

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

06M311

School Name:

AMISTAD DUAL LANGUAGE SCHOOL

Principal:

ZORAIDA HERNANDEZ

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: _____ School Number (DBN): 06M311
School Type: Dual Language School Grades Served: K-8
School Address: 4862 Broadway, New York, N.Y. 10034
Phone Number: 212.544.8021 Fax: 2125697765
School Contact Person: Sherri Lucas Email Address: Slucas8@schools.nyc.gov
Principal: Zoraida Hernandez
UFT Chapter Leader: Victor Negrón
Parents' Association President: Sonaly Rivera
SLT Chairperson: Lucinda Martinez
Student Representative(s): NA

District Information

District: 06 Superintendent: Manuel Ramirez
Superintendent's Office Address: 4360 Broadway
Superintendent's Email Address: MRamirez4Aschools.nyc.gov
Phone Number: 917.521.3757 Fax: 917.521.3797

Cluster and Network Information

Cluster Number: CEI-PEA Cluster Leader: Debra Maldonado
Network Number: 532 Network Leader: Benjamin Soccadato

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Zoraida Hernandez	*Principal or Designee	
Victor Negrón	*UFT Chapter Leader or Designee	
Sonaly Rivera	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Karin DeJesus	Member/ Teacher	
Diana Santos / Maternity Leave	Member/ Teacher	
Rachelle Street	Member/ Teacher	
Florencia Cruz	Member/ Parent	
Sandra Iniguez	Member/ Parent	
Lucinda Martinez	Member/ Parent	
Rebbeca Morcelo	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
▪	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
▪	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
▪	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
▪	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
▪	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
▪	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- a. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- b. School strengths, accomplishments, and challenges.
- c. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Amistad is a dual language, K-8 school of choice in northern Manhattan. We have two classes per grade and we follow a 50-50 language allocation policy (50% of the time in English & 50% of the time in Spanish). Our mission statement is as follows;

New Mission Statement

Amistad Dual Language School aims to have all students equipped with the necessary skills to engage in a competitive world by teaching them to be critical thinkers, who learn through creative paths, while maximizing the power of two languages. Our mission is rooted in providing each of our students an individualized educational experience through various modalities and collaborative work to best accomplish student achievement. Together we foster a sense of communal responsibility and solidarity through the celebration of culture, language, and diversity.

Our curricula are aligned to the Common Core Learning Standards for all content areas and our instruction emphasizes critical thinking, rigorous habits and higher order skills and strategies. We use block programming and a workshop model to scaffold and frame both our balanced literacy instruction and our constructivist math instruction. Our teachers write their own Science and Social Studies curricula each year aligning it with both the Common Core Learning Standards and the content area standards. The Social Studies and Science curricula is also taught via the workshop model, with project and inquiry based learning as well as artifact studies to heighten critical thinking, inquiry skills and focused class discussions. We infuse reading and writing into all core subjects to strengthen both comprehension and rigor. The visual and performing arts programs also infuse core content area instruction (literacy, science, math, social studies) into their programs. Our students explore and enhance their creative abilities by performing and writing music, choreographing dance movements and designing visual art pieces. Art projects are displayed throughout the school and we have several dance / music / theater performances throughout the year culminating with a full scale musical production toward the end of the school year. In addition, we close the year for visual arts with a gallery exhibit and/or an auction.

Parental involvement is an integral component of our school. Parents participate in decision making via SLT meetings and they support our instructional programs via fundraising and partnering in classroom projects and school-wide celebrations. Parents hold two PTA meeting per month that are well attended by the school community.

Amistad has developed relationships with educational and artistic institutions to broaden opportunities for our students and to enhance Professional Development possibilities for our teachers. We are affiliated with Audubon Youth Initiative, which provides counseling support for our students and our families. We are also associated with the Alvin Ailey Dance Company, which provides our third grade students a ten week dance residency. We take part in Mayor De Blasio's Initiative for Middle School with an after school local organization Fresh Youth Initiative (FYI) which provides students with homework help, arts and crafts, extra curricula activities and community service. We have a high rate of participation in our before and after school programs BOKS and Champs. We partner with various colleges and universities such as Bank Street, Teacher's College, Fordham University, City College and Lehman College to host student teachers. Many of our students participate in Project Boost which is an enrichment program for Middle School students that focuses on community service and participation in cultural events. We are associated with Lang Medical Program which is a high school preparation program for seventh and eighth grade students who are interested in the medical field. We also have a partnership with Row NY which is a program

that empowers youth to build strength, gain confidence and pursue excellence through the sport of rowing.

Our school's strengths are broad:

- We are rated as a school in 'Good Standing' by New York State.
- 100% of our former 8th graders are rated as on track for high school graduation as indicated by the NYC School Quality Snapshot. This rates us above the city average by 12% and above the district average by 8%.
- Our student progress for 'all students' in the New York State ELA test is rated as 'Excellent' in the NYC Quality Snapshot.
- Our student progress for the "lowest performing students" in the New York State ELA test is rated as "Excellent" in the NYC Quality Snapshot.
- In "Closing the Achievement Gap" for English Language Learners on the New York State ELA test we are rated as "Excellent" in the NYC Quality Snapshot.
- In "Closing the Achievement Gap" for Students with Special Needs on the New York State ELA test we are rated as "Excellent" in the NYC Quality Snapshot.
- In "Closing the Achievement Gap" for our Lowest Performing Students on the New York State ELA test we are rated as "Excellent" in the NYC Quality Snapshot.
- In "Closing the Achievement Gap" for students with Special Needs on the New York State Math test we are rated as "Excellent" in the NYC Quality Snapshot.
- We are rated as "Excellent" for our movement of students with special needs to a less restrictive environment in the NYC Quality Snapshot.
- We had 17.92% of our ELL students test out as Proficient and 64.15% scored on the advanced level.
- We have a "Well Developed" rating on sub indicator 2.2 Curricula-aligned assessment practices that inform Instruction in our Quality Review.
- We have "Proficient" ratings on four Quality Review sub indicators:
 - 1.1 Rigorous, engaging, and coherent curricula aligned to CCLS.
 - 1.2 Research based effective instruction that yields high quality student work.
 - 3.4 A culture of learning that communicates and supports high expectations.
 - 4.2 Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice.

