u>381</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>35</u>	Other: <u>0</u>

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	13	0	0	1	0	0	2	0	0					16

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	4	4	0	1	2	1	1	1					14
Advanced (A)	4	20	12	10	5	6	10	3	0					70
Total	17	24	16	11	6	8	13	4	1	0	0	0	0	100

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	4	0	0	13
4	4	5	0	0	9
5	4	2	0	0	6
6	6	0	0	0	6
7	2	0	0	0	2
8	8	1	0	0	9
NYSAA Bilingual (SWD)				1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6	0	6	0	1	0	0	0	13
4	3	1	5	0	0	0	0	0	9
5	4	1	0	1	0	0	0	0	6
6	5	0	1	0	0	0	0	0	6
7	2	0	0	0	0	0	0	0	2
8	2	0	7	0	0	0	0	0	9
NYSAA Bilingual (SWD)							4		4

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	3	0	27	0	13	0	45
8	0	0	5	0	24	0	5	0	34
NYSAA Bilingual (SWD)							4		4

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0			
Integrated Algebra	0			
Geometry	0			
Algebra 2/Trigonometry	0			
Math	0			
Biology	0			
Chemistry	0			
Earth Science	0			
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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)								
Chinese Reading Test								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Across all grade levels we use Running Records on leveled books (Fountas & Pinnell) to assess the early literacy skills of our students. We calculate the running records to determine the percentage of accuracy in Reading as well as the rate of self correction. We also assess the fluency rate using a fluency rubric designed by NAEP (National Assessment of Educational Progress). Running records are assessed to determine the strategies that are used at the point of difficulty in reading, and to inform next step strategies for teaching. Running Records are closely monitored by the Reading Specialist (licensed in Reading & ESL) and reading levels are formally reported three times per year. We teach reading in the dominant language up until level E (Fountas & Pinnell) in English or equivalently leveled texts in Spanish. After level E, we introduce Reading and Writing in both English and Spanish. We begin shared and or Guided Reading in both the dominant and the second language and we use Interactive Writing in both languages. The data indicates that most of our students achieve the benchmark level E late in the Kindergarten year or in the early stages of first grade. We have found this to be successful as a dual language school because at this stage we have firmed up the dominant language and our students have aquired enough of the second language to begin to discuss books in their second language. The actual strategies involved in reading all tranfer over to the second language.

In writing, for early childhood, our students are writing in their dominant language until they achieve a level E in reading when we introduce Interactive Writing in both languages. At this stage our students can manipulate basic vocabulary in their second language to support their writing.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

We disaggregate all NYSESLAT data to look for strengths, patterns and areas that may need improvement. We currently have 100 ELL students. One student, ELL-SWD was tested and did not respond at all to the NYSESLAT. His answer sheet was sent in. The ATS data has a blank space for him on the RLAT report. I alerted the Testing Coordinator, so we can have this corrected. We in fact have 100 ELLs and I will report on 99 students for the NYSESLAT and 100 students for the ELA and the Math because this student was NYSAA in those exams. The school-wide data indicates that 17 students tested out as proficient last year. I will use the current grade to discuss the data patterns although the testing grade is one grade lower. We currently have 17 Kindergarten ELL students that were tested for the first time on the LAB-R this year. The data for the LAB-R indicates that we have 13 students on the beginning level and 4 students on the Advanced level in Kindergarten. We have 24 ELL students (2 of which are hold-overs) in 1<sup>st</sup> grade (4 of which scored on the Intermediate level and 20 of which scored on the Advanced level. In 3<sup>rd</sup> grade we have 1 beginning student (new admit to the school this year), and 10 advanced students. In fourth grade we have 1 student on the Intermediate level and 5 students on the Advanced level. In fifth grade we have 2 students on the Intermediate level and 6 students on the Advanced level. In sixth grade we have 1 Beginning student (in a self-contained Special Education class), 1 Intermediate student and 10 Advanced students. In seventh grade we have 1 Intermediate student and 3 Advanced students and in eighth grade we have 1 Intermediate student in a self-contained Special Education class.

Most of our ELL students are currently in first grade (24 students - two of which are hold-overs). The number of ELLs decreases in 2nd grade (16 students) and in 3rd grade (11 students) followed by fourth grade (6 students). We have 8 ELL students in fifth grade (one of which is in a Special Education class and 2 of which have IEPs). We have 12 ELL students in sixth grade (3 of which are in a Special Education class, 3 students have IEPs and 1 student is a hold-over). In seventh grade we have 4 ELL students (2 of which are in a Special Education class and 2 of which have IEPs). In eighth grade we have 1 ELL student in a Special Education class.

Our data across proficiency levels has been largely consistent and the data pattern points to a forward movement in levels and our school's success in the area of English language acquisition. I analysed the data for students that had prior scores on the NYSESLAT to see the progression forward in proficiency levels. I identified 58 students with prior scores and 34 of them with movement forward in proficiency levels: 4 students from Beginning to Intermediate, 9 students form Beginning to Advanced, and 23 students from Intermediate to Advanced . We had 22 students that remained on the same proficiency level (6 remained on the Intermediate level and 16 remained on the Advanced level. We had 2 students that regressed in a proficiency level from Intermediate to Beginning. I looked at the scale score for the students that remained on the same level to determine scale score progress. Of the 22 students that remained on the same level we had 7 students move forward in total scale score.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

As a language school we carefully disaggregate the data to help us identify instructional goals for our school and our ELL students.

This year the state released a composite score for the modalities and did not indicate the parameters for beginning, Intermediate and Advanced for each separate modality so the data this year does not support the chart on page 4 - NYSESLAT Modality Analysis I looked at the proficiency level for each modality to identify students that were proficient in each separate modality. We have 67 students with proficiency in speaking, 25 students proficient in Listening, 28 students proficient in Reading and 31 students proficient in Writing. The highest achievement was in Speaking, followed by Writing then Reading and lastly Listening. This information will inform our goals in our Title 111 after school program where we will focus on Reading, Writing and Listening. Our achievement objectives are differentiated. Last year's NYSESLAT was aligned with the Common Core Learning Standards and we are pleased with our results in Reading and Writing and Speaking. We will continue to focus on Reading and Writing in the Title 111 program and we will add activities to strengthen Listening. Additionally, to support Listening our Librarian is reading stories and non-fiction texts out-loud to promote listening and conversation.

