

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** THE RAFAEL HERNANDEZ DUAL LANGUAGE SCHOOL MAGNET SCHOOL

**DBN (i.e. 01M001):** 09X218

**Principal:** SERGIO CACERES

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

**Superintendent:** LETICIA ROSARIO-RODRIGUEZ

**Network Leader:** CHRIS GROLL

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Sergio Caceres	*Principal or Designee	
Elba Rodriguez	*UFT Chapter Leader or Designee	
Jose Gutierrez	*PA/PTA President or Designated Co-President	
Patricia Joseph	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> )	
Katie Alywin	CBO Representative, if applicable	
[Sofia Gonzalez	Member/ parent	
Antelma Espejel]	Member/ parent	
Anais Flores	Member/ parent	
Ramona Rodriguez	Member/ parent	
Jose Gutierrez	Member/ PA President	
Sergio Caceres	Member/ Principal	
Noemi Cabral	Member/ Teacher	
Susana Gallegos	Member/ Teacher	
Genesis Melendez	Member/ Teacher	
Elba Rodriguez	Member/ UFT Representative	
	Member/	

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

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

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

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, all teacher teams will design, evaluate and revise rigorous end of unit tasks aligned to Common Core Learning Standards (CCLS) in order to increase student cognitive challenge as evidenced by the Hess' Cognitive Rigor Matrix

### **Comprehensive Needs Assessment**

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

"Design engaging, rigorous and coherent curricula, including the arts, physical education and health education, for a variety of learners and aligned to key State Standards." 2014-2015 QR indicator (1.1)

For our 2012-2013 QR one of the areas noted for improvement was as follows: The school has developed teacher teams that work collaboratively with support staff and administration to align curricula with the Common Core Learning Standards and implement lessons that foster inquiry and conversations. This was evident during the teacher team meetings in the upper grades. This work has evolved in some classrooms where student discussions lead to effective engagement. However, during classroom visits, some students were not appropriately challenged and finished assignments earlier while others needed targeted interventions. In addition, a review of curriculum maps and academic tasks revealed an uneven emphasis of critical thinking skills and cognitive demand across content areas and grades. The lack of a coherent, well defined curriculum did not provide all students with an opportunity to demonstrate their learning and exhibit their thinking through high quality work products.

### **Instructional Strategies/Activities**

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

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

1. Activity: Administrators and teachers will form PLCs to unpack the Common Core Learning Standards.
2. Activity: Administrators and teachers will be provided professional development in using the Hess Cognitive Rigor Matrix.
3. Activity: Administrators and teachers will use the Hess Cognitive Rigor Matrix to determine the level of rigor within the task.

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

1. Teachers, administration, and Network personnel.
2. Teachers, administration, and Network personnel.
3. Teachers, administration, and Network personnel.

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

1. 100% of new teachers will attend CCLs PD; observations, lesson plans, unit plans, and aligned tasks.
2. 100% of teachers will attend PD on the Hess Cognitive Rigor Matrix, pre and post workshop surveys.
3. Administration will attend teacher team meetings and observe the use of HCRM as well as review agenda and teacher notes; will collect samples tasks to determine rigor.

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

1. A minimum of 6 professional development sessions between 2014 and September 2015
2. A minimum of 3 times a year between November 2014 to May 2015
3. A minimum of 4 informal observations between September 2014 to May2015

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

1. Provide coverage for teachers attending professional development
2. Professional Development schema facilitates time for teachers to look at student work, analyze data, and revise curricula during Professional Learning Communities PDs—three times a month x 10 months
3. Schedule and conduct informal and formal observations

### **Strategies to Increase Parent Involvement**

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

Parent workshops around curriculum will be provided to support the school/ home connection. These workshops will be facilitated by our teachers, community based organizations, and consultants.

Updates on curriculum will be provided during parent meetings such as the monthly Principal's Coffee with parents

### **Budget and Resource Alignment**

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

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

TL Citywide Instructional Expectations funding to support Professional Development for New Common Core Curricula

## **Goal and Action Plan #2**

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

### **Annual Goal #2**

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

By June 2015, 75% of all staff will possess a normed understanding of the Danielson competencies 1e and 3b by focusing on the development of effective teacher practices that support the development of student thinking, to improve student achievement for all students irrespective of subgroup identification. As evidenced by receiving effective or highly effective ratings on informal and formal observations in the Danielson Framework and the Advance Observation and Evaluation System.

### **Comprehensive Needs Assessment**

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

"Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all produce meaningful work products." QR indicator(1.2)

For our 2012-2013 QR one of the areas noted for improvement was as follows: During classroom visits, most teachers use a workshop model to provide direct instruction, guided practice and a share at the end of their lessons. They also provide some scaffolding with language strategies, graphic organizers and visuals. However, teaching practices do not effectively provide adequate supports that engage students in challenging tasks that produce meaningful work products. The lack of consistent pedagogy across all classrooms did not provide all students an opportunity to engage effectively in the work resulting in the uneven progress of students across the grades.

### **Instructional Strategies/Activities**

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

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

1. Activity: Teachers will receive professional development in the Danielson Framework
2. Activity: New Teacher Center to provide PD for administrators and two lead teachers to support new teachers
3. Activity: Teachers will use feedback along with data to create lesson plans
4. Activity: Faculty will engage in calibration activities at conferences

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

1. Consultants, Lead Teachers, Talent Coach and outside teacher workshops
2. Principal, mentors
3. Administration
4. Danielson PLC members, Lead Teacher, Administration

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

1. 100% of Teachers progress will be monitored through walkthrough
2. 75% of new teachers will have a normal understanding of Danielson competencies
3. Teacher will be monitored for progress by administration and feedback will be provided using the Danielson Framework
4. Response to scoring of Danielson

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

1. A minimum of 5 sessions over September through May
2. A minimum of 6 sessions facilitated by the Principal over 9 months period
3. Teacher goals will be discussed with teachers a minimum of 3 over 8 months period
4. Teacher data will be reviewed at each conference

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

1. Provide coverage for teachers attending professional development session in or out of the building
2. Use the new Professional Development Schema
3. Schedule goal meetings with teachers in order to monitor progress
4. Adjust schedules to facilitate data analysis sessions with the Data Specialist, Lead Teachers and or administrators

### **Strategies to Increase Parental Involvement**

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

The School Leadership Team and the parent coordinator will continue to develop a more effective means of communication between school and students' homes.  
 In the elementary school parents will be provided with frequent progress reports.  
 In the middle school will continue to receive student progress reports every three weeks.  
 The principal will continue to work with the Parent Association and Title One Committee to relay important school updates  
 The principal will continue his monthly Principal Coffee Meetings with parents to share important school and City mandates  
 Workshops will be provided to parents via Parent Coordinator on a weekly basis in order to communicate to them the importance of creating an environment conducive of metacognitive processes for their children. During these Parental Workshops, specific strategies will be provided to continue support parents in these endeavors.

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>		<b>Title I A</b>		<b>Title II A</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Consultants**  
 PD, Per session Teacher: 67X \$41.98 x 1 hour: \$2, 812.66 (Title I SWP and Sequester/2010 Census Title SWP)

### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

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

By June 2014 create and maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and all adults (including parents/guardians) in order to increase students' ability to meet more rigorous curricula. As evidenced by a one point increase across all the components of the NYC School Survey especially with the teachers.

#### **Comprehensive Needs Assessment**

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

There are many changes this academic year that have caused stress on all levels of our building (students, teachers, parents) as evidenced by a one point dip in Academic Expectations, Engagement and Safety and Respect especially with our teachers on our 2013-2014 School Surveys. It is important that we create and maintain an environment of open communication and trust if this work is to succeed. This goal also addresses Quality Review statements 1.4 and 3.4

#### **Instructional Strategies/Activities**

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

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

1. Activity: Creation of a whole school focus on the words 'Persistence,' "will power," and 'Researchers' to personify changes and expectations for all
2. Activity: Creation of student activities that reflect the premise that 'Smart is Cool' and "reading is cool"
3. Activity: Creation of College and Career Readiness classes and culture for all students
4. Activity: Continuation of administrative 'Open Door' policy for staff, students and parents/guardians to facilitate communication and address issues as soon as possible
5. Activity: Continuation of parent workshops and meetings to disseminate information and support parent/guardian involvement

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

1. Administration, teachers, students and parents/guardians
2. All staff, students, consultants and administrators
3. Cluster teachers, classroom teachers, students: trips, classroom/school activities and or projects/visitors and events
4. Principal, assistant principals, Parent Coordinator, Office Personnel, teachers all staff
5. Parent coordinator, Administration, teachers: through meetings, workshops and committees (SLT, PA, TITLE I)

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

1. Evidence of the words in classrooms, students must be able to use the words in context and explain their meaning across all grades
2. Students will be excited about the Geek Squad, the Student Council, the Spelling Bee team, debate team, reading club etc as evidenced by School Survey
3. Cluster teachers will have lesson plans that evidence the focus on College and Career, students when asked can discuss the importance of preparing for school and their future.
4. Feedback provided on the School Survey.
5. Parent feedback at meetings and workshops and later the School Survey