Last year we focused on Danielson Domain 3: Instruction, specifically component 3b: Using Questioning and Discussion Techniques. The elements of this component look at the 'Quality of questions, Discussion techniques, and student participation'. We have made progress with this component via classroom inter-visitations, actionable feedback from colleagues and administration, and school-wide and Teacher Team discussions. This year the Quality Review indicated 1.2 as our designated area of focus. The Quality Review rubric for a proficient rating (which was our rating for the indicator) informs us of our strengths in this area:

- a. Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best that is informed by the Danielson framework for Teaching and the instructional shifts.
- b. across classrooms, teaching strategies consistently provide multiple entry points into the curricula so that all learners, including ELLs and SWDs, are engaging in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products.
- c. Across classrooms, student work products and discussions reflect high levels of student thinking and participation.

Because questioning has such an integral influence on discussions, student thinking, participation and ownership we will continue our focus on Danielson Component 3B to address our area of focus. We will address questioning in our professional development goal that falls under the Capacity Framework Element for School Leadership. We will also address higher order thinking skills and ownership of work products in the goal that falls under Capacity Framework Element – Rigorous Instruction.

Our challenges include sharing a building with another school. This creates challenges in scheduling for shared spaces. Other challenges include resources as we are a dual language school and we are constantly looking for additional resources in Spanish.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We looked at a variety of data for this Capacity Framework Element including our recent Quality Review conducted on November 17th with a rating of Proficient, our School Quality Snapshot, our standardized test scores for ELA, Math & Science,

Quality Review

- We were rated Proficient on the Quality Review for Indicator 1.1 – Rigorous, engaging, and coherent curricula aligned to the Common Core Learning Standards. The rubric for the proficient rating states:
 - a. School leaders and faculty ensure that curricula are aligned to CCLS and/or content standards, integrate the instructional shifts, and make purposeful decisions to build coherence and promote college and career readiness for all students.
 - b. Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills across grades and subjects and for ELLs (English Language Learners) and SWDs (Students With Disabilities).
 - c. Curricula and academic tasks are planned and refined using student work and data so that a diversity of learners, including ELLs and SWDs, has access to the curricula and tasks and are cognitively engaged.

School Quality Snapshot

- We looked at the Student Progress and the Student Achievement portion of the Snapshot to determine how well our students have improved. This data compares each student’s 2014 test scores to the test scores of other students that had the same test score in 2013

ELA

- Improvement on the State English test for All Students (the school as a whole) was scored as *Excellent*.
- Improvement on the State English test for our Lowest Performing Students was scored as *Excellent*.
- 28% of our students met State Standards in the State English test which equals the City Average and exceeds the District Average by 11%
- Improvement for English Language Learners on the 2014 State English test is rated as *Excellent*.
- Improvement for Students with Special Needs on the 2014 State English test is rated as *Excellent*.
- Improvement for the Lowest Performing Students is rated as *Excellent*.

Math

- Improvement on the state Math test for All Students (the school as a whole) was scored as *Poor*.
- Improvement for the Lowest Performing Students was rated as *Fair*.
- 25% of our students met State Standards in Math which is below the City Average by 9% and above the District Average by 3%.
- Improvement for English Language Learners on the State Math test is rated as *Good*.
- Improvement for Students with Special Needs is rated as *Excellent*.
- Improvement for Lowest Performing Students is rated as *Good*.

Other Snapshot Achievement Data

- The average pass rate for content area courses is 82% which is below the City Average by 5% and below

the District Average by 12%.

- 100% of our former 8th graders are rated as on track for high school graduation which is above the City Average by 12% and above the District Average by 8%.

NYS Science test

- 87.81% of our 4th grade students scored on levels 3 or 4.
- 67.57% of our 8th grade students scored on levels 3 or 4.

NYSESLAT

- 17.92% of our ELL students tested out as Proficient.
- 64.15% of our ELL students scored on the Advanced level.
- 16.04% of our ELL students scored on the Intermediate level.
- 1.89% of our ELL students scored on the Beginning level.

New York State Accountability

- Our current status is – *Good standing*.
- In summary, our curriculum is aligned across all content areas and our instruction emphasizes critical thinking, rigorous habits and higher order skills. Our rigorous instruction is benefiting our students as indicated by standardized data and narrative data from multiple sources. Our goal for this area is to target Domain 3: Instruction, Component 3d of the Danielson rubric with a focus on “Student self -assessment and monitoring of progress”. In the Distinguished level of performance for student self- assessment it states that “students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning. In order for our instruction to move forward in this element we have identified self- assessment as a goal to insure that our students are actively engaged in ambitious intellectual activity and are developing critical thinking skills.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, all students K-8 will complete at least two self- assessments in Literacy (Information Writing, Opinion Writing, or Narrative Writing) and at least two self –reflections in Math

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change ● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ● Strategies to increase parent involvement and engagement ● Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ● We will use the self- assessment checklists from “Writing Pathways” from the Teachers College Writing Project for grades K-8 for Literacy. 	Literacy Grades K-8	December 8 th – May 29 th	Implementation – All Classroom Teachers