4. For each program, answer the following:

- a. 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?

The patterns across proficiencies as indicated by the steady progress of our students across levels, scale score progress within levels and the results from the analysis of modalities (with proficiency in Speaking, Writing and Reading meeting our expectations). Last year we focused on close reading of dense texts and Writing schoolwide, in preparation for the ELA exam and for the newly aligned NYSESLAT. Most of our ELLs scored on level 1 in the ELA exam (33 students) and we had 12 students score on level 2. This exam was fully aligned to Common Core Learning Standards last year, contained difficult vocabulary and was clearly English language dependent. In our Progress Report we received 'points Earned' (0.42) for Closing the Achievement Gap in ELA for English Language Learners at the 75 Growth Percentile or higher.

In math, we had 24 students score on level 1, 20 students on level 2 and 1 student on level 3. This exam was also fully aligned to the Common Core Learning Standards, but, was available to our ELL students in English and in Spanish. We had three students opt to take the Math exam in Spanish (2 students scored level 1 and 1 student scored on level 2) As in the ELA exam, we received credit on our Progress Report (0.45) for Closing the Achievement Gap for ELL students at the 75<sup>th</sup> Growth Percentile or Higher.

We received additional points, schoolwide, for English Language Learner progress (0.52).

In the Science exam our 4<sup>th</sup> grade ELLs scored as follows: 1 student on level 1, 1 student on level 2, and 3 students on level 3. Our 8<sup>th</sup> grade ELL students (current graduates) scored as follows: 2 students on level 2 and 1 student on level 3.

We are using the results of the periodic exams for both our ELLs and our EPs in numerous ways: in Reading we are using the DRA scores to help identify Independent and Guided Reading levels and to group students for Guided Reading. We are also using the DRA to target early childhood students for extended day Tier 11 intervention. In Math we use the information to help us identify the students targeted for extended day Tier 11 and in the Middle School for Circular 6 Tier 11 groups. In Science and Social Studies the information helps us decide what to reteach and in 7<sup>th</sup> and 8<sup>th</sup> grades it helps inform the students for Circular 6, Tier 11 small group work in Science and Social Studies. Specifically for ELLs, the NYSESLAT data informs the goals of our Title 111 after school program for all of our ELLs (Reading & Writing and Listening for this year).

Our ELLs are supported in both their native language and their second language. They are acquiring English at an expected rate and their native language proficiency continues to grow as they Listen, Speak, Read and Write in English and in Spanish.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our Tier 1 Core Instruction is rigorous in all content areas to support listening, Speaking, Reading and Writing. We plan for and teach content specific, specialized vocabulary for all units of study to develop Cognitive Academic Language Proficiency. We preview and review difficult vocabulary and we unpack abstract concepts. In reading, we guide conversations during Guided reading of leveled texts and we facilitate conversations during Literature Circles. Our teachers are trained in asking open ended questions to engage students in conversations around the big ideas in texts. We have individual conferences to assess progress via Running Records and to prompt students towards next step strategies. In writing, we expose students to a variety of genres, we use Interactive Writing in the early grades and individualized writing conferences to support students through the writing process. We model writing and our students keep writer's notebooks to record ideas and to explore self generated writing. In grades K-5 we have word work periods where we explore spelling patterns, analogies and high frequency words. As a dual language school we support all content areas in both languages so our students are consistently making cross-language connections and the home language and culture permeates connections to the community and to the school. Classroom observations are on-going by the Principal, Assistant Principal, Literacy Specialist and Math Coordinator with feedback to maintain a rigorous and cohesive program. Our data specialist

monitors all standardized and in-house data to look for patterns in achievement and areas in need of attention. The educational cabinet, comprised of the Principal, Assistant Principal and Literacy Specialist review the writing of all ELL students three times a year to monitor success and to advise classroom teachers about next steps.

Our Math Coordinator pushes into two new teachers to support Tier 1 core instruction in Math.

Our Tier 11 instruction unfolds in numerous ways. We screen students using standardized test scores (for grades 4-8) and in house baseline data (for grades K-3), for extended day sessions where we design extended instruction for students that are struggling. The extended day instruction occurs one day per week for Literacy instruction and one day per week for Math instruction K-6. For grades 7-8 the extended day small group work is targeted for four content areas - Literacy, Science, Social Studies and Math to help develop cognitive academic language and to review and reteach challenging concepts in the content areas.

We also have a Title111 program where our instruction is designed in response to our NYSESLAT results. This program is for ELL students and for former ELLs. This year we will continue to work on Reading and Writing and we will explore activities for Listening. The curriculum for this program is designed by the Literacy Specialist (also licensed ESL teacher). The program is monitored during on-going staff development meetings with the Literacy Specialist.

For Tier111 Instruction we have a Literacy Intervention program taught by a bilingual teacher for students that are struggling in Reading and or Writing. We monitor the success of our Tier 1 and Tier11 programs, look at standardized data and requests from classroom teachers to screen students for intervention. We assess students in Reading and in Writing to determine groupings and next step strategies. This program works with students in small groups (no more than 5) in Guided Reading and in Writing. We also schedule one-to-one Reading Recovery like sessions with students to clear up confusions and to accelerate learning. This program is carefully monitored by our Literacy Specialist with a monthly review of progress for each student, on-going observations of Intervention sessions and on-going training for the Literacy Intervention teacher.

Our bilingual Math Coordinator will work with a small group of students in Math during two extended day periods - 50 minutes per period.

Prior to any evaluation, for ELL students and for EP students we have a case study review with the classroom teacher, Intervention teacher and the Literacy Specialist. Students that have shown signs of struggling have already received Tier 11 Intervention, so when we consider evaluation we review the success of all the strategies that we have already put in place for the student. Only when our Tier 11 and Tier111 strategies have been exhausted and do not show any signs of progress do we consider evaluation.