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

1. Words introduced in September of 2014 and continue until June 2015
2. Beginning October 2014 to June 2015
3. Beginning September 2014 to June 2015
4. Beginning September 2014 to June 2015
5. Beginning September 2014 to June 2015

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

1. Use of teacher meetings such as faculty conferences, professional learning communities, teacher team meetings to ensure a clear message to all staff
2. Adapt schedules to accommodate student events and meetings
3. Program the school to include College and Career Readiness classes for both elementary and middle school
4. Include time to communicate with the Parent Coordinator, UFT Representative, SLT, PA and other key parties
5. Schedule and facilitate parent meetings and workshops

***Strategies to Increase Parental Involvement***

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

Work with the Parents Association and the School Leadership Team to support clear communication and address any issues as soon as possible  
Work with Ms. Morales to ensure that she has the most current information on curriculum, work shop dates/times, Progress Report, School Survey, and Quality Review, data, etc.  
Facilitate teacher parent communication via extended meetings and workshops  
Continue monthly Principal's Coffee with the parent/guardians to keep them updated on school issues  
Invitations to school events such as the Geek Squad Induction, Winter Pot Luck and Learning Nights...

***Budget and Resource Alignment***

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

<b>x</b>	<b>Tax Levy</b>		<b>Title I A</b>		<b>Title II A</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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## Goal and Action Plan #4

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

### **Annual Goal #4**

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

Eighty percent of eighth grade teachers will create student-centered classrooms

### **Comprehensive Needs Assessment**

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

PPO, Observations and walkthroughs indicated that classrooms were teacher-centered

### **Instructional Strategies/Activities**

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

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

1. Teachers will receive professional development in student-centered educational research
2. Teachers will receive professional development on Danielson 3b
3. One student-centered classroom will be developed for intervisitation purposes

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

1. Administration
2. Talent Coach
3. Teacher and Administration

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

1. 100% attendance of teachers of the eighth grade at professional development resulting in 1e, 3b, 3d; interview students, learning surveys, talk to parents
2. 100% attendance of teachers of the eighth grade at professional development resulting in an effective or highly effective rating
3. 100% attendance of teachers of the eighth grade at professional development resulting in 1e, 3b, 3d; interview students

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

1. September 2014 to June 2015
2. September 2014 to June 2015
3. September 2014 to June 2015

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

1. One hour times once a month times eight months
2. One hour times once a month times eight months
3. Teacher coverage when needed

### **Strategies to Increase Parental Involvement**

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

Newsletter to be sent home.

High School Trips

College-Readiness technology classes from College Board for families

### **Budget and Resource Alignment**

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

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

PD, Per session Teacher: 6X \$41.98 x 1 hour: \$251.88 (Title I SWP and Sequester/2010 Census Title SWP)

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

## Academic Intervention Services (AIS)

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

### Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i> )	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i> )	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i> )
<p><b>ELA</b></p>	<ul style="list-style-type: none"> <li>• Phonemic awareness and Phonics grades K-2 additional support to classroom instruction About 150 students are engaged in this program at the moment. Groups shift based on data.</li> <li>• Reading comprehension strategies grades 3-5 additional support to classroom instruction. About 130 participate at this moment, groups change as data is analyzed.</li> <li>• Deep Reading of text: Marking the text , deconstructing and reconstructing the text for comprehension grades 6-8 additional classroom instruction About 90 students participate groups shift based on needs and data</li> <li>• At-risk program focus K-3 phonics provided by a SETTS and Special Education teacher. Intense services groups may change based on data.</li> <li>• At Risk program middle school focus reading comprehension strategies provided by a Special Education teacher</li> <li>• Level One Program: grades 4-8 focus literacy and math. Teacher uses a program by Continental Press in literacy and math to support reading comprehension and math strands based on data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• K-2 Phonics program is small group</li> <li>• 3-5 Reading strategies small group</li> <li>• 6-8 Deep Reading group small group</li> <li>• At Risk k-3 Phonics during the 3 to 1 or 4 to 1 ratio</li> <li>• At Risk Middle School Program no more than 6 students</li> <li>• Level One Program grades 4-8 small group</li> </ul>	<ul style="list-style-type: none"> <li>• K-2 after school extended day</li> <li>• 3-5 Reading Strategies extended day</li> <li>• 6-8 Deep Reading extended day</li> <li>• At Risk K-3 during the day pull out</li> <li>• At Risk Middle School during the Day</li> <li>• Level One Program grades 4-8 after school for 2 hours</li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• Middle School AIS program supports students in specific</li> </ul>	<ul style="list-style-type: none"> <li>• Middle School AIS small group</li> <li>• Level One Program grades 4-8</li> </ul>	<ul style="list-style-type: none"> <li>• Middle School AIS conducted during the day</li> </ul>

	<p>areas based on a data analysis, instruction provided by our Math Specialist,</p> <ul style="list-style-type: none"> <li>• Level One Program: grades 4-8 focus literacy and math. Teacher use a program by Continental Press in literacy and math to support reading comprehension and math strands based on data analysis.</li> </ul>	<p>small group</p>	<ul style="list-style-type: none"> <li>• Level One Program grades 4-8 after school for 2 hours</li> </ul>
<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>• Middle School program conducted by the Science teacher and uses literacy strategies to further students' knowledge and ability to read Science text.</li> </ul>	<ul style="list-style-type: none"> <li>• Middle School Program small group</li> </ul>	<ul style="list-style-type: none"> <li>• Middle School Program during extended day at times during lunch</li> </ul>
<p><b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>• Middle School program conducted by the Social Studies teacher and uses literacy strategies to further students' knowledge and ability to read Social Studies text.</li> </ul>	<ul style="list-style-type: none"> <li>• Middle School Program small group</li> </ul>	<ul style="list-style-type: none"> <li>• Middle School Program during extended day</li> </ul>
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<ul style="list-style-type: none"> <li>• Students are referred to at risk services by teachers, by parents/guardians, by the RTI/SIT or the student themselves request services. Services are provided depending on the specific needs of each student. Students may be referred to the social worker, psychologist, or guidance counselor depending on the student's needs.</li> <li>• We also work with a CBO who also provides family counseling services.</li> </ul>	<ul style="list-style-type: none"> <li>• Most services are provided on a one to one basis</li> <li>• Services are provided one to one</li> </ul>	<ul style="list-style-type: none"> <li>• All services are provided during the day</li> <li>• Services are provided after school</li> </ul>

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

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

We partner with several colleges that send us student teachers. This provides us an opportunity to view the student teachers' practice prior to the hiring process. We also work closely with our Human Resource department at the CFN and at Central to explore possible candidates. We provide our teachers with in-house and outside professional development that is aligned to School and City goals. Teachers also develop their own professional goals with support from the administration. These goals are used by the administration to develop differentiated professional development plans for teachers. These professional development opportunities are provided by consultants, CFN personnel, the City, and universities. We also debrief with any staff that is leaving to gather information that will support retention of highly qualified staff. This past academic year we lost several teachers to other states.

**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).

Our teachers receive different levels of professional development throughout the year based on needs informed by their observations, goals and needs. These professional development sessions are provided by other teachers, consultants, CFN personnel and universities. Additionally, teachers participate in Learning Communities. New teachers this year are a part of the New Teacher Institute facilitated by the principal to ensure that they are supported in order to meet expectations. New teachers also have a mentor that supports their individual needs. Administrators also support teachers by providing frequent observation cycles with feedback. Weekly Reminders are sent out electronically to keep teachers focused and on task. Our paraprofessionals receive the same training our teachers use. Just last year one of our paraprofessionals was hired as a Special Education teacher at our school.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

|

**SWP Schools Only**

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

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

We coordinate with several preschool programs in the area to share our goals and familiarize them with our curricula. Parents and students are encouraged to visit. Our parent coordinator and our guidance counselors often meet with parents in order to facilitate the sharing of relevant student information. Other relevant staff such as the Special Education teacher, our ESL staff and or the School Based Support Staff also share information and meet with parents to develop action plans for incoming at risk students.

**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.

Teachers are at the core of all academic decisions made at our school. Our teacher teams gather data, research assessments and align them to our needs of our school with the support of our school test coordinator, administrators, and lead teachers. An overview of all testing is then reviewed by a core team to ensure test alignment to specific needs, specific learning areas, repetition and for vertical alignment. These assessments are continuously reviewed for validity (scores are triangulated to teacher observations and in class exams). Once the exams are selected professional development is provided to ensure that the tests are administered correctly. Professional development can be in-house with personnel from the company, who designed the exam, turn keyed by lead teachers who received the training first hand or by our test coordinator/CFN staff. These same personnel support the disaggregation of the data collected and supports teachers in its use. It is then up to the

administrators to ensure that instructional moves are developed and implemented to support the students.