			Overseeing – Educational Cabinet
<ul style="list-style-type: none"> We will use the self-reflections from the Middle School Math Curriculum – Connected Mathematics (CMP3) for grades 6 – 8. 	Math Grades 6-8	December 8 th – May 29 th	Implementation – All Classroom teachers
<ul style="list-style-type: none"> We will create an in-house self- reflection template for grades K-5 in Math. We will use the self-reflection templates in grades K-5 in Math. 	Math Grades K-5	December 1 st – 23 rd January 5 th – May 29 th	Math Coordinator & Classroom Teachers K-5 Implementation - Classroom Teachers Overseeing – Educational Cabinet
<ul style="list-style-type: none"> Students in high-need subgroups will have adult assistance to read the questions out-loud, to assist in writing responses, and in translation if needed. All self- assessments will be housed in student portfolios which can be viewed by parents upon request. To address the Capacity framework Element of Trust – This goal represents a school - community working together toward the shared goal of improving student outcomes. 	Ela & Math K-8	December 8 th – May 29 th Ongoing – December 8 th – May 29 th	Classroom Teachers Classroom Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Checklists K-8 from Writing Pathways for Literacy, self- reflection templates grades 6-8 from CMP3, meetings scheduled for Math Coordinator and classroom teachers to design K-5 Math self –reflection templates

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Specify a timeframe for mid-point progress monitoring activities.

- The mid-point benchmark to indicate our school's progress toward this goal will be a review of the self- assessments by the Literacy Specialist and the Math Coordinator.
- The mid-point time frame is January 30th where we expect to have at least one self-reflection completed for Literacy and one for Math.

Part 6b. Complete in February 2015.

- Did the school meet the mid-point benchmark(s) in the timeframe specified?

X

Yes

No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our comprehensive assessment for the Supportive Environment Element was informed by a variety of data. The data indicates that our students feel safe (94% - agreed or strongly agreed), supported by teachers and to a lesser degree peers (disaggregated below), and consider themselves challenged academically (96% - agreed or strongly agreed.) Our Quality Review offered confirmation that we are proficient in communicating high expectations for our students.

Quality Review

- We examined the data from our recent Quality Review (November 18th) where we were rated as proficient on Indicator 3.4 – A culture of learning that communicates and supports high expectations. The rubric for the proficient rating states that “teacher teams and staff establish a culture for learning that consistently communicates high expectations for all students and offer ongoing and detailed feedback and guidance/advisement supports that prepare students for the next level”.

NYC School Survey (administered to students in 6th – 8th grade)

- We examined the most recent survey data for our students’ responses to the school culture in respect to how they feel about the school’s learning environment. A sampling of the questions and the percentages of students that agreed or strongly agreed are as follows:
 - Re: Feeling Safe
 - “I am safe in my classes.” – 94% agreed or strongly agreed
 - “I am safe in the hallways, bathrooms, locker rooms, and cafeteria.” – 88% agreed or strongly agreed.
 - “I am safe on school property outside the school building.” - 86% agreed or strongly agreed.
 - “There are clear consequences for breaking the rules.” – 90% agreed or strongly agreed.
 - “There is an adult whom I trust and can go to for help with a problem” – 87% agreed or strongly agreed.
 - Re: Feeling Supported
 - “At my school students with disabilities are included in all school activities” – 89% agreed or strongly agreed.
 - “At my school most adults treat all students with respect.” – 71% agreed or strongly agreed.
 - “Most of the teaching staff at my school believe that all students can do well in school” – 97% agreed or strongly agreed.
 - “Most adults at my school that I see every day know my name or who I am” – 84% agreed or strongly agreed.
 - “Most adults in my school care about me” – 91% agreed or strongly agreed.
 - “Most adults at my school help keep me on track for college or career.” – 73% agreed or strongly agreed.
 - “I feel welcome” – 84% agreed or strongly agreed
 - “Most students at my school treat each other with respect” – 73% agreed or strongly agreed.
 - “Most students at my school treat adults with respect – 76% agreed or strongly agreed.
 - “Most students at my school respect students who get good grades.” – 82% agreed or strongly agreed.

- Re: Challenged by teachers and peers
 - “I need to work hard to get good grades” – 96% agreed or strongly agreed.
 - “Most students in my school respect students who get good grades.” – 82% agreed or strongly agreed.

School Quality Snapshot

- We examined the following school environment data from the School Quality Snapshot
 - 73% of students feel that their school offers enough variety of programs, classes, and activities to keep them interested in school.
 - 88% of the students feel safe in the hallways, bathrooms, locker rooms, and cafeteria.
 - 72% of students say that most students at the school treat each other with respect.

In summary, the data indicates that “Supportive Environment” is a strong Capacity Framework Element for our school. This year, we want to generate discussions amongst our students about safety, trust, support and challenge so we can identify trends and build conversations around our strengths and our concerns. We intend to create a list of questions related to school culture, and use these questions to frame our conversations. We will dedicate three Health or Community Meeting periods for these discussions. We will collect anonymous exit slips from our students to see if they found the sessions helpful.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 we will dedicate three Health or Community Meeting periods, one per month for three consecutive months (January, February & March) to discuss questions related to our school culture.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • In December we will dedicate one “Other Professional Work” period on Tuesday’s extended day (35 minutes) for teacher teams to review our list of questions focused on School Culture. • In January we will dedicate one Health or Community Meeting period to introduce our students to the questions 	Students in Grades 6-8	January 5 th – March 31 st	Implementation - Classroom Teachers Overseen by Guidance Counselor and Educational Cabinet.