6. How do you make sure that a child's second language development is considered in instructional decisions?

AS a 50-50 model our students are immersed in both English & Spanish in all content areas. We carefully monitor the success of our ELL students as well as the success of our students learning Spanish as a Second Language. We disaggregate and aggregate data to inform us of strengths and areas in need of improvement. We use assessment to drive instruction in both languages. As a dual language school, language development surrounds all of our actions, goals and instructional decisions.

7. 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?

Across all grades we use running records on leveled texts to assess the literacy skills of our students in Spanish. As a 50-50 model in dual language we replicate the same type of assessments for our Spanish as a Second Language (SSL) students that we use for our ESL students. Hence, across all grades, we use running records on leveled texts, analyzed for percentage of accuracy, self correction rate and fluency level. We assess EPs in Spanish writing via rubrics (standardized by the Literacy Specialist) and in Social Studies, Science and Math we use end of unit tests. For projects in Social Studies and Science we use teacher made rubrics. In literacy our students receive separate grades for English & Spanish Reading and Writing so we can closely monitor progress across both languages and we can keep parents informed regarding progress in each language.

We found that the level of proficiency for our EPs in Spanish falls slightly below the second language acquisition level for ELLs, indicating that we are slightly more successful teaching English as a Second Language than we are at teaching Spanish as a Second Language. We continue to explore ideas to address this.

The majority of our EP students scored on level 2 in both the ELA exam (115 students) and the Math exam (132 students) . In Science 4<sup>th</sup> grade the majority of our EPs scored on level 3 and in 8<sup>th</sup> grade (current graduates) the majority scored on level 3.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

As a dual language school we closely monitor the progress of our English Language Learners. All ELLs are identified (current, former, long term & special needs). Their progress is assessed using all available standardized data in core subjects as well as in-house data (running records administered monthly, math unit tests, rubrics for genre writing, unit tests in Social Studies and Science). The Literacy Specialist monitors progress in Literacy. The educational cabinet (Principal, Assistant Principal and Literacy Specialist)

reviews ELLs writing three times per year. We monitor progress in next steps as we review benchmark writing samples. This year we will additionally monitor progress over time with the benchmark and baseline data from the Measures of Student Learning assessments.

Each year we have a focus for our Title 111 program that grows from the previous year's NYSESLAT data. We cross-check this information with the next year's NYSESLAT to evaluate the success of the Title 111 program. We monitor State Report cards to determine AYP. Last year we used the Title 111 AMAO 1 & 2 status estimator to anticipate AYP.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
As part of our registration process, all first time entrants to the NYC school system are given the Home Language Survey. During registration we also conduct an informal oral interview both in English and in the native language (Spanish only). This interview is conducted by Olga Ramos, a bilingual Assistant Principal. The original copy of the Home Language Survey is kept in the student's cumulative folder.  
Students that are identified as possible ELLs by the Home Language survey are administered the LAB-R in English within 10 days of registration. The results of the LAB-R are recorded and monitored on the parent screen in ATS within 20 days. The LAB-R is administered by our Testing Coordinator, a licensed bilingual teacher. If the student has scored LEP on the English LAB-R then we administer a LAB-R in Spanish. The Spanish LAB-R is also administered by our testing Coordinator, a licensed bilingual teacher. We send letters home to the parents of Kindergarten students that are ELLs. Parents are informed about the ELL status and we offer additional support for English via our Title 111 afterschool program. We also send letters to parents when students do not pass the NYSESLAT. These students are offered the same support in the afterschool Title 111 program.
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.  
Amistad is a K-8, District 6, school of choice, where parents specifically seek a program for their child to learn in two languages. Since our school is entirely a dual language immersion school (K-8), we only offer this program to families. Parents who inquire about our school attend a tour, presented by the principal, where the basic tenets of our school's instructional model and language policy are outlined and discussed. Parents are informed that the entire school is a dual language model and that no other programs are offered. If after the tour, a parent decides that they are no longer interested in our school, they are referred to their zoned school or to other schools of choice in the district (ie: PS 314, PS 18, PS 187, and PS 210). After the tour, parents fill out an application which includes a series of questions including why they want their child to attend the Amistad Dual Language School. Parents also fill out a check list to indicate the language that the child uses at home and with whom. This allows us to make a preliminary determination of language dominance which we use for the lottery. In the lottery we randomly select students to support equal distribution of language dominance.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Our parents specifically seek placement for their children in our school because of our Dual Language status and their interest in having their child maintain and strengthen their native language (Spanish - for ELLs). During school tours we have the parents read the school's vision statement which clearly describes our mission of upholding two languages. The power-point presented during the tours illustrates the use of both languages by grade. A description of why they want their child to receive instruction in English and in Spanish is on the school's application form, to be filled out by a parent. The parent surveys and the program selection forms are kept in the students' cumulative folders.

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.  
As part of the registration process, we review all students selected in the lottery. For those selected, we look to see if they have indicated a home language other than English (we use a 1-2 formula - one from part A and 2 from part B). These parents are given a Home Language Survey. We also conduct an informal oral interview in English and in Spanish. These interviews are conducted by a bilingual Assistant Principal (Spanish & English).
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Before the NYSESLAT exam we pull the NYSESLAT eligibility roster and the NYSESLAT exam history report from ATS to ensure that we have identified all ELLs. Our Testing Coordinator who is a bilingually certified teacher administers the speaking portion of the test to students on a one-to-one basis. We identify the window for administration and then schedule the students for this portion of the assessment. The Listening, Reading and Writing portion of the NYSESLAT is administered by bilingual classroom teachers during the window for administration, as per the schedule arranged by the Testing Coordinator. The portion of the exam that is scored in-house is scored by a small team of teachers that includes a licensed ESL teacher.
6. 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.) 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. [①](#)  
We are a Dual Language School and Dual Language is the only program offered in this school. The trend in this school is Dual Language. We have a strong turn-out for our tours and we easily fill our rosters. We have very little attrition and we have a wait list to fill seats when available.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

The Amistad Dual Language School has two classes per grade and one self contained Special Education class servicing 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> grade. In grades K-5 we subscribe to the one teacher - both languages model. These classroom teachers teach all content areas (Reading, Writing, Math, Social Studies and Science) using a 50-50 language distribution model. This year we have a ITT class in 5<sup>th</sup> grade taught by two bilingual teachers (one bilingual General Education & one bilingual Special Education) using the 50-50 language distribution model. In grade 6 we use a Core Curriculum Model where one bilingual teacher teaches Literacy and Science and the other bilingual teacher teaches Math and Social Studies using a 50-50 language distribution. This year we have an ICT class in 6<sup>th</sup> grade so one 6<sup>th</sup> grade class section has two bilingual teachers (one in General Education and one in Special Education) using the 50-50 language distribution model. In grades 7 and 8 we departmentalize with a bilingual teacher for each content area using a 50-50 language distribution model. The students in 7<sup>th</sup> and 8<sup>th</sup> grade follow block programming. We use heterogeneous groupings across all grade levels.