**TA Schools Only**

**Use of Program Resources**

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

**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).

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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

**DBN: 09X218**

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated<sup>2</sup>. **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.	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

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$765,873.90	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$135,216.00	X	See action plan
Title III, Part A	Federal	\$38,112.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$4,865,993.00	X	See action plan

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.



**Department of English Language Learners and Student Support**

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<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: The Rafael Hernandez Dual Lang	DBN: 09X218
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 305
Grades to be served by this program (check all that apply):
<input checked="" 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: 26  
# of certified ESL/Bilingual teachers: 24  
# of content area teachers: 2

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 school is working towards improving the instruction for our special education, ELLs, Special Education ELLs and at-risk population by increasing our teacher knowledge and application strategies. Within our Dual Language Program 305 (29%) are ELLs. Included in our total ELL population are 35 Long Term ELLs. According to the AMAO, the number of at-risk ELLs, levels 1-5 and greater is 187. The remaining 118 ELLs, which are all in grades K-3, were not labeled at risk. The projected number of students making progress in the 2015-2016 school year is a difference of (- 23%) between the target and our current status. The Title III supplemental programs will support this population in their attainment of the skills and strategies to meet the Common Core State Standards and English Language acquisition.

The Support Intervention Team (SIT) focuses on students with an IEP by reviewing their S.M.A.R.T. goals and strategies/skills necessary for them to show growth in all formal and non-formal assessments. A Response to Intervention Team (Rtl) has been created to provide at-risk students with research-based strategic interventions. Teachers will be provided with training in best strategies for intervention, special needs protocols, mandates, procedures, and teacher responsibilities. Rtl incorporates the collaboration of general education, Bilingual, ESL and special education teachers to work together to design and implement effective steps toward improved responses to struggling learners. The Rtl Team consists of highly skilled staff to include, but not limited to special education bilingual specialist, English as a Second Language Coordinator, Curriculum Developer with in-depth knowledge on Dual Language Programs and language acquisition as well as Speech Providers. The focus will be to develop and strengthen the basic literacy and math skills of low performing students through direct instruction in classrooms and small groups. Research based instruction and differentiated instruction will be implemented through the core curriculum as well as additional interventions through tiers that support student progress. After School Academies-There are two programs, the ELL after school and ELL Saturday Academy. These programs serve at-risk ELLs in levels 0-5 or greater, grades k-8 as well as at-risk students in the Dual Language program. We offer classes throughout the year, Wednesday & Thursday for k-8 and Saturdays for grades k-3. The groups are as follows:

Saturday- facilitated by ESL coordinators

- Grades k-3 ELLs, at-risk level 0-3
- 3 certified ESL, 4 certified bilingual teachers

## Part B: Direct Instruction Supplemental Program Information

- AM group, 16 sessions, 2 hours; PM group 16 sessions, 2 hours
- English
- IReady online program, NYSESLAT preparation guide

Wednesday–facilitated by ESL Coordinators

- Grades 4-5, at-risk level 3+
- 2 ESL certified teachers
- 16 sessions, 2 hours day
- English
- IReady online program, NYSESLAT prep

Thursday –facilitated by ESL Coordinators

- Grades 6-8, at-risk level 5+
- 2 ESL certified teachers
- 16 sessions, 2 hours day
- English
- IReady online program, NYSESLAT prep

Wednesday/Thursday –facilitated by k-2 administrator

- Grades k-2 at-risk level 0-3 ELLs and other at-risk former/non-ELLs in Dual Language Program
- 11 certified bilingual teachers and 2 common branch certified teachers
- 18 sessions, 1.5 hours each
- English
- IReady online program, Ready NY CCLS

Wednesday/Thursday- facilitated by 3-5 administrator

- Grades 3-5 ELLs and other at-risk in Dual Language program
- 7 certified bilingual, 2 certified bilingual Special Education, 2 certified common branch teachers
- 18 sessions, 1.5 hours
- English
- Mastering the Standards book

The focus for the groups is to improve students' fluency in reading, writing, speaking and listening through the content areas. Through the use of multi-sensory approach and Howard Gardener's multiple intelligences teachers will work towards filling the gaps by providing interactive and guided practice. This research based approach builds on students understanding of phonics, vocabulary, and grammar while also forming better time management/ organizational skills.

All materials included are aligned to the Common Core State Standards. Types of materials will include: NYSESLAT preparation books, IReady online program, Mastering the Standards, and Ready NY CCLS. Other materials used are headphones, Chrome books, and pocket thesaurus/dictionaries. Teachers will use formative assessments to assess the effectiveness of the program. These assessments will include MClass, test preparation books pre and post assessments, informal observations, and online program progress monitoring. The school will use other funding source to complement the cost of the Title III program activities.

## 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: We are a dual language school so language acquisition is always at our center. Teachers attend outside professional development such as the EXPO offered by the CFN 406 to continue to hone their skills. For the teachers that will facilitate the language academies, there will be professional development workshops by online program consultant. This will focus on strategic use of each of the programs, becoming familiar with program components and adding students. Another professional development is for teachers to discuss, analyzing data and reflecting on instruction.

In addition, teachers will meet bi-weekly for 1.5 hours. Each meeting will be a time to discuss the curriculum development programming, next steps, and review student progress to guide and differentiate instruction. Also, these meetings will use Understanding by Design by planning with the end task in mind. Teachers will review the NYSESLAT preparation materials and identifying language objectives based on questions on the NYSESLAT preparation guide. Each session will be facilitated by an ESL/Bilingual teacher.

In addition and for the purpose of this program our teachers (ESL, General Education Bilingual teachers and bilingual Special Education Teachers) will participate in a variety of Professional Development trainings. The school environment promotes professional Learning Communities by providing training based on the academic needs as reflected in student data. The workshops are being offered by the Office of English Language Learners. The workshops included the following: Language Acquisition and Disability: ELLs in Special Education, A Literacy Intervention Toolkit: Recipe for Reading with Connie Russo, Action into Research: looking at data, Guided Reading, Action Plans: RTI/AIS, Parent-Teacher Conference PD, MClass training, Special Education Compliance Training, LEAP (a literacy training for teachers). Teachers who participated in the PD's and Workshops not only received quality training offered by the DOE but each teacher is responsible for turn keying the information to their grade level teams. Teachers are expected to implement many of the strategies learned at the various PDs during small group instruction, extended day and while working with individual students who needed strategic academic support throughout the school day and during the different ELL academies. All Title III service providers will participate in the described school PD plan.

### 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

**Part D: Parental Engagement Activities**

- name of provider
- how parents will be notified of these activities

Begin description here: The Rafael Hernandez Dual Language School understands the importance of parental involvement. Every Tuesday, parents are welcome to meet with the teachers for academic support. Also, we run a plethora of parent workshops facilitated by various people. Some of these workshops include Common Core Learning Standards and Shifts, Literacy & Math, Open House and Family Engagement Nights.

One Saturday a month, parents are invited to join their child in an online literacy program. This will allow parents to support and encourage learning at home and providing the necessary tools to help their child become more successful in school. In addition, teachers will plan at least one trip for parents to accompany their children. The goal is to make learning a positive experience and relevant to the world around them.

Also, we offer sessions on how to support your child at home in reading and math facilitated by teachers that specialize in that area and or grade. Once a month the principal holds a parent meeting where 80 - 100 plus parents attend. During these meetings important information is disseminated to support the parent home relationship. Our community based organization, Whedco, Parent Coordinator and outside agencies also provide our parents workshops on specific topics of concern or interest and ESL classes. In addition, our school participates with the Cool Culture Program for our kindergarten families to receive free passes to museums.

In January and February we will conduct a minimum of three workshops that focus on ELLs. Each of these workshops will be facilitated by in house staff with a specific skill set.

The topics for these meetings will include, How to help your child develop a great vocabulary, How to support your child in writing, and How to support your child in the area of math, The Common Core State Standards and academic expectations, literacy and the importance it has in student achievement and academic success.