<p>about school culture. We will use the smart boards that we have in each classroom to display the questions and each question will be read out-loud by the teacher. We are targeting our discussion around seven questions for the January session. We will collect anonymous exit slips from the students to see if they found the discussions helpful.</p> <ul style="list-style-type: none"> • In February we will dedicate one health or community meeting period to continue our work on our School Culture. We will target our discussions around seven additional questions for this session. We will collect anonymous exit slips from the students to see if they found the discussions helpful. • In March we will dedicate one health or community meeting period to complete our goal with a result of 21 questions discussed about our school culture. We will collect anonymous exit slips from our students to see if they found the discussions helpful. • To address the Capacity Framework Element of Trust this goal demonstrates respect for each other’s opinions. • Educational Cabinet and Guidance Counselor will review the exit slips for each actionable month. 	Students in Grades 6-8	January 5 th – March 31 st	Educational Cabinet & Guidance Counselor
<ul style="list-style-type: none"> • All high need sub groups will be included in all of the discussion sessions and will be supported by the questions being read out-loud by the teacher and paraphrased by the teacher when necessary. 	High Needs sub-groups in grades 6-8	January 5 th – March 31 st	Classroom Teachers
<ul style="list-style-type: none"> • Parents will be notified via our SLT and our Parent Teacher meetings that take place twice each month and exit slip findings will be communicated to the parents.. 	Parents	February 1 st – June 25 th	Classroom Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
List of questions related to school culture, smart boards, one 35 minute “Other Professional Work” period, classroom teachers grades 6-8, three Health or Community Meeting periods, Guidance Counselor, Action Plan spreadsheet, exit slips, Educational Cabinet (Principal, Assistant Principal, Math Coordinator, and Literacy/Data Specialist).

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	X	Title I Basic		Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- We will use an action plan spread-sheet and exit slips to chart our progress toward this goal and we will review the spreadsheet and the exit slip data during three of our Educational Cabinet meetings also attended by the Guidance Counselor at the end of each actionable month.
- Our midpoint benchmark is February 12th where we expect to have at least one session completed.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|----------|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

For this Capacity Framework Element we examined our recent Quality Review from November 17th 2014. We looked at indicator 4.2 titled “Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice.” We received a proficient rating for this indicator. We also looked at the 2013-2014 NYC School Survey for our teachers’ responses to two questions. Additionally, we discussed the feedback we received from our teachers in reference to classroom inter-visitations that were conducted last year as one of our CEP goals.

Quality Review – Indicator 4.2

The proficient rating on the rubric indicates the following:

- d. The majority of teachers are engaged in structured inquiry based professional collaborations that promote the achievement of school goals and the implementation of CCLS strengthening the instructional capacity of teachers.
- e. Teacher teams consistently analyze assessment data and student work for students they share or on whom they are focused, typically resulting in improved teacher practice and progress toward goals for groups of students.
- f. Distributed leadership structures are in place so that teachers have built leadership capacity and have a voice in key decisions that affect student learning across the school.

NYC School Survey – Teachers Responses

- “Teachers in my school work together on teams to improve their instructional practice.” – 86% agreed or strongly agreed.
- Overall, my professional development experiences this school year have included opportunities to work productively with colleagues in my school.” – 89% agreed or strongly agreed.

Feedback from Inter-visitations

- 100% of our classroom teachers gave positive feedback on the inter-visitations as evidenced in discussions with the Principal and Assistant Principal.

Summary

Our teacher teams are meeting consistently, using grade level common prep periods to plan, to examine students’ work, to revise units of study and lesson plans, to gather materials and to determine next step strategies. Currently, we have two teachers on a team. This year, to increase teacher capacity, we want to expand this practice into vertical meetings (two teams of two, to total four teachers) so that our teachers have input from a larger number of teachers. To accomplish this we will dedicate three 80 minute professional development periods for our Teacher Teams to meet with vertical Teacher Teams for the analysis of student work. Each teacher from the team of four will have 20 minutes dedicated to reviewing students’ work from their classroom.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all classroom team teachers will engage in four vertical (grade above or below) Teacher Team meetings to review students' work and determine next step strategies.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • In December we will dedicate one 35 minute “Other Professional Work” period to introduce the concept and to establish the protocol for the teacher team vertical meetings. • In December we will dedicate one 35 minute “Other Professional Work” period for a vertical teacher team meeting with an anonymous exit slip feedback to determine how helpful it was (helpful / somewhat helpful / not helpful). • In February we will dedicate one 35 minute “Other Professional Work” period for the second vertical teacher team meeting with an anonymous exit slip. • In March we will dedicate one 35 minute “Other Professional Work” period for the third vertical teacher team meeting with an anonymous exit slip. • In April we will dedicate one 35 minute “Other Professional Work” period for the fourth vertical teacher team meeting with an anonymous exit slip. • Math Coordinator and Literacy Specialist will be available as a resource during all sessions. • The student work that will be reviewed may include the work of high need subgroups to help determine next steps. • To address the Capacity Framework Element of Trust we will be sharing our ideas to improve student outcomes. 	<p>Classroom Teachers K-8</p>	<p>December - April</p>	<p>Scheduling – Assistant Principal</p> <p>Implementation – Teacher Teams</p> <p>Oversight – Educational Cabinet</p>
<ul style="list-style-type: none"> • Our parents will be informed of the practice by the SLT and in our Parent Teacher Meetings. 	<p>Parents</p>	<p>December PTA meeting January PTA meeting March PTA</p>	<p>PTA President</p>

		meeting	
<ul style="list-style-type: none"> The information from the exit slips will be aggregated to determine the effectiveness of this goal. 	Teachers	May	Data Specialist

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teacher teams, inquiry template for looking at students’ work (known, almost known, confusions & next steps), five 35 minute “Other Professional Work” periods , Math Coordinator, Literacy/Data Specialist, exit slips

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- We will use a schedule as our benchmark indicator and will review the schedule during the Educational Cabinet meeting at the end of each actionable month.
- Our mid-point benchmark date is February 12th where we expect to have at least one meeting completed.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

To complete our comprehensive needs assessment for this area we looked at our recent Quality Review (November 18th 2014), teachers’ responses in the 2013-2014 NYC School Survey under “Systems for Improvement” questions.