Our language allocation policy varies by grade to accommodate conversational (BICS) and academic language acquisition (CALP). In Kindergarten we follow an alternating day model. Students are instructed in Spanish on Monday, Wednesday and Friday and in English on Tuesday and Thursday. In First grade we use a 50-50 model, ten day cycle with alternating days. In grades 2 - 5 we follow an alternating half day model so that students are equally exposed to all content areas in both languages. In the half day model students receive instruction in one language in the morning and another language in the afternoon. In the middle grades 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> we use a full day language distribution with alternating two week cycles (two weeks in English and two weeks in Spanish). The cycles vary according to grade level. In second grade we use a one week cycle. In third grade we use a two week cycle. In fourth through fifth grade the cycles vary from three to four weeks depending on units of study.

The Literacy Intervention program is a pull-out program that schedules students in small groups (homogeneous) or in one-to-one. The students are scheduled from two periods per week to four periods per week, as needed. The SETSS program is both a pull out and a push in as indicated on the IEPs.

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)?

Our model exceeds the mandated minutes for ESL instruction. All classroom teachers are bilingual teachers, most with bilingual extensions. We teach all subject matter 50% of the time in Spanish and 50% of the time in English. We use strategies that our teachers have learned in their coursework (TPR, Sheltered Instruction, SIOP).

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 foster language development and meet the demands of the Common Core Learning Standards.

As a 50-50 Dual Language model our students are immersed in both English and Spanish in all content areas (Reading, Writing, Math, Science & Social Studies). We make content comprehensible and meet the demands of the Common Core in various ways: we plan for, preview and review academic vocabulary and use demonstrations and ESL strategies (rewording, repeating, slowing down speech, visuals etc.) to make content comprehensible. We use a workshop model inclusive of conferencing so our students have individual opportunities to use and rehearse academic, content specific vocabulary. We ask open ended questions in all content areas to foster opportunities for our students to discuss their understandings and their learning. We use small group work to scaffold discussions and to encourage our students to explain their insights and to work through confusions. We have an extensive supply of non-fiction books for every grade. We integrate the interactive Smart Board into all content areas to serve as visual support and often hands-on virtual manipulatives in Math. All of our teachers are trained in Differentiated Instruction. Our units of study include intentional groupings of students to foster language development and we plan for exposure to vocabulary in all content areas. We use conference techniques to encourage conversation and rehearsal of cognitive academic language. We maintain the language of the day and use ESL strategies (for ELLs) and ESL like strategies (for SSLs) (visual supports, TPR, gestures, repetition, rewording etc) and materials in a variety of levels to make content comprehensible.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

As a 50-50 dual language school our students are assessed in English and in Spanish throughout the year in all subjects. In Literacy we use running records on Spanish leveled texts and in writing we use rubrics that are direct translations of our English rubrics so we maintain a high standard in both languages. The results of these assessments are reported to parents for each language so that parents can keep track of progress over time in each language. In math, we use Math in Focus for grades K-5 and unit tests are given in both English and Spanish, the results of which are sent home to parents. For grades 6-8 in Math we use Connected Mathematics Program CMP3. Unit tests are in English and in Spanish for this program. In Science and Social Studies we also assess in both languages using in-house assessments. Our 8<sup>th</sup> grade students (current graduates) are invited to take the NYC proficiency-like exam in Spanish. Last year we had 10 ELL students take the exam and 10 ELL students pass the exam.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
As a Dual Language school, our students spend half of their time in English for all content areas. During the English portion of their education they are held to standards for Reading, Writing, Listening and Speaking. We have designated benchmark levels for Reading in each grade and the rubrics for Writing are rigorous. Our students are required to engage in conversations that entail Listening and Speaking about books during Guided Reading and Literature Circles. Our students present projects in Science and Social Studies graded against rubrics. We have publishing parties for numerous units of study in the content areas. During our publishing parties, students present their work to parents and peers. This work is evaluated by attendees via comment sheets.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Currently, we have no SIFE students. Our plan for SIFE students would include an ATS report to see if there is any indication from prior years for special services. The student would be assessment in Literacy (English and Spanish) to determine Reading levels for each language. In Writing, we would assess via writing samples in English and in Spanish to determine next step strategies. We would also assess in Math to determine next step strategies. The SIFE student would be invited to attend our after school Title 111 program designed to strengthen the NYSESLAT modalities and we would incorporate other Tier11 interventions, as needed. The progress of this student would be carefully monitored by the classroom teacher, the Literacy Specialist, the Math Coordinator and the Educational Cabinet.

Our newcomers, with no current exceptions, are in the early childhood grades. These students experience a language rich classroom environment in both English and in Spanish. Literacy is supported via shared reading, with teacher voice support, and Writing is supported with Interactive writing and writing workshop. Both Reading and Writing is taught in the native language until the student achieves success on text level E. We introduce Reading and Writing in the second language (English for ELLs and Spanish for EPs) after the student demonstrates control over level E texts. At this point the reading strategies (voice to print match, locating known words, looking at the picture etc.) transfer and we support the students with rich book introductions and shared or guided reading. Manipulatives are used in Math and our Math program includes games and opportunities to rehearse academic language. Interactive Smart Boards (in each classroom) provide visual support throughout each content area. The data for these students is consistent and shows a trajectory of forward movement through proficiency levels in the NYSESLAT exam. These students, depending on need, may be part of the extended day groups and all newcomers are invited to attend our after school Title 111 program for language development in English. If we had a newcomer in a testing grade they would receive testing accommodations (time and a half).