The strategies shared with parents are our best practices which will support all learners especially our ELLs. Each workshop will be at least an hour long and provide families with relevant materials.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ \_\_\_\_\_

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

**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 <b>09</b>	Borough <b>Bronx</b>	School Number <b>218</b>
School Name <b>THE RAFAEL HERNANDEZ DUAL LANGUAGE SCH</b>		

### 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 <b>LETICIA ROSARIO</b>	Assistant Principal <b>T. CARLO-CORREA/S.CACERAS</b>
Coach <b>E.SANCHEZ/K-2 ELA/NLA</b>	Coach <b>N/A</b>
ESL Teacher <b>C.GALLO/L.ARIAS/B.DOSSANTOS</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>M.SEMINARIO/IEP</b>	Parent <b>type here</b>
Teacher/Subject Area <b>S.GALLEGOS/CONTENT</b>	Parent Coordinator <b>ZENNITH MORALES</b>
Related Service Provider <b>N.HERNANDEZ/SETTS</b>	Other <b>MS.CATECHIS/PAYROLL</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>M.LEWIS/DATA</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>37</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>12</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>940</b>	Total number of ELLs	<b>333</b>	ELLs as share of total student population (%)	<b>35.43%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): SPANISH

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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)	5	5	5	5	4	3	3							30
<b>Freestanding ESL</b>														
Push-in							2	2	2					6
Pull-out														0
<b>Total</b>	5	5	5	5	4	3	5	2	2	0	0	0	0	36

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	333	Newcomers (ELLs receiving service 0-3 years)	218	ELL Students with Disabilities	81
SIFE	0	ELLs receiving service 4-6 years	59	Long-Term (completed 6+ years)	56

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. [i](#)

	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	0	0	0	0	0	0	0	0	0
Dual Language	218	0	44	59	0	37	28	0	5	305
ESL	0	0	0	0	0	0	28	0	10	28

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		
<b>Total</b>	<b>218</b>	<b>0</b>	<b>44</b>	<b>59</b>	<b>0</b>	<b>37</b>	<b>56</b>	<b>0</b>	<b>15</b>	<b>333</b>
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP												
Spanish	60	10	54	32	45	30	47	43	31	54	26	43	26	42	0	0	0	0	289	254
Bengali	3	6	2	1	1	9	1	2	0	2	1	3	1	5	0	0	0	0	9	28
SELECT ONE OTHER	0	1	2	3	1	0	2	3	0	3	1	1	1	2	0	0	0	0	7	13
<b>TOTAL</b>	<b>63</b>	<b>17</b>	<b>58</b>	<b>36</b>	<b>47</b>	<b>39</b>	<b>50</b>	<b>48</b>	<b>31</b>	<b>59</b>	<b>28</b>	<b>47</b>	<b>28</b>	<b>49</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>305</b>	<b>295</b>

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 486

Number of third language speakers: 39

Ethnic breakdown of EPs (Number):

African-American: 55

Asian: 23

Hispanic/Latino: 383

Native American: 10

White (Non-Hispanic/Latino): 4

Other: 11

**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								15	12					27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
<b>TOTAL</b>	<b>0</b>	<b>16</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>						

## 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)	5	4	2	0	0	0	2	1	0	0	0	0	0	14
Intermediate(I)	32	15	10	15	5	4	1	8	7	0	0	0	0	97
Advanced (A)	25	30	42	16	23	22	12	16	8	0	0	0	0	194
Total	<b>62</b>	<b>49</b>	<b>54</b>	<b>31</b>	<b>28</b>	<b>26</b>	<b>15</b>	<b>25</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>305</b>

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	36	46	19	1	102
4	28	42	13	2	85
5	30	44	15	4	93
6	26	52	14	3	95
7	33	42	13	2	90
8	30	59	13	2	104
NYSAA Bilingual (SWD)	0	0	0	0	0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	26	0	45	0	25	0	5	0	101
4	22	0	38	1	18	0	6	0	85
5	42	0	37	0	12	0	2	0	93
6	34	0	52	0	8	0	1	0	95
7	47	0	29	0	9	0	5	0	90
8	31	0	51	0	18	0	4	0	104
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	10	0	48	1	24	0	83
8	2	0	23	0	63	0	14	0	102

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	17	42	47	4	57	127	150	71
Chinese Reading Test	0	0	0	0	0	0	0	0

**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.
  - Describe what assessment tool your school uses to assess the early literacy skills of your ELLs. What insights do the data provide about your ELLs? How will this dataThe following tools are used to assess the early literacy skills of ELLs at our school; mClass Dibels Next which includes the following components: Reading 3D in English and in Spanish and IDEL. mClass Dibles Next assesses students on

six different measures in both English and Spanish. The different measures include; first sound fluency, letter naming fluency, phoneme segmentation fluency, nonsense word fluency, oral reading fluency and Daze reading passage. The mClass assessment is administered three times during the school year, September/October, January/February and May/June. The results of the benchmark assessments determine the level of intervention students need. This is based on milestones met by the students during each of the six different measures that are critical to the students' literacy development. Progress monitoring helps support students who are in need of intense support through small group instruction. The data collected from the mClass Dibles in English and Spanish informs our next steps as it refers to curriculum design, activities and small group instruction. Furthermore the data collected helps us target students that will need intense monitoring through the development of actions plans. Action plans are part of our RtI model in which each teacher identifies the specific areas a child needs additional support. A four to six week instructional plan is laid out where the teacher explicitly explains what he/she will do to support the student's academic progress. At the end of the four or six weeks (based on the specific needs of each individual student) the plan is revisited to evaluate progress and if additional supports are needed and next steps are identified for the student.

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

The data pattern across proficiency levels on the LAB-R and NYSESLAT are positive. Based on LAB-R scores of the 82 new students tested, 35 tested are beginners, 29 are advanced, and 16 are proficient in the English Language. The NYSESLAT scores across levels and grades reveal that the majority of ELLs English language skills increase. More than half of the students (55%) tested last year proficiency levels are advanced. 13.8% of ELLs tested proficient, 23% were intermediate, and only 4% were considered beginners.

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

Awaiting 2013 AMAO tool

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Within the dual language program there is only one Ell student in the fourth grade who took the Spanish versions of the NYS Mathematics and Science exam. The student scored at a Level 2 in Mathematics and Level 3 in Science. This is compared to the remaining 26 Ells students in fourth grade of which 16 scored at a level 2. Likewise, in the NYS Science Exam the majority of the ELL students scored on a level 3. The language patterns across proficiencies and grades for ELLs in tests in English fall between Level 1 and Level 2 for the NYS ELA assessment. Of 101 ELLs tested 64% (65 students) scored at Level 1 and 36% (36 students) scored Level 2. In contrast, in their native language assessment ELE, 8% were in the 1st Quartile, 35% in 2nd Quartile, and 52% in 3rd Quartile, 5% in the 4th Quartile. ELLs faired better in their native language than in English assessments. They also show higher proficiency in their native language proficiency compared to EPs. 45% of EPs score fell in the 3rd Quartile for the ELE compared to the 52% of ELLs.

B. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments. School leadership uses the results of ELL Periodic Assessments to monitor ELLs progress, monitor teachers' instruction for ELLs, and to support teachers' instruction with professional development opportunities, and supplemental materials and programs. Teachers are using the results of the ELL Periodic Assessments to monitor progress, modify instructions, to inform grouping and scaffolding, and to inform use of materials and technology to enhance learning for the ELLs.

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](#).)

At the time students are admitted, they are screened with a HLIS to uncover influences that may affect their language development. In order to meet ELL needs within an RtI framework, an ESL teacher utilizes data from HLIS; standardized and teacher created assessments in English and Spanish; as well as teacher anecdotal records. Teachers compare this data to uncover the student's level of skills and understanding in either English and/or Spanish. Based on the analysis of data, the teacher identifies students who are far below and develops an action plan for them. A plan to determine instructional intervention and teacher professional development of research-based instruction for ELLs, is offered. The teacher uses strategies such as native language support, differentiation, and scaffolding to deliver instruction. Also, teachers discuss the language acquisition needs of a child to tailor the curriculum. Furthermore, data monitoring of periodic assessments, helps the team to reevaluate the effectiveness of the intervention plan for the child.

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

Native language support for students learning another language is embedded through our culture for learning. Teachers use resources such as bilingual libraries, buddy systems, grouping, the use of cognates, visual aids and technology to ensure all students have access to learning in a supportive environment. In addition, professional development for teachers aims to strengthen and promote strategies for a Universal Design for Learners (UDL). Included in these techniques are scaffolding strategies, differentiated questioning through the use of Domain of Knowledge, higher order of thinking, and JR Great Books strategies. Also, programs such as Ready Gen and

Code-X for Literacy; CMP3 and Go Math for Math, support teachers in instructional methods for all subgroups of children.

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?

**A. How are the English-proficient (EPs) assessed in the second (target) language?**

In the dual language program, the English proficient students are assessed with a plethora of authentic and formal measurements. In early elementary grades, students are given the following tests to measure their fluency in reading and writing: Mclass in English and Spanish 3D, and NYSESLAT. In the elementary grades and middle school, students are assessed in Spanish with the ELE, ELL interim assessments, NYS Periodic assessments in NYS Social Studies and Science exams for grades 3-5, and Math and Science exams for grades 6-8.

**B. What is the level of language proficiency in the second (target) language for EPs?** Of the 243 EPs level of language proficiency in the second (target) language 5% (12 students) scored in the 1st Quartile, 29% (70 students) scored in the 2nd Quartile, 45% (109 students) scored in the 3rd Quartile, and 21% (52 students) scored in the 4th Quartile.