Quality Review

During the Quality Review, rubric indicator 1.2 was identified as Proficient and as an area of focus for our school. This indicator, under the Proficient category states that:

- a. “across classrooms, teaching practices are aligned to the curricula and reflect and articulated set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts.”
- b. “Across classrooms, teaching strategies consistently provide multiple entry points into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products.
- c. “Across classrooms, student work products and discussions reflect high levels of student thinking and participation.

NYC School Survey

- “The principal at my school knows what’s going on in my classroom” – 67% agreed or strongly agreed.
- “The principal at my school participates in instructional planning with teachers” – 50% agreed or strongly agreed.
- “The principal at my school makes clear to the staff his or her expectations for meeting instructional goals” – 72% agreed or strongly agreed.
- “The principal at my school is an effective manager who makes the school run smoothly” – 66% agreed or strongly agreed.
- “School leaders provide time for collaboration among teachers” – 79% agreed or strongly agreed.
- “School leaders give me regular and helpful feedback about my teaching” – 86% agreed or strongly agreed.
- “Overall, my professional development experiences this year have been sustained and coherently focused, rather than short-term and unrelated.” – 89% agreed or strongly agreed.
- “Overall, my professional development experiences this school year have included opportunities to work productively with colleagues in my school.” – 89% agreed or strongly agreed.
- “Overall, my professional development experiences this school year have provided me with content support in my subject area.” – 90% agreed or strongly agreed.
- “School leaders publicly recognize teachers for their accomplishments.” – 63% agreed or strongly agreed.
- “School leaders provide teachers with leadership opportunities” – 75% agreed or strongly agreed.

- “Overall, my professional development experiences this school year have helped me shift my practice to align to the Common Core Learning Standards” – 96% agreed or strongly agreed.
- “Overall, my professional development experiences this school year have helped me to meaningfully use technology in the classroom.” – 72% agreed or strongly agreed.
- “In my school, the teachers who are the most effective are recognized for their exemplary performance.” – 64% agreed or strongly agreed.
- “This school year, I have received feedback on my practice that helped me to improve my instructional performance.” – 90% agreed or strongly agreed.
- This school year, I have received feedback on my practice that helped me to integrate Common Core Learning Standards into my instruction – 90% agreed or strongly agreed.

Summary

In summary, the data indicates that the professional growth of teachers is well documented, with actionable feedback from school leadership that helped to improve their practices (90%), professional development for content area support (90%), sustained and coherent professional development (89%), and opportunities to work productively with colleagues. Last year, as one of our CEP goals, we targeted classroom inter-visitation combined with Danielson’s rubric 3B “Using Questioning and Discussion Techniques” to nurture the professional growth of our teachers and to improve instruction for our students. Our teachers gave us positive feedback on this PD experience and we feel that it has boosted our practice so we want to include this as a goal once again this year. We want to build on our strengths and address the focus of our Quality Review by using classroom inter-visitation with a focus on Danielson’s rubric 3B “Using Questioning and Discussion Techniques” to nurture the professional growth of our teachers and to improve instruction for our students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015 100% of our classroom teachers will take part in an interclass visitation (both in visiting another class and receiving a visitor into their classroom) with colleagues using the Danielson Rubric 3B (Using Question and Discussion techniques) as a focus for the visit.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			

<p>Action Plan</p> <ul style="list-style-type: none"> In December we will create the schedule for interclass visitations and feedback sessions: <ul style="list-style-type: none"> December – 4 classroom inter-visitations January – 4 classroom inter-visitations February – 4 classroom inter-visitations March – 5 classroom inter-visitations April – 2 classroom inter-visitations May – 2 classroom inter-visitations In December we will make copies of the Danielson rubric 3B for our teachers to use during their inter-visitations. To address the Capacity Framework Element of Trust we will be sharing our ideas to improve student outcomes 	All classroom teachers	December - May	Assistant Principal
<ul style="list-style-type: none"> In February, the Educational Cabinet will review the feedback data to see if the teachers found this experience helpful to their practice. In May, the Educational Cabinet will review the feedback data to see if the teachers found this experience helpful to their practice. 	All Classroom Teachers	February & May	Educational Cabinet
<ul style="list-style-type: none"> All classroom teachers will take part in the interclass visitations including our self-contained Special Education classroom. 	Special Education Teachers	December - May	Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Inter-visitations schedule, Assistant Principle, coverages, Danielson rubric – 3B, Instructional cabinet

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- The Instructional Cabinet will review the schedule and the feedback data as a mid-point benchmark.
- The mid-point benchmark date is February 12th.

Part 6b. Complete in February 2015.

- | | | | | |
|--|----------|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

For this framework element, we looked at our PTA attendance data from last year, our attendance rate for Parent Teacher Conferences, School Quality Snapshot, our attendance rate for last years’ parent Math workshops, and the questions pertaining to parents on the NYC School Survey.

PTA Meeting – Attendance Data

Our parents hold two PTA meetings each month for a total of eighteen meetings. One meeting is held in the morning and another meeting is held on the same day in the evening to make it convenient for parents to attend. On average, 25 parents attend each meeting.

Parent Teacher Conferences

Our Parent Teacher Conferences are well attended. Our most recent conference (November 2014) was attended by 413 parents (we have 428 students some of which are siblings).

School Quality Snapshot

- 91% of parents are satisfied with the education that their child has received.