We currently have 20 students that have been receiving services for 4-6 years. Our instruction plan for these students includes on-going literacy assessment via running records to guarantee that the students are reading on the appropriate level, ongoing writing analysis to determine next steps and on-going Tier 11 Interventions. These students are invited to our Title 111 after school program for English Language development. These students also receive testing accommodations for extended time on exams (time and a half).

We have 8 long term ELL students all of which are ELL-SWD. These students are serviced as per their IEPs. They are invited to Tier11 intervention during extended day by two bilingual Special Education teachers - 2 times per week for 50 minutes. They are also invited to attend the Title111 after school program for English language development. The long term ELLs also receive testing accommodations for extended time (time and a half).

Our former ELLs are encouraged to attend our Title 111 after school program to continue their support in English language development. Our former ELLs receive testing accommodations for extended time and depending on need, may be in a Tier 11 intervention. We also support the former ELLs in Listening, Speaking, Reading and Writing in English via our Title 111 after school program. All former ELLs are invited to the program for additional support. Former ELLs, with two or less years as proficient will receive testing accommodations for extended time (time and a half).

7. 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?

For our ELL-SWD we review the IEP to identify, schedule and provide all mandated services in the mandated language. Our mandated service providers (SETSS, Speech, Guidance) are bilingual. All of our ELL-SWD students are held to state standards as specified on their IEPs. Teachers have a wide range of literacy material (in English and in Spanish) which enables them to provide the appropriate level of text and hence multiple entry points to match functional levels. We can also accommodate multiple entry points in the other content areas as we have a myriad of non-fiction books at a variety of levels. All content area materials are available in English and Spanish.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We have a self-contained multi-grade (6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup>) Special Education class representing our most restrictive environment. In this class we have 3 sixth grade ELL-SWD, 2 seventh grade ELL-SWD, and 1 eighth grade ELL-SWD. The self contained class follows our 50-50 language policy and the rigorous curriculum for 6<sup>th</sup> grade in all content areas. We use curricular, instructional and flexible scheduling to accommodate a less restrictive environment for the self-contained class during elective periods that occur one period per day. During electives the students in the self contained class along with all the other Middle School students select an elective (Band, Drumming, Dance, Art, Chorus) to study. The broad range of selections results in a mix of Special Education students and General Education students during each elective period.

We have two ICT classes, one in 5<sup>th</sup> grade and one in 6<sup>th</sup> grade. The 5<sup>th</sup> grade class has 6 ELL students all of which are ELL-SWD. This class follows the same rigorous curriculum and the same language policy as our General Education 5<sup>th</sup> grade class. Our 6<sup>th</sup> grade ICT has 5 ELL students, 4 of which are ELL-SWD. We use scheduling flexibility so that this class can follow a semi-departmentalized program where the Special Education teacher travels with the class and team teaches with two other sixth grade teachers. Our students in 6<sup>th</sup> grade study Math and Social Studies, team taught by the Math/Social Studies teacher and the Special Education teacher and they study ELA and Science with the ELA/Science teacher team taught with the Special Education teacher. The 6<sup>th</sup> grade ICT class follows the same rigorous curriculum and the same language policy as the General Education 6<sup>th</sup> grade class.

We have a SETSS pull-out program that services 6 ELL-SWD (2 in Kindergarten, 1 in First, 1 in Fifth and 2 in Seventh). This program is conducted in the language specified on the IEPs by a bilingual SETSS teacher.

We have ELL students with IEPs in our general education classes (the least restrictive environment). We have 5 students with IEPs in first grade, 1 student in second grade, 2 students in 3<sup>rd</sup> grade, 4 students in 6<sup>th</sup> grade and one student in 7<sup>th</sup> grade. These students all follow our language distribution for English and for Spanish.

We will use scheduling flexibility for all of our ELL students to achieve testing accommodations during Measures of Student Learning baseline and benchmark exams as well as all standardized state exam.

We use instructional flexibility (based on NYSESLAT data) to target modalities during our after school Title 111 program.

We have one ELL-SWD that is tested according to his age-not his grade level.

### Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	English & Spanish		
Social Studies:	English & Spanish		
Math:	English & Spanish		
Science:	English & Spanish		

### 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

Dance	English & 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	45 minutes per day	45 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.



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

9. 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.

ELL students, depending on need, receive intervention from a bilingual Reading Teacher who works with small groups of no more than 5 students per group and one-on-one. The schedule for groups varies, depending on need, from one 40 minute period per week to four forty minute periods per week. The groups and the schedule are created by our Literacy Specialist after reviewing baseline data for Reading and for Writing. Our Literacy Specialist is also a licensed ESL teacher. ELL students will receive intervention in Spanish if their Reading does not approximate grade level and ELLs that are not yet reading on level E or above, may receive intervention in Spanish. Once reading in the dominant language is firm, ELL students may receive intervention in English reading and writing if necessary. This intervention service is also available for our EP students.

We offer ELL students additional support via our Title 111 program that is offered after school once per week for one hour. The focus of the Title 111 program is to promote English language development in listening, speaking, reading and writing which will impact on each student's performance on formative and summative assessments.

We have a targeted intervention program that services ELLs and EPs as needed during two extended day periods (50 minutes per period). One period is dedicated to Literacy and one period is dedicated to Math.

We have targeted intervention for ELLs and for EPs in Science and Social Studies in 7<sup>th</sup> & 8<sup>th</sup> grade during circular six periods - 50 minutes (2 times per week) and during extended day.