**C. How are EPs performing on State and City Assessments?** On State and City assessments for math 273 EPs were tested, 25% scored Level 1 (68 students), 48% scored level 2 (131 students), and 22% a level 3 (60 students) and 5% on level 4 (14 students). For NYS Science assessment in grade 4, 57 students were tested. The data states that 3 scored in Level 2, 31 in Level 3, and 23 scored Level 4. In the NYS ELA Exam 274 EPs were tested in grades 3-6, 54% scored a level 2 (148 students). 22% scored on a level 3 (61 students), and 20% scored on a level 1 (55 Students) and 4% scored a level 4 (10 students). The data shows that in the State Math and ELA assessments 51% of English Proficient Students score on a level 2.

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

The success of our ELL programs is evaluated in several ways. Our curriculum, instruction, and assessments are all aligned with NYS standards, which ensures that teachers hold the same standards for ELLs as all other students. Our programs for ELLs support the transfer of literacy skills from L1 to L2 by aligning Native Language Arts, English Language Arts, and English as a Second Language with ELA standards. Also, to ensure the success of our ELL programs our quality teachers, administrators, and other staff that work with ELLs are properly prepared and appropriately certified. The administrators are supportive of teachers and staff working with ELLs and are informed about the curriculum, state standards, and effective instructional strategies for ELLs. Our program encourages and creates opportunities for critical thinking, student led activities, and peer collaboration. To increase the opportunities for success of our program and students, administration offer after school programs, an extended school year and Saturday school for ELLs are implemented. Parents of ELLs are encouraged to be an active participant in the school community, which allows parents to be well informed of the State standards and assessments and to participate in decision-making for our ELL programs. ELLs performance and services are assessed on an ongoing basis. Assessments are in the native language and in English and data is analyzed during weekly grade meetings across grade levels. The data from assessments inform teachers of students' progress, English language development and academic progress. It also directs teachers, along with the guidance of outside consultants, such as A.U.S.S.I.E, where to provide a focus and strengthen the instruction of our programs. While the feedback from formal and authentic assessments assists us in measuring the students' performance, professional developments, study groups, and lesson studies (observing and critiquing) provide teachers with the skills needed to work with ELLs.

## 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](#).)
  1. The Rafael Hernandez Dual Language Magnet School, PS/MS 218, services students from kindergarten through eighth grade. The school's current student population is 940, which includes a subpopulation of 333 English language learners (ELLs), around 35.42% of the overall amount. Due to the fact that our school is a Dual Language, almost all of our newly enrolled students enter in kindergarten. In order to have a common understanding amongst the school community, we have provided workshops,

parent/teacher conferences, and an orientation meeting. The identification process we have in place for newly enrolled students begins upon registration and continues within the 10 days from enrollment. When a parent completes a Home Language Identification Survey (HLIS). During this time, they receive assistance of a trained pedagogue, to determine whether a child is eligible to receive the LAB-R and/or LAB exams. This survey, along with an informal oral interview with parents and new students, informs our school's staff about which languages are spoken in the home. If the HLIS indicates a language other than English, the ESL teachers and bilingual pedagogues conduct an informal interview in the student's home language and English. The parents are shown the orientation video from the NYCDOE website, so that they may be informed of the different programs provided throughout the New York City schools. Parents are also notified that once children begin school in the fall, parents will once again view the video and fill out the Program Selection Form. During the identification process, parents are also presented with the Parent Preferred Language Form, so that they may receive information in their dominant language. If necessary, the Language Assessment Battery -Revised (LAB-R) is administered. If the child speaks Spanish in the home and does not test proficient in English, the Spanish LAB is also given to that child. The students' performance on the LAB-R determines his/her entitlement to English as a Second Language (ESL) services. Once a student's status is identified, parents are notified immediately if their child does or does not qualify for English language development services, through either an entitlement letter or proficiency letter provided in their home language.

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.  
Within the first 10 days of school, students who are identified as Ell's through the Lab-R exam receive an entitlement letter. Along with it parents receive an invitation to attend our ELL orientation. Parent orientations, which are offered by licensed pedagogues (ESL teacher, school librarian, Assistant Principal and/or Principal) are included on the school calendar and distributed to all parents. In addition to verbal reminders during parent workshops, and during drop-off and/or pick-up times, flyers are posted and announcements are made within the school day. A workshop is offered in the morning and during the evening to accomodate parent schedules. During these sessions, sign-in sheets are used to record attendance. Agendas, brochures and other paperwork are given to parents in the target languages. Also throughout the meeting, parents are encouraged to ask questions to ensure clarity. During the parent orientation the parent orientation video is shown to parents once again in their target language to describe the three program choices in the City. After reviewing key points explained in the video from the NYC DOE website and the program selection form, a parent survey and Program Selection Form are completed along with the guidance of a trained pedagogue and collected. The LAP team monitors parents' preference in the case a new program needs to be created. Before ending the orientation, parents receive contact information to use for additional support regarding their child's education. All orientations and meetings provide translations in parent's native languages for further support. After the first 10 days of enrollment a second orientation is provided during our school open house for grades K-2, the NYC DOE Program Choice Video is shown, and outstanding entitlement and program selection forms are signed and collected.
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 [\[see tool kit\]](#).)  
3. After viewing the RLER screen on ATS and hand scoring the LAB-R, ESL teachers have identified the students as ELLs who require mandated ESL services. Our school ensures that entitlement letters are distributed and Parent Surveys and Program Selection forms are returned and secured/stored. Few of these letters are not returned by our first parent-teacher conference in November. Entitlement letters, Parent Surveys, and Program Selection forms are mailed home in their native language. Parents return letters at Parent Orientation where their name is checked as returned on a list organized by grades and class. In the situation where parents do not attend the Parent Orientation, parents return forms to the LAP team and it is documented upon return. When the parent option letter is not submitted, a copy of the letter labeled second notice is resent. In addition to this letter, announcements are made during parent drop-off and dismissal. Also, teachers collect signatures when meeting with the parent for parent/teacher conferences. In efforts to collect these letters, an ESL teacher attends and provides information to parents during the middle school open house. Assiting us in parent outreach are the parent coordinator and parent association. Finally, we call home to speak to the parents who have not returned these notices and receive a verbal agreement which is then documented in a parent outreach log. If parents are unable to attend the workshops, options letters and surveys are sent home to ensure that parents are aware of each choice, so that they may make the selection which best suit their child's needs. All letters and forms are stored on file and secured in a locked room. Organization of these letters is in alphabetical order by grade, so that they can be scanned accordingly. This system seems to work best since our school has a low transitioning of students leaving and entering.
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.  
The Identification Process diagram is used as a guide and reference for parents to visualize the step by step procedures in place throughout the year. This includes future assessments that determine students' status in the ESL program and the mandates required by the state. Parents are informed that ELLs exit the ESL program when they score proficient on the NYSESLAT, during the spring.

When students return to school during the fall, either a continuation or exit letter is sent home, based on their state exam score. Throughout the collection of these letters, the ELPC screen is completed within the first 20 days of school. However, due to a glitch in the system, it has inaccurate information and we are unable to complete this screen at this time.

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.

ESL teachers and/or testing coordinator attend NYSESLAT training and packaging PDs and turnkey the information and materials to all whom are administering this exam. Prior to receiving testing material, ESL teachers along with the testing coordinator gather ATS data, such as the eligibility for NYSESLAT and roster reports. Parents are sent a letter to remind them that their child will take the NYSESLAT. Included in this letter we offer suggestions to prepare their child for testing, and provide them a chart that shows testing dates by language modality, such as, speaking, listening, reading and writing. A testing memo and schedule of test sequence, student grouping, time/location and teacher assigned for NYSESLAT testing is created and disseminated to all teachers throughout the building. Students with IEP accommodations are categorized by modification and grade level. Schedules and number of students are strategically organized and assigned a location for uninterrupted testing. Once the materials are delivered to our school, we unpack it and review the contents with the inventory to ensure the appropriate tests and amounts are accurate for NYSESLAT 2013-2014 testing. If all materials are valid, we organize the test according to the schedule given in advance to the school. All test administrators receive a "TESTING, DO NOT ENTER" sign to post on the door of the testing sight and sign the security form upon collection of materials received. At this time, teachers who test with the NYSESLAT receive one modality of the test booklets, administration directions and student pre-slugged grids in a manila envelope. During the testing window, an announcement is made to remind the school environment that the NYSESLAT test is in session. The test materials are administered, returned and organized in a secure room for review and ELL names are checked off when they finish the test. If necessary, a list of names is collected and written on a board for makeup testing. Like the testing requirements for the ELA, each testing room is assigned and prepared by removing or covering wording, and arranging seats. At the end of each testing day, used tests are arranged and testing materials are prepared for the following day's testing schedule. Also, K-2 subtest responses for listening, reading and writing are transferred onto their appropriate answer grids. When all the sections of the NYSESLAT are completed and all materials are collected, it is reviewed at least twice for packaging and scoring. Speaking scores are transferred onto the writing grid and a team of teachers are assembled for scoring of the writing subtest. Throughout the testing period, all materials are secured in a locked room and when returned the security form is signed by the test administrator. Also, the inventory list is double checked as materials are returned into the boxes.