NYC School Survey

- 95% of our parents say that we keep them informed about what their child is learning.
- 96% of our parents say that they feel welcome.
- 99% of our parents say that we communicate in a language that they can understand.
- 94% say that the school is responsive to parent feedback.
- 96% say that the school has teachers who are interested and attentive when they discuss their students.
- 96% say that the school has high expectations for their child.
- 90% say that the school helps keep their child on track for college, career, and success in life after high school.
- 88% say that the school communicates to them and to their child what they need to do to prepare for college, career, and success in life after school.
- 98% say that the school is kept clean.
- 97% say that their child is safe at school.
- 97% say that there is an adult whom their child trusts and can go to for help with a problem.
- 82% say that students with disabilities are included in all school activities.
- 88% say that teachers and staff treat all students with respect.
- 98% say that they have been invited to an event at the school one or more times (84% - three or more times).
- 96% are satisfied with the response they get when they contact the school.

Instructional Core

- 97% say that the school gives meaningful assignments that help their child learn.
- 91% are satisfied with the education that their child has received.
Systems for Improvement (sub-category in the NYC Survey)
- 99% say that the school has made it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways.
- 91% say the school offers a wide enough variety of courses, extracurricular activities, and services to keep their child interested in school.
- 97% of our parents would recommend the school to other parents.
- 94% believe the school is headed in the right direction.
- 68% say they have attended a PTA meeting 3 or more times.
- 84% say they have communicated with school staff about their child’s academic progress 3 or more times.
- 92% say that the school helps them understand what the Common Core Learning Standards mean for their child.

Summary

Parents are an integral part of our school. Our parents feel informed (95%), feel welcome (96%) and understand that their feedback to the school is valued (94%). We have a Parent Coordinator and a Parent Room in our school so that parents can meet for workshops. Thus far, this year, all of our classroom teachers conducted an in-class workshop for parents during one of our Parent Engagement sessions . This year we will have a series of classes in English as a Second Language taught by one of our parents. Last year, the Math Coordinator gave 14 workshops for parents focused on the ‘Instructional Shifts’ of the Common Core. The Math Coordinator identified strategies and games that parents can use to help their child at home. These workshops were well attended and our survey at the end of April 2014 indicated that the parents wanted to continue with another series of workshops this year. Our goal this year is to continue with these workshops. This year, the Math Coordinator has scheduled 22 parent workshops. Some of the workshops are a review, some are new material and some are add-ons to previous workshops. We intend to keep our parents informed and actively engaged with their child’s education and we believe that help from home will have a positive effect on our “student progress” ratings on the state Math text.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, The Math Coordinator will conduct 22 Common Core aligned parent workshops in Math.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 			

<ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> In October the Math Coordinator will create a schedule for the workshops. In October we will send the schedule to parents inviting them to the workshops. In October the Math Coordinator will design the feedback forms for the parents to complete after each workshop. In October we will begin the workshops with one workshop scheduled for October 28th. <ul style="list-style-type: none"> In November we have three workshop dates: November 8th, 14th, 25th In December we have three workshops scheduled: December 9th, 13th, 23rd In January we have three workshops scheduled: January 6th, 10th, 20th In February we have three workshops scheduled: February 3rd, 7th, 24th In February the attendance data and feedback forms will be reviewed by the Educational Cabinet. In March we have four workshops scheduled: March 6th, 10th, 14th, 24th In April we have two workshops scheduled: April 18th, 28th In May we have three workshops scheduled: May 9th, 12th, 26th, to complete the workshops for the year. To address the Capacity Framework Element of Trust we have school staff and parents working toward a shared goal of improving student outcomes 	Parents	October - May	Math Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Math Coordinator, Schedule for Workshops, parent room, Smart Board, Funding for the Math Coordinator for one evening workshop and seven Saturday workshops, Sign-in sheet for Attendance, Feedback Template

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

We will use the sign-in sheet for attendance to monitor progress toward this goal. We will also monitor via surveys after each workshop.

Our mid-point benchmark date is February 4th.

Part 6b. Complete in **February 2015**.

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
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• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	State ELA tests	Interactive writing – argumentative writing Repeated readings	Small group	During the school day
Mathematics	State Math tests	Reviewing and reinforcing basic skills	Small group	During the school day
Science	In-house baseline assessments, observations,	Writing in the Content Area	Small group	During the school day
Social Studies	In-house baseline assessments, observations-	Writing in the Content Area	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referral from parents or teacher	Discussions through play therapy and book discussions and activities	One-on-one and small groups	During the school day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. 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.

2b. 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 we formed a Professional Development committee to brainstorm ideas for quality professional development. We surveyed the staff to see what their preferences were. We created a professional development calendar for our eighty minute professional development period on Monday. We offer weekly professional development sessions with our Literacy Specialist and our Math Coordinator and we encourage inter-classroom visitations with colleagues. We allocate money for outside professional development and our teachers are invited to attend PDs to further their understandings.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

We do not have a preschool program at Amistad and our children come from a variety of preschools in the neighborhood and some with no preschool experience. We invite parents to our Kindergarten tours so they become familiar with our school. Once our lottery is complete we invite our incoming students and parents to a Kindergarten breakfast in June. After the breakfast we invite our incoming students into the Kindergarten classrooms so they can spend some time with our current Kindergarten students.

4b. 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.