We have a push-in targeted intervention for Math for: one fifth grade (3 fifty minute periods per week), one third grade (3 fifty minute periods per week), one 6<sup>th</sup> grade (1 fifty minute period per week) by the Math Coordinator. We have 1 ELL student in the sixth grade class, 2 ELL students and 1 Former ELL in the 5<sup>th</sup> grade class, 7 ELL students in 3<sup>rd</sup> grade.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current Dual Language program meets the needs of language development for our students because we support both native language instruction and instruction in English. All content area classes are taught in both English and Spanish. The data points to our success in language development. The baseline, Common Core aligned ELA exams and the baseline Common Core aligned Math exams will serve as comparative data for the up-coming year. There can be no comparison with the 2013 exams and the prior years exams to measure progress because the exams were altogether different and statistically not comparable. In content area in-house assessments we have baselines and we will cross check the information as the benchmark data becomes available. We received an A on our Progress Report and on our last Quality Review we scored as Well Developed. We received points for closing the achievement gap in both ELA and Math. All the data, points to the effectiveness of our program.

11. What new programs or improvements will be considered for the upcoming school year?

This year we created a position for a Math Coordinator. The coordinator is a bilingual teacher with a bilingual extension. She will work with teachers to refine their math instruction and she will work with students as a push in support for the classroom. This will help us meet the growing expectations of the Common Core Learning Standards.

12. What programs/services for ELLs will be discontinued and why?

We will not discontinue any services for ELLs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ELL students have equal access to all school programs. We have an extended day program for students that scored on level 1 in Math and ELA. This extended day program services both ELLs and EPs and meets two days per week for 50 minutes each day. One day is dedicated to ELA and one day is dedicated to Math. In the 7<sup>th</sup> and 8<sup>th</sup> grades the extended day is departmentalized and one day is dedicated to seventh grade and one day is dedicated to eighth grade. We have two sports programs, one offered before school and another sports program offered after school. These programs are taught in Spanish and are available for both ELLs and EPs. The attendance roster indicates that 17 ELL students are attending and 53 EPs. We have a Title 111 program dedicated to ELL and Former ELL students. The program meets one time per week for one and a half hours.

We will continue our after school homework program that services both ELLs and EPs. This program meets one time per week for one and a half hours. The program takes place in the library with our Librarian and all library resources, including computers are available for students at this time. Our Literacy Intervention program has equal access for ELLs and EPs. All school activities coordinated by parents (Carnival, Movie Night, Field day) have equal access for ELLs and EPs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We have a Smart Board in each classroom K-8. The smartboard is used interactively with students to serve as both a visual and a manipulative support. We have extensive libraries (guided, independent by level and genre) in English and in Spanish in each classroom. In addition we have a book room with addition texts (Literature circle, full class sets, independent by level, author studies, genres) in English and in Spanish that teachers use throughout the year to refresh their libraries and to support units of study. We have two Math programs, one for grades K-5 (Math in Focus) and one for grades 6-8 (Connected Math Project). Both of these programs are fully aligned with the CCLS and both programs are in English and in Spanish. Both Math programs have workbooks in English and in Spanish, assessments in both languages as well as virtual manipulatives for the Smart Board. Parents can log-on at home to support their children with homework and review.

We have computers in each classroom and three carts of computers on wheels (COWs) for full class use.

All content area materials in Science and Social Studies are available in English and in Spanish and we multileveled content area texts to support multiple entry points.

We have a Library stocked with books in English and in Spanish and we have a supplemental book room to support classroom libraries in English and in Spanish.

In each classroom, we have on-line access to Encyclopedia Britannica with Spanish translations available for academic vocabulary. This on-line access is also available for aou students at home.

We have identified numerous web-sites in English and in Spanish for our Smart Board use and for students to explore at home.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

We are a 50-50 Dual Language program. All content areas are taught in both English and Spanish in all grades K-8.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Our required service support is given by a bilingual Guidance Counselor, a bilingual SETSS teacher and a bilingual Speech Provider. All resources are available in English and in Spanish. IEPs are specific and service is provided as per the IEPs. We have a wide range of material in Literacy that is leveled and our SETSS teacher has a fully stocked library of leveled texts. We aggregated a chart to incorporate F&P levels, Lexile Levels, and DRA levels and grade levels so our SETSS teacher is consistently aware of grade band parameters. Our bilingual Guidance Counselor services mandated students as per their IEPs as does our bilingual Speech Provider.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We have no activities in our school that assist newly enrolled ELLs before the beginning of the school year. For ELLs that enroll during the school year we invite them to attend our Title 111 after school program. We offer extended day classes in Literacy and in Math and Literacy Intervention depending on need. For students in 7<sup>th</sup> and 8<sup>th</sup> grade we may identify the students for extended day services and for Circular 6 small group work once per week for one period. Depending on need, ELLs that enroll during the school year may receive Literacy Intervention in a small group setting or one-to-one.

18. What language electives are offered to ELLs?

We are a Dual Language school offering instruction in English and in Spanish. French language instruction is offered to all of our students (ELLs and EPs) via the Little Red Rocket Program which is an after school program offered Monday through Friday.

19. For schools with dual language programs:

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

We are a dual language school using a 50-50 model whereby 50% of our instruction is in English and 50% is in Spanish. For the EP students the target language is Spanish (50%) and for the ELLs the target language is English (50%). The EPs and the ELLs are integrated for the entire school day and all content areas are taught in both languages.

Our language allocation policy varies by grade to accommodate conversational and academic language acquisition. In Kindergarten we follow an alternating day model. Students are instructed in Spanish on Monday, Wednesday and Friday and in English on Tuesday and Thursday. In First grade we use a 50-50 model, ten day cycle with alternating days. In grades 2 - 5 we follow an alternating half day model so that students are equally exposed to all content areas in both languages. In the half day model students receive instruction in one language in the morning and another language in the afternoon. The cycles for grades 2-5 varies according to grade level. In second grade we use a one week cycle. In third grade we use a two week cycle. In fourth grade and fifth grade the cycle varies from 3 weeks to 4 weeks depending on units of study. In the middle grades 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> we use a full day language distribution with

alternating two week cycles (two weeks in English and two weeks in Spanish).

All of our classroom teachers are bilingual and each class is taught in two languages by one teacher. This year we have two ICT classes, one in 5<sup>th</sup> grade and one in 6<sup>th</sup> grade. These classes are taught by two bilingual teachers (one bilingual Special Education teacher and one bilingual General Education teacher). These classes follow the 50-50 language distribution.