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. 

6. The trend in program choices based that parents have requested have been on the feedback from the Program Selection form distributed to parents in their native language, students are then placed in the appropriate Bilingual or ESL program. As a result of the data, all 63 parents in 2013-2014 school year chose the Dual Language Program. The program models offered at our school have been aligned with parent requests.

## 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])?
1. Our school focuses to prepare all of our students for college and career readiness through the core belief that our students can learn and achieve. We have high expectations for all students, focus on teaching our students how to be researchers (autonomous learners), and use vocabulary terms to foster interest and focus on college readiness. We will continue to cultivate a culture of learning that believes in the mantra “if at first you don’t succeed try, try again.” In addition, we will support teachers to ensure every lesson takes students one step closer to college. Also, the school leadership team will monitor our researchers closely for progress and do all that is possible to move them forward. In grades K-6, we have a side by side or self contained Dual Language program, while ESL teachers push into the classroom to fulfill CR-Part 154 mandated services. To help ELLs to meet the ELA standards teachers set clear goals, which are aligned the ESL and NLA instruction. Within the Dual Language program, there are two classroom models. One is the self contained, where a cohort of students stays in one classroom and instructed by one Bilingual/common branch licensed teacher. The other model is the side by side model. In this model there are two classrooms, with one teacher that teaches English and another that teaches Spanish. All subjects are taught in both languages on alternate days. The teacher that instructs in the “English world” holds at least a common branch certification (may also have bilingual/ESL license) and the other teacher who instructs in the “Spanish world” holds at least a certification in bilingual education. In grades 7 and 8, our school offers an ESL program, where an ESL certified teacher pushes in or pulls out students according to CR-Part 154 regulations. All programs align with the ELA learning standards and groups are heterogeneous.

In addition to daily instruction, ELLs receive support through Title III funded afterschool and Saturday programs. ELL teachers and Content area teachers use common planning time to prepare co-teaching lessons. This time is used to discuss differentiation for student learning needs, language/content objectives, materials and student data. As well as ELA and Math programs such as Ready Gen, Code X and Go Math, that helps plan instructional alternatives for student subgroups. Consultants and coaches provide feedback on appropriate strategies to use for units taught. Also, teachers use student work and data to create groups and scaffolds for teaching the curriculum to students. Likewise, patterns across NYSESLAT modalities and grades inform instruction. In particular, most of our ELLs progress in the earlier grades to proficient; however, in the later grades they maintain an advanced level of proficiency. Therefore, our focus is to develop students as researchers by increasing critical thinking opportunities, exposure to various resources, academic vocabulary instruction, student led activities, and peer collaboration. The school uses the data from each subgroup to present to the leadership team to develop appropriate programs and participate in other decision making opportunities. The parent coordinator applies feedback from student data to create workshops for parents that support their role at home and involve them in the school community.
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)?

At the Rafael Hernandez Dual Language School our staff is mostly composed of educators who are fluent in both, English and Spanish and hold a common branch license and/or bilingual extension. Our staff is strategically placed according to their license area and expertise. In K-6, Dual Language program, Teachers who possess a valid certificate or working towards a bilingual extension are placed in either a self contained or side by side setting. In both settings, instruction is delivered in English and Spanish.

In a self contained setting, at least one period of explicit ESL instruction is delivered by a certified bilingual teacher during the English instructional days through Foundations/Phonics, and ELA. Students continue to receive instructional minutes during the day through the content areas such as Math, Science and Social Studies. The same teacher provides the NLA minutes the following day in Spanish, explicit NLA and ESL minutes are delivered and aligned to the ELA standards.

In the side by side model students alternate between two classrooms every other day, one teacher delivers instruction in English and the other in Spanish. The lessons are continued the next day in the target language. The teacher who possesses a bilingual extension will deliver the instruction in English and/or in Spanish depending on the programming. NLA is provided on the Spanish days by the Spanish teacher throughout the entire day. If the English teacher does not hold a bilingual extension, ESL minutes will be provided by an ESL teacher. The ESL teacher works collaboratively with the classroom teacher to plan accordingly, meet student needs and provide the minutes according to their proficiency levels.

Our 7th and 8th grade students receive explicit ESL minutes by an ESL teacher. The minutes are determined by the level of proficiency and taking into consideration the subject area in which the minutes will be delivered. Students are scheduled to meet with the ESL teacher schedules, students will be serviced the full amount of minutes in either push in or pull out model. Students receive NLA support throughout the day through school personnel who may be fluent in their native language, buddy system with other students of the same language and are provided with materials and resources in their native language.

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.

In order to enrich language development and meet the demands of the Common Core Learning Standards, teachers have been trained in scaffolding, differentiation, and vocabulary approaches, methods. In addition teachers incorporate into their planning activities that include students' different learning styles and interest. Our language and instructional approaches are based on both authentic and standardized assessment. This includes explicit language and content objectives within each lesson aligned to the Common Core State Standards as well as ESL State Standards. Our focus continues to be scaffolding, accountable talk and expressing those ideas through writing. In grades k-2 we have an aussie consultant that specializes in foundational skills to help our teachers through professional development. This will enhance our Foundation Program and better meet the needs of our students in order to foster language development in English. To meet the needs of our students in NLA, teachers aligned their curriculum with the Common Core State Standards in grades k-2 by using the Estrellita Program. Grades k-1 has adjusted their flow of the day to provide students with extra support with foundational skills in English Language Arts.

The program models and specifications are as follows:

#### Dual Language (K-2)

- 50/50 side-by-side model
- Alternates between two classrooms every other day
- 2 teachers in separate classrooms
  - o One teaching English (common branch license)
  - o One teaching Spanish (bilingual license)
- All content areas taught in both languages
- Lessons are continued from previous day
- Partner teachers work closely with one another in planning
- simultaneously Emergent literacy is taught in both languages
- Cluster teachers may teach in either English or Spanish

#### Self-Contained Dual Language (K-2)

- 50/50 side-by-side model
- Remain in the same class
- 1 teacher (common branch with bilingual extension)
- All content areas taught in both languages
- Lessons are continued from previous day
- Teacher plans for both English and Spanish lessons
- Emergent literacy is taught simultaneously in both languages
- Cluster teachers may teach in either English or Spanish

#### CTT Dual Language Self Contained (one K, one 1st, One 2nd)

- 50/50 side-by-side model
- Alternate between two languages every other day
- 2 teachers in 1 classroom (one having a certification in Special Education)
  - o One teaching English (common branch license/and or bilingual extension)
  - o One teaching Spanish (bilingual license)
- All content areas taught in both languages
- Lessons are continued from previous day
- Partner teachers work closely with one another in planning

- Emergent literacy is taught simultaneously in both languages
- Cluster teachers may teach in either English or Spanish

#### Dual Language (3-5)

- 60/40 side-by-side model
- Alternate between two classrooms every day
- 2 teachers in separate classrooms
  - o One teaching English(common branch license and/or bilingual licence)
  - o One teaching English/Spanish (common branch/bilingual license)
- ELA and Math are taught in English
- Science and Social Studies are taught in Spanish by the Bilingual Teacher
- Native Language Arts in Spanish content through Social Studies Literature
- Partner teachers work closely with one another in planning
- Cluster teachers teach in English or Spanish

#### CTT Dual Language Self Contained (two in 3rd, two in 4th)

- 60/40 model
- 2 teachers in one classroom
  - o One teaching English(common branch license/and or bilingual license)
  - o One teaching English/Spanish (common branch/bilingual license)
- ELA and Math are taught in English
- Science and Social Studies are taught in Spanish by the Bilingual Teacher

#### Native Language Arts in Spanish through Social Studies Literature

- Partner teachers work closely with one another in planning

Cluster teachers teach in English or Spanish

#### Dual Language Middle School (6th) Departmentalized

- 70/30 model
- Different teachers for each core content area
- 60 minute block per content area
- English and Spanish Alternation per subject areas Science and Math
  - o Content area language alternation every other day

#### Free Standing ESL (7TH and 8th)

- Students taught only in English throughout all content areas
- Students departmentalize throughout the day
  - o With the exception of ELL's who receive services throughout the day by an ESL teacher either pushing in or pulling out.

#### SIT Flexible Programming Brigde Class 6-7 grade ( Less than 10 Students)

- Students receive 60 minutes of E.L.A. instruction
- 2 teachers in the classrooms
  - o One Special Education Licence
  - o One ESL Licence

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
To ensure that ELLs are appropriately evaluated in their native language throughout the year, ELLs in grades 3-6 in the Dual Language Program are evaluated in Spanish with informal and formal assessments. The informal assessments include teacher created tests; such as, ELA and content area unit tests; teacher classroom observations and assignments, and periodic writing tasks. Formal assessments include, MCLASS, IDEL, and the ELE.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Throughout the year, ELLs are appropriately evaluated in all four modalities of English acquisition. Some examples of assessments that check for English proficiency in all four modalities are the ELL Periodic assessment, NYSESLAT, MCLASS 3D, NYC Performance tasks for ELA and content areas (MOSEL), state assessments, writing baselines, teacher observations as well as classroom assessments.
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).