With the support of our Literacy Specialist our teachers are involved in designing Performance Tasks for all their units in literacy. With the support of the Math Coordinator our teachers refine the assessments that are included in our Math Curriculum. Our teacher design assessments for Social Studies and Science. Our cluster teachers design their assessments (art, dance, band, chorus etc.). We have a MOSL committee that helped to select our early childhood Literacy assessment.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	213,708.00	x	Pages 10-12,14-17, 18-20,25- 28
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus	Federal			

School Improvement Funds				
Title II, Part A	Federal	65,179.00	x	Pages 10-12,14-17, 18-20
Title III, Part A	Federal	2,000,236.26	x	Pages 10-12,14-17, 18-20,25- 28
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,236.26	x	Pages 10-12,14-17, 18-20

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. Amistad Dual Language 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 the school and the families. The 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 the school community. Amistad Dual Language 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1st 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;

The 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;
- 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 (SPC) Template

Amistad Dual Language 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 1st 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 with 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Amistad Dual Language School	DBN: 06M311
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
Total # of ELLs to be served: 55
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 0

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 targeted 88 ELL students in grades 1-8 based on the NYSESLAT data provided on ATS, however, only 55 accepted to participate. ELL students require additional support and opportunities to develop oral and academic language as well as their literacy skills. The After School ELL program will integrate social studies, science, and literacy to support development in both content knowledge and literacy skills. Teachers will differentiate instruction and employ second language acquisition strategies to support academic language development and writing skills. Instruction will be differentiated based on individual student needs using student’s strengths as a starting point. In writing, teachers will focus on developing and strengthening students’ on-demand writing skills. They will focus on scaffolding extended response in writing through the use of pre-writing organizational structures and prompts. ELL students will develop their English oral language skills which will have an impact on their English literacy skills and their performance on the NYSESLAT exam and class work. Students will be engaged in constant questioning and discussion as outlined in the Danielson Framework for teaching rubric. On-going assessments such as running records and conference notes will be administered to monitor student growth and to drive instruction. Four bilingual certified teachers Zaira Wallace, Janilda Valentin, Anabel Capellan and Estephania Urena will service groups that are no greater than 15 students. The groups will be organized by grade level. Currently the breakup of the program is as follows: 1-1st grade sections, 1-2nd grade section, 1-3rd and 4th grade section and 1-Middle School section made up of 5th - 8th grades. The program will run once a week on Thursdays for 1.15 hr from 2:45pm to 4:00pm for a total of 23 sessions (34 hours) and 7 two hours Wednesdays from 2:45pm to 4:45pm. The identified Wednesdays and Thursdays are as follows: Start date -Jan. 7, 8, 14, 15, 22, 28, 29, Feb. 5, 12, 26, Mar. 5, 11, 12, 26, Apr. 2, 30, May 7, 14, 21, 27, 28, June 3 and End date - 10th. The Assistant Principal, Olga Ramos, who is a certified bilingual educator, will coordinate and supervise all aspects of the program during part of her regular working hours, which end at 3:30pm, and will continue supervising at a 15 hour cost to Title III funding. The instructional materials will be DOE approved which will be appropriate, high interest, leveled and specifically designed for ELL students (NYSESLAT Test Prep materials from The Continental Press, Benchmark libraries, use of Smart Board, DOE vendor Attanasio Social Studies/Science libraries).

Part C: Professional Development

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. Some Title III allocation will be used for further teacher professional development.

Zaira Wallace, Islandia Payano, Dilenny Guzman, Janilda Valentin, Anabel Capellan, Estephania Urena and the rest of the teaching staff at Amistad 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 literacy skills that will in turn increase the opportunities for students to become proficient in the NYSESLAT. This year the above mentioned and all teachers at Amistad will continue to receive professional development on Danielson's Component 3B: Questioning and Discussion and Differentiated Instruction throughout the year. This professional development may be delivered in various ways. Some will be done during the day where teachers, in small groups, will be released for 1/2 day to attend an in house workshop with the consultant Shirley Hall from Greenlight for Learning, with a follow up of a one to one session, to discuss their individual needs on questioning and discussion techniques and or differentiated instruction. She may also use some of the Monday allotted time for this professional development to occur. The tentative date for this professional development is March 2, 2015; however, the date is subject to change. This session(s) will support the above mentioned 6 teachers and the Amistad teaching staff better develop the oral language of our ELL population. The skills students' acquire can be transferred into their written and receptive language as well. Hence, providing our teachers with these supports will directly impact the work they do with our Title III program participants as well as all ELLs in our building. In addition, Amistad also provides professional development for our staff that is at no cost to Title III funding. Some of those professional development sessions have been or will be as follows: Sept 29: Danielson:3B, Nov 17th: Teacher Team Protocols, Dec 8: Data Analysis, Dec 15th & 22nd: How to Analyze Student Work with Next Steps, Jan 5: Increasing student participation, Jan 12: Enhancing teacher planning, Feb 2: Social/Emotional needs of students, Feb 9 & 23: Differentiated Instruction Strategies. Some of the sessions mentioned above will be revisited during future dates this year.

Part D: Parental Engagement Activities

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 Saturday Math workshops and ESL classes. Each Saturday Math Workshop will run for 1 to 1.5 hour per session from 9:30am to 10:30-11am with tentative dates as follows: Jan. 10th, Feb. 7th, Mar. 14th, Apr. 18th and May 9th. They will be conducted by our Math Coordinator, Amy Withers, who is also bilingually certified. The goal for these workshops will be to engage parents in Smart board and hands on math activities that will expose them to the academic language both orally and via print and content knowledge 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 with regards to Math. Parents will record the vocabulary they acquire in their own notebooks. We will also have a parent volunteer conduct free ESL classes every Wednesday starting December 17th from 8:30am - 10am. Again one of the main focuses is trying to help develop the English language orally so that they can participate in casual conversations with their children in an effort to also help them with their own language skills. Since this is a volunteer there is no definite schedule or end date. As a result of receiving the services for free we will be providing parents with materials for this class. Parents who would attend either or both workshops are notified of these activities by our telephone communication system, Blackboard Connect, letters sent home via mail, and follow up phone calls made by our Parent Coordinator. Also, with the support of our Parent Coordinator the school provides other workshops and meetings for our parents that are at no cost to Title III funds. Some of those workshops have been or will be as follows: Oct 28 & Nov 16: How Parents can support students at home, Dec 1: Parent Program selection workshop, Dec 15: How to use Engradepro, Math Workshops on various topics: Oct 28, Nov 14, Dec 9, Jan 6, Feb 3, Mar 10, Apr 28 and May 9. Also, tentatively on March 6th we have a Family Math night scheduled.