Emergent literacy is taught in the child's native language first (sequential) until the student reaches level E on leveled text reading. Once the student reaches level E we use a simultaneous model where both languages are taught at the same time. The simultaneous model is used from Level E (usually achieved at the end of Kindergarten or the beginning of first grade), through to graduation in eighth grade.

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All classroom teachers receive professional development from our Literacy Specialist (also a licensed ESL teacher). This staff development consists of coding, calculating and analyzing running records to determine next step strategies. All classroom teachers also receive extensive training in the design and use of rubrics in writing as well as the analysis of writing to determine emergent strategies, confusions and areas under control. Literacy professional development is ongoing throughout the year and occurs one period during the day at least once per month for each teacher. Literacy staff development for the Literacy Intervention teacher occurs weekly by the Literacy Specialist. This year we added additional staff development by way of a math coordinator. The math coordinator supports all classroom teachers in the implementation of a curriculum aligned with the Common Core Learning Standards. The math coordinator will meet with each classroom teacher at least once per month for 50 minutes during scheduled prep periods. The math coordinator is a bilingual teacher with a bilingual extension. Our teachers are also receiving staff development in the Danielson rubric by an ASCD consultant and by the Principal and Assistant Principal as they turn-key the information that they are trained in. This staff development is ongoing and targeted for staff development days and several extended day sessions that occur for 50 minutes on Wednesdays. Our staff has already received training in aligning curriculum to the Common Core Learning Standards by the Literacy Specialist and by the Math Coordinator. The Literacy Specialist has examined the Common Core Learning Standards for ELA with each grade level team. Together, they have examined the curriculum against the Common Core Learning Standards to identify any gaps or areas in need of improvement. We have added vocabulary development, potential questions and differentiated instructional grouping to our units of study in writing to support our ELLs in the advanced vocabulary requirement of the Common Core Learning Standards. Our Reading curriculum is extensively differentiated for each individual student inclusive of Independent Reading levels, Instructional Reading levels and individual next step strategies. The Math Coordinator has examined the Common Core Learning Standards with each grade level team. This year we purchased a new math curriculum for the elementary grades and for the Middle School (Connected Math Project and Math in Focus). These curricula are aligned with the Common Core Learning Standards and our Math Coordinator conducts on-going Professional Development for each teacher as they teach the curriculum. Inclusive in this work is planning for Differentiated Instruction and vocabulary development supportive of ELLs. We will continue this support throughout the year as per the staff development schedule mentioned above. Additionally, we have a Talent Coach conducting staff development with the full staff on the Danielson Rubrics. These rubrics, as a framework for teaching, are closely tied to improving professional practice, as we implement curricula aligned to the Common Core Learning Standards. This Professional Development occurs once per month for 50 minutes, during our professional development extended day. The majority of our classroom teachers have received training in Differentiated Instruction by an ASCD consultant. This training will be available for new teachers as per budget allowances. This year we will request ELL training from our ELL Instructional Specialist from our network to complete the 7.5 hours of ELL training for all staff and 10 hours of training for Special Education teachers. All records for ELL training by Instructional Specialists and consultants will be kept in a binder in the Principal's office along with the agendas for each meeting.

The Bilingual Coordinator receives staff development from our network, scheduled monthly. The Testing Coordinator attends staff development twice per year given by the NYC Assessment Implementation Director. The Guidance Counselor receives staff development from the network monthly. Paraprofessionals are included in the training during staff development days.

All of our classroom teachers have received smart board training. This training is on-going and is provided by our technology consultant. The interactive applications on the Smart Board serve to scaffold the second language learners understandings. Our teachers have all been invited to take advantage of the training that is available on ARIS and all of our teachers know how to navigate that system. We have also highlighted ADVANCE and ENGAGE NY so our teachers can sample both curricula and exam questions aligned with the CCLS.

Our Parent Coordinator has attended workshops in Conflict Resolution, Resources in the Community, Translation, Early Childhood Literacy, Technology, ELL strategies and Balanced Literacy. These workshops have helped our Parent Coordinator to gain more information and to be effective in her work.

We are a K-8 school, so the transition from Elementary to Middle School is seamless. The Guidance Counselor supports this transition by inviting all Amistad parents to a Middle School tour. During this tour the Guidance Counselor describes the Middle School application process. The Guidance Counselor makes himself available by individual appointment, to parents to assist in the

application process. Once the application process is complete the Guidance Counselor follows up with classroom teachers to inquire if any students are having difficulty with the new semi-departmentalized schedule. The Guidance Counselor schedules meeting with students accordingly. The transition to high school is supported by our Guidance Counselor. In September we schedule a meeting in the early evening for the parents of our 7<sup>th</sup> and 8<sup>th</sup> grade students. During this meetin we show a power point presentation about the High School application process and we distribute flyers (in English and in Spanish) with open house information. We also distribute information on web-sites that are available to help parents navigate the High School application process. All information that is delivered to parents is in English and in Spanish. During the school year the Guidance Counselor takes students on tours of high schools and also takes students to performances by students in the Specialized High Schools. The Guidance Counselor schedules students for the Specialized High School exams and schedules auditions for Performing Art Schools. The Guidance Counselor arranges for classroom teachers to work with students on their portfolios for schools in the Arts. The Guidance Counselor meets with each student individually, to help the student generate a list of schools to visit with their parents. This list is generated according to students' interests, grades and attendance. The Guidance Counselor is available, by appointment, to meet with parents and students to help fill out the applications and once received to help parents edit their choices. We receive data on ARIS about our graduate students and the data strongly points to the success of our students when they move on to high schools.

The training for teachers of ELLs includes ESL strategies (simplified language, Total Physical Response, slower speech) and language acquisition theories and Dual Language policies. This training is on-going and given by the Literacy Specialist (lisenced ESL teacher) on a monthly basis and by the Assistant Principal and Principal during staff development days and during pre and post observation conferences.