#### A. SIFE

There are currently no SIFE students in our school. Yet, the instructional plan in place for SIFE students is to offer one-on-one services, small group instruction, as well as helping them assimilate to their classroom environment by including literature and content based instruction which is explicitly taught.

#### B. Newcomer ELLs

There are several programs that we continue to implement for our newcomer population. Newcomers receive support through several structures some of which are; balanced literacy where they will receive small group instruction during guided reading, language development and foundations program with a focus on vocabulary, and ESL push-in services. In grades 3-8 students are paired with another student who speaks in their native language to help them acclimate to the school and classroom environment. In sixth through eighth grades, students who have been in a US school for less than three years meet with a student liason. A recent addition to our program is the creation of a "New Comer Handbook", this handbook will provide our students with an introduction to our school community, providing photos and brief descriptions of our staff. The handbook is currently being worked on by our 7-8th grade ELL's and copies will be kept in the ESL room and principal's office.

In addition to our daily plan for newcomers, an after school program and extended day time is provided for additional support. The 1st grade and beginner/intermediate 2nd grade ELLs are placed in heterogeneous groups in an intensive after school program, and Saturday program. Through different themes, they are taught to achieve proficiency in the four modalities. Moreover, all students participate in small group instruction Tuesdays and Wednesday for 50 minutes each day, to receive additional support. The focus during small group instruction for grades 3-8 is an equal amount of ELA and Math AIS and enrichment. However, students who will be tested in Science are also being prepared for these exams through a variety of activities that will help build their language development and content knowledge.

#### C. ELLs 4-6 years

In analyzing the data we have found that 59 of the English Language Learners are eligible for an extension of services, since they have been ELLs for 4-6 years. Regarding the Special Education students, instruction is driven by IEP goals, NYSESLAT results, and classroom performance. Intervention is carried out through small group instruction and after school support.

#### D. Long Term ELLs (LTEs)

Since our Long Term ELLs seem to have a large amount of difficulty in applying academic vocabulary in speaking and writing, these areas have become our year's focus. During the day, these students receive academic language development and writing support in small groups. All of our ELLs receive support through several structures some of which are; balanced literacy where they will receive small group instruction during guided reading, language development with a focus on vocabulary, and ESL push-in and pull-out services. Moreover, all ELLs are participating in small group instruction two days a week for 50 minutes to receive additional support. The focus during small group instruction is an equal amount of ELA and Math enrichment. However, students who will also be tested in Science are also being prepared for this exam.

#### E. Former ELLS

Two years after ELLs have tested Proficient on the NYSESLAT, they continue to receive extended time on State Exams. Within the first year after exiting from the ELL program they continue to receive academic intervention services (AIS).

In addition to the programs offered throughout the day, we are opening afterschool, Saturday classes, midwinter and spring break programs for grades 3-8 to support all of our students in their academic success. For grades K-2 the programs will target foundational skills. An afterschool ELL program divided by grade span will target the language modalities and preparation for the NYSESLAT and is aligned to the Common Core State Standards. Students attend the supplemental services geared to their academic weakness.

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?

Teachers of ELLs-SWDs use instructional strategies and materials to provide access to academic content areas and accelerate English Language development. Teachers of ELLs-SWDs include in their lesson planning: differentiation of questions; accountable talk prompts; writing with support prompts and language frames. Useful research-based instructional strategies that are used for ELLs-SWDs to accelerate English Language development incorporate reviewing previously taught material; checking for understanding of new material; providing artifacts and hands-on activities; organizing cooperative groups; small group instruction;

setting clear expectations for lesson objectives; building on background knowledge; teaching cognates; step by step guided practice and modeling; and explicit instruction.

Other strategies used through the four language learning modalities are as follows:

- Interactive read alouds
- Multifaceted and intensive vocabulary instruction
- Deconstruct/ reconstruct of text
- Shared writing
- Explicit real world connections
- Language experience approach for writing
- Writing process
- Text analysis
- Review of foundational skills
- Buddy system
- Total Physical Response

The materials that teachers of ELLs-SWDs use that both provide access to academic content areas and accelerate English Language development consist of video/audio technology; computer programs ?; Ready Gen, Code X, and Go Math curriculums for grades 3-8th; and Wilson's Foundations for grades K-2.

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?

The goal in our school is to ensure that all our students achieve academically, especially that our ELL-SWDs achieve their IEP goals and attain English proficiency in the least restrictive environment. In order to fulfill this goal, our school has constructed a School Implementation Team (SIT) whose members obtain a variety of specialties and experiences. The main role of the team at the beginning of the school year is to review student IEP's as well as their data and create a flexible program for each student that provides the student access to the general education curriculum in the least restrictive environment as well as strategies for ELLs. Most of our students' schedule vary between services in a week such as 12:1 for more intensive teaching of skills required by Common Core, ICT (integrated collaborative teaching), as well as SETTS. Once students are flexibly programmed they are progress monitored every 6 to 8 weeks to evaluate the effectiveness of their flexible schedule and adapt depending on the needs of the student. It is also school-wide practice that all general education and special education teachers meet within their grades to discuss curriculum and instruction in order to ensure that all students have access to the general education curriculum. Teachers also plan effective instruction by designing lessons which incorporate the principles of UDL as well as differentiated instruction and tasks. The ESL teachers in the building are also a vital resource for both the general and special education teachers by providing instructional strategies they can use to support ELL-SWDs.

### Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish	NLA 3 <sup>rd</sup> and 5 <sup>th</sup>	Spanish
Social Studies:	K-2 Spanish/English	Social Studies 3 <sup>rd</sup> and 5 <sup>th</sup>	Spanish
Math:	K-2 Spanish/English	Math 3-5	English
Science:	K-2 Spanish/English	Science 3 <sup>rd</sup> and 5 <sup>th</sup>	Spanish
		Science 4 <sup>th</sup>	English
		NLA/Social Studies lit. 4 <sup>th</sup>	Spanish

### Courses Taught in Languages Other than English ⓘ

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

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


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

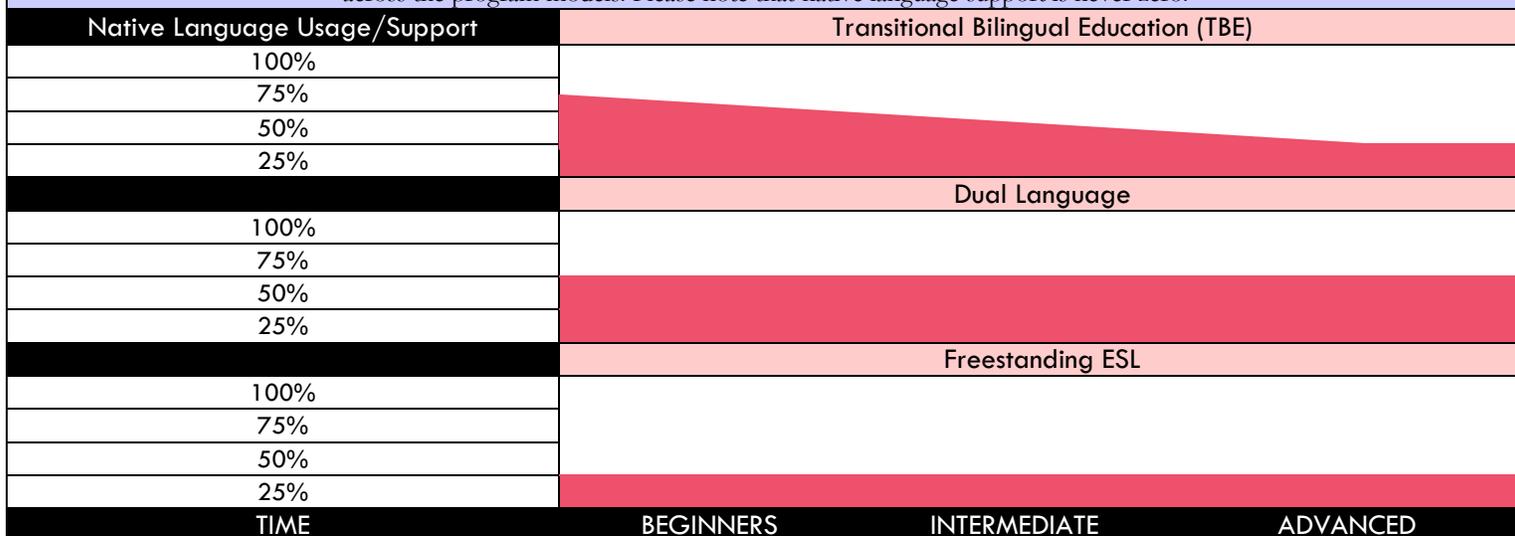
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- All of our ELLs receive support through several structures some of which are; balanced literacy where they will receive small group instruction during guided reading, language development with a focus on vocabulary, and ESL push-in and pull-out services. Moreover, all ELLs are participating in small group instruction four days a week for 37.5 minutes to receive additional support. The focus during small group instruction is an equal amount of ELA and Math enrichment. However, students who will also be tested in Science are also being prepared for this exam. A total of 59 (+ 3 graduated students) students became proficient in English as a result of the spring 2013 NYSESLAT. In order to continue transitional support for ELLs who have reached proficiency, they are given extended time (time and a half) during city and state testing for the two years following proficiency. In addition, teachers will continue to differentiate instruction for these students in order to continue challenging them and building on their experiences. All students are eligible to participate in all morning and after-school programs that are offered to support academic and language development.
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 ELLs receive instruction from teachers who are highly qualified. The majority of our teachers hold a bilingual certification. In addition our teachers continuously receive professional development in ELL instruction and language acquisition. Our academic program contains flexible grouping to support our students' progress and learning needs. Also, teachers use research based best practices, differentiated instruction, strategic grouping and planning that targets the specific language needs and learning styles of our students. Teachers are aware and understand that acquiring and developing language goes beyond basic instruction. Teachers understand that there are different stages in language acquisition and as the students move up in grades and stages, the planning is adjusted to meet their academic needs. A very strong emphasis is placed on fostering the students' native language while helping them acquire an understanding and working knowledge of the English language. In order to effectively meet the needs of our ELLs in content as well as language development, our curriculum includes a strong focus on foundational skills (including but not limited to print concepts, phonological awareness, phonics and word recognition and fluency). Students have the opportunity to learn the language proficiency skills to become a fluent reader with the capacity to comprehend a variety of text and genres. In addition, our curriculum incorporates a variety of opportunities for our students to develop their speaking and listening skills. This includes activities that incorporate conversations with diverse partners on a variety of topics. Students learn to become reflective learners where the teacher becomes the facilitator and students become the leaders. Students learn to ask and answer questions; they learn to express their thoughts and opinions on a variety of topics through research and perseverance. Teachers use programs aligned to the CCSS, which includes the language and content area skills to become proficient and meet the grade requirements. Instruction includes scaffolding, cooperative grouping and learning styles to meet the needs of the students. Data is evaluated to identify patterns and develop new groups based on the feedback from the assessments. This is done frequently through authentic and formal assessments to track the students' progress. When students are identified as at-risk or far below meeting the grade level standards, teachers begin the RTI process by developing action plans. Action plans are part of our RtI model in which each teacher identifies the specific areas a child needs additional support. A four to six week instructional plan is laid out where the teacher explicitly explains what he/she will do to support the student's academic progress. At the end of the four or six weeks (based on the specific needs of each individual student) the plan is revisited to evaluate progress. If additional support services are needed, then the action plan is modified.
11. What new programs or improvements will be considered for the upcoming school year?
- For the current and next school year, most classes will become self-contained. Implementation of the common core and the new curriculums, Ready Gen, Go Math, and Code-X will be continued to further support our students.
12. What programs/services for ELLs will be discontinued and why?
- None of our programs or services have been discontinued at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- To help support our ELLs, we offer many programs throughout the day, after school and on Saturdays. These programs are to provide students with support to achieve academic success in all content areas. Based on the data from the NYSESLAT, other state exams and classroom assessments, students attend the supplemental service geared to their academic weakness.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Some age and level appropriate, instructional materials used to support ELLs are; Time for Kids, High Point, Sourcebooks, Write Source Language Programs, Milestones, Into English, Attanasio & Associates' Language Proficiency Intervention Kit. The following

publishers and web-based programs are used to support ELLs; Rigby, Scholastic, Random House, Orbit, BeBop, Readinga-z.com, Renzulli, Safari Montage, BrainPop, BrainPop Jr., BrainPop ESL. Other instructional materials include: SmartBoard interactive activities and teacher created materials.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Students receive native language support within the Dual Language Program. Due to information found in the data, an NLA teacher supports students as a cluster teacher and also pushes into the classroom to work with children in small groups during guided reading.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Required services and resources are suited to fit the students' academic needs according to feedback from the classroom teachers and assessment outcomes. Resources are chosen based on readability level and age appropriateness to increase motivation. Also, aligning the standards for their grade level is another important tool necessary for achievement.
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.  
In the spring, in preparation for the upcoming school year, parents of perspective enrollees are invite to attend an informational workshop. During the summer, we offer another workshop to welcome the newly enrolled students and their parents to join our school community. This begins with welcoming parents at the entrance of the building and guided them through the main hallway to an inviting display and bulletin boards. Specifically, they are shown the communication board used by our parent coordinator throughout the year to reflect monthly updates. Then, they are escorted into the cafeteria, where light refreshments are offered. During this meeting, we present the programs offered in our school and citywide, contact information and procedures in place to help maintain a strong home-school relationship. Also, parents use this opportunity to ask questions and discuss topics amongst one another in a comfortable atmosphere. During the orientation, possible ways for them to participate throughout the year in decision making, and other activities that will support their child's learning (such as school trips, celebrations, classroom helper, etc.) are discussed.
18. What language electives are offered to ELLs?  
ELLs are encouraged to join in musical performances throughout the year, which assist students with their reading, speaking, vocabulary and communication skills. Another elective offered to students is our chess club and the Boks Program which promotes exercise and academic achievement. These are opportunities for ELLs to build confidence, academic success and allow children to develop relationships with their peers and school staff.
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

ELA and NLA instruction, in the content areas, is provided within the Dual Language program. Throughout the day the ELLs and Eps are integrated as a cohort. Please refer to the models below for content areas and language of instruction as they differ amongst each grade.

The program models and specifications are as follows:

#### Dual Language (K-2)

- 50/50 side-by-side model
- Alternates between two classrooms every other day
- 2 teachers in separate classrooms
  - o One teaching English(common branch license)
  - o One teaching Spanish (bilingual license)
- All content areas taught in both languages
- Lessons are continued from previous day
- Partner teachers work closely with one another in planning
- simultaneously Emergent literacy is taught in both languages
- Cluster teachers may teach in either English or Spanish

#### Self-Contained Dual Language (K-2)

- 50/50 side-by-side model

- Remain in the same class
- 1 teacher (common branch with bilingual extension)
- All content areas taught in both languages
- Lessons are continued from previous day
- Teacher plans for both English and Spanish lessons
- Emergent literacy is taught simultaneously in both languages
- Cluster teachers may teach in either English or Spanish

#### CTT Dual Language Self Contained (one K, one 1st, One 2nd)

- 50/50 side-by-side model
- Alternate between two languages every other day
- 2 teachers in 1 classroom (one having a certification in Special Education)
  - o One teaching English(common branch license/and or bilingual extension)
  - o One teaching Spanish (bilingual licence)
- All content areas taught in both languages
- Lessons are continued from previous day
- Partner teachers work closely with one another in planning
- Emergent literacy is taught simultaneously in both languages
- Cluster teachers may teach in either English or Spanish

#### Dual Language (3-5)

- 60/40 side-by-side model
- Alternate between two classrooms every day
- 2 teachers in separate classrooms
  - o One teaching English(common branch license and/or bilingual licence)
  - o One teaching English/Spanish (common branch/bilingual license)
- ELA and Math are taught in English
- Science and Social Studies are taught in Spanish by the Bilingual Teacher
- Native Language Arts in Spanish content through Social Studies Literature
- Partner teachers work closely with one another in planning
- Cluster teachers teach in English or Spanish

#### CTT Dual Language Self Contained (two in 3rd, two in 4th)

- 60/40 model
- 2 teachers in one classroom
  - o One teaching English(common branch license/and or bilingual license)
  - o One teaching English/Spanish (common branch/bilingual license)
- ELA and Math are taught in English
- Science and Social Studies are taught in Spanish by the Bilingual Teacher
- Native Language Arts in Spanish through Social Studies Literature
- Partner teachers work closely with one another in planning
- Cluster teachers teach in English or Spanish

#### Dual Language Middle School (6th) Departmentalized

- 70/30 model
- Different teachers for each core content area
- 60 minute block per content area
- English and Spanish Alternation per subject areas Science and Math
  - o Content area language alternation every other day

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.

Throughout the year teachers (ESL, General Education Bilingual teachers and Special Education Teachers) participate in a variety of Professional Development trainings and workshops. A majority of them were offered by the Office of English Language Learners. The workshops included the following: Curriculum Accommodations for ELL's, Literacy: Supporting subgroups in a classroom (TC), Literacy for ELL's, English Language Learners Institute, Technology Integration for all Learners (TC) and Strategies for Improving Student Vocabulary: Meeting the

Needs of Diverse Learners. Teachers who participated in the PD's and Workshops not only received quality training offered by the DOE or TC but each teacher was