Part E: Budget

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

Allocation Amount: \$11664

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

Part E: Budget

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

Allocation Amount: \$11664

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 06	Borough Manhattan	School Number 311
School Name Amistad Dual Language School		

B. Language Allocation Policy Team Composition [i](#) 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 Zoraida Hernandez	Assistant Principal Olga Ramos
Coach Barbara McCarthy- Literacy	Coach Amy Withers - Math
ESL Teacher Barbara McCarthy	Guidance Counselor Juan Bello
Teacher/Subject Area Stephen Powers / Library	Parent Sonaly Rivera
Teacher/Subject Area Islandia Payano/Literacy Int	Parent Coordinator Eulalia Lugo
Related Service Provider Juan Bello	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	17	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	431	Total number of ELLs	100	ELLs as share of total student population (%)	23.20%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	2	2	2	2	2	2	2	4	4					22
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language	71	0	8	21	0	12	8	0	8		100
ESL											0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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
TOTAL	0													

*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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	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
TOTAL	17	33	24	29	16	32	11	39	6	39	8	38	13	39	4	43	1	39	100	331

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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: 7 Asian: 8 Hispanic/Latino: 381
 Native American: 0 White (Non-Hispanic/Latino): 35 Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part 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
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/	B													

NYSESLAT Modality Analysis

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 1st grade (4 of which scored on the Intermediate level and 20 of which scored on the Advanced level. In 3rd 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 [AMAQ 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 75th Growth Percentile or Higher.

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

In the Science exam our 4th grade ELLs scored as follows: 1 student on level 1, 1 student on level 2, and 3 students on level 3. Our 8th 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 7th and 8th 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 Title 111 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 Tier 111 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 Tier 11 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 Tier 111 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 4th grade the majority of our EPs scored on level 3 and in 8th 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 6th, 7th & 8th 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 5th 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 6th grade so one 6th 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 7th and 8th 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 6th, 7th & 8th 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 8th 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 assessed 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 Tier 1 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 ongoing 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 Tier 11 intervention during extended day by two bilingual Special Education teachers - 2 times per week for 50 minutes. They are also invited to attend the Title 111 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 (6th, 7th, & 8th) 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 6th 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 5th grade and one in 6th grade. The 5th 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 5th grade class. Our 6th 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 6th 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 6th grade ICT class follows the same rigorous curriculum and the same language policy as the General Education 6th 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 3rd grade, 4 students in 6th grade and one student in 7th 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		
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
FOR TBE /DL PROGRAMS: 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

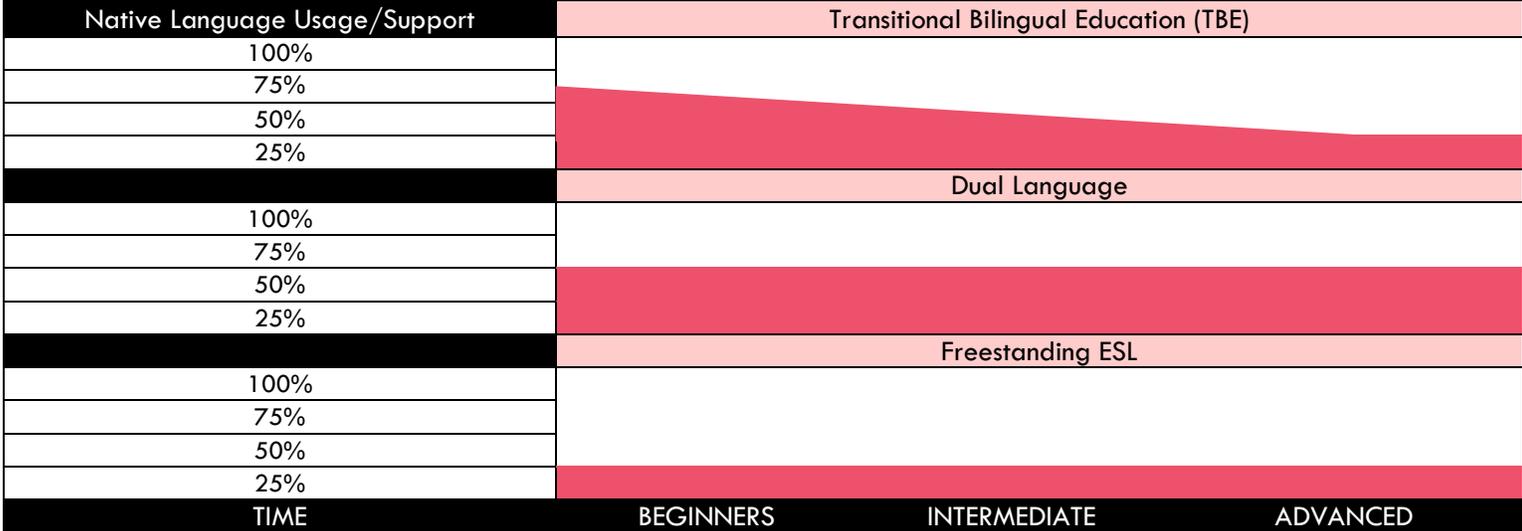
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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 7th & 8th 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 6th 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 5th grade class, 7 ELL students in 3rd 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 7th and 8th 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 Britanica 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 sevice 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 7th and 8th 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:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- 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 6th, 7th & 8th 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 5th grade and one in 6th 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 7th and 8th grade students. During this meeting 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 (licensed 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 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

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

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