## D. Parental Involvement

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

Parental involvement is a cornerstone of our school and a contributing factor to the success of Amistad. Parents participate in the governance of the school via the SLT. Early on in the school year we invite parents in for a Curriculum Night. We meet with parents in our classrooms and describe the units of study for all content areas that we will cover for the school year. We describe the homework policy and we share email addresses so the parents have an additional means of contact. These meetings are conducted in both English and Spanish. Each classroom teacher has a website where parents can log-in to check the curriculum, announcements, samples of student work and the schedule. Parents can email each teacher via this website.

Parents participate in the governance of the school via the SLT. Parents also support the instructional programs in the school by fundraising and partnering in the development of classroom projects and trips. Our parents design and staff our field day each year and they design and staff a carnival. Parents organize movie nights for our students and families and are often in classrooms helping. Bilingual parents and Spanish speaking parents help staff the lunchroom and also fund and staff recess activities.

Parents also fund materials (Time For Kids) from their budget. We have a parent room and a bilingual Parent Coordinator. We have computers available in the parent room and we offer workshops in the use of computers and navigating on-line websites three times per year. These workshops are offered by our bilingual Assistant Principal and our bilingual technology consultant. All workshops are offered with simultaneous translations. We have a Parent Teacher Association and each year we hold elections for the PTA. We have two slots for each officer's position, one of which is earmarked for a Spanish speaking parent. The Parents' Association meets two times per month. One of the meetings is in the morning, during school time and the other meeting is in the early evening (6:30). The varied time slots make it convenient for parents to attend and all meetings have simultaneous translations. Simultaneous translations are done through the use of an audio transmitter with receivers for up to forty parents. All announcements and minutes from meetings are translated into Spanish to ensure that parents of ELL students stay informed.

Our Parent Teacher Association has a Yahoo account with bilingual notifications. The Parents also offer parent to parent workshops where they disseminate information from the President's Council of District 6. These meetings have simultaneous translations.

This year we will provide a Math workshop for parents by the Math Coordinator, to introduce parents to our new, Common Core aligned Math programs. Our Math Coordinator is a bilingual teacher and this workshop will have simultaneous translation by our Parent Coordinator. Our parents have access to our new Math programs by logging into websites. This will be reviewed during the parent workshop.

Our school secretary is bilingual so parents are greeted in the main office in their language of choice.

We have a Global Connect system for school-wide phone calls to parents. All global connect phone calls are in English and in Spanish.

Our classroom teachers are all bilingual so Parent/Teacher meetings are conducted in the language of comfort for the parent. We partner with other agencies to service our parents. One agency is Audubon Youth Program. This organization is housed in the local community and offers services to parents via counseling and also offers homework help for students.

We evaluate the needs of our parents via ongoing conversations with our bilingual Parent Coordinator. We also have our bilingual Guidance Counselor attend one PTA meeting per month so he continues to be aware of parental concerns. We also evaluate the needs of our parents by giving surveys after each workshop. The surveys help us to understand what worked, what we can improve and also helps us gather ideas for future workshops.

Our parent involvement activities address the needs of our parents because they are all offered in English and in Spanish and they cover a broad range of material. Our school is designed so that both Spanish and English are celebrated and our parents are guaranteed to communicate in their language of choice.

## E. 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.

## Part VI: LAP Assurances

**School Name: Amistad Dual Language School**

**School DBN: 06M311**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Zoraida Hernandez	Principal		12/18/13
Olga Ramos	Assistant Principal		12/18/13
Eulalia Lugo	Parent Coordinator		12/18/13
Barbara McCarthy	ESL Teacher		12/18/13
Sonaly Rivera	Parent		12/18/13
Stephen Powers /Library	Teacher/Subject Area		12/18/13
Islandia Payano / Literacy Int	Teacher/Subject Area		12/18/13
Barbara McCarthy - Literacy	Coach		12/18/13
Amy Withers - Math	Coach		12/18/13
Juan Bello	Guidance Counselor		12/18/13
	Network Leader		1/1/01
Juan Bello	Other <u>Related Service</u> <u>Prov</u>		12/18/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

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

**Cluster:** 532      **Network:** CEI-PEA

**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.

We use the Home Language Survey and our informal oral interview to determine our written and interpretation needs. We also examine the home language report in ATS. As a Dual Language school in English and in Spanish our translation and interpretation needs focus on English and Spanish. This year, we have a need for English and Spanish and the data indicates that we have no other language 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.

Our review of the data indicates that we have a need for written material in English and in Spanish. We also have a need for oral interpretations in English and in Spanish. The fact that we have translation and interpretation available at all times in English and in Spanish is reported to potential school parents during our initial tours. We told the school community about our needs for written translations and oral interpretations in English and in Spanish on multiple occasions: Curriculum Night and Parent Teacher Association meetings.

## 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.

As a 50-50 Dual Language school in English and in Spanish our data indicates the need for translations in English and in Spanish. Our written translations are provided in-house by our bilingual Parent Coordinator, who is certified in translation. All written material (school letters, notices, messages, ) are simultaneously sent in Spanish and in English. Notes to parents and teacher's web-sites are translated by bilingual classroom teachers.

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 oral interpretation services are provided by our in-house bilingual Parent Coordinator, who is certified in interpretation. All meetings with parents have simultaneous translations. Simultaneous translations are done through the use of an audio transmitter with receivers for up to forty parents. We use a Global Connect telephone service for phone calls to our school community. All Global Connect calls are in Spanish and in English translated by our bilingual Parent Coordinator (certified in translation), bilingual Assistant Principal or bilingual Principal. One-on-one meetings with teachers and parents are conducted in the language of the parent's preference as all of our classroom teachers are bilingual.

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>.

We translate all documents. We collect data on primary language/languages spoken by each parent. Translation services are available and parents have been made aware of interpretation and translation services. We translate written material in-house so we have no need for an outside vendor. We use in-house simultaneous interpret for all meetings so we have no need for an outside vendor. All signs in the building are in English and in Spanish and our parents are provided with a translated Parents Bill of Rights and a translated safety plan

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

### Part C: Professional Development

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

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

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

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

**Part C: Professional Development**

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

**Part D: Parental Engagement Activities**

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

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

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

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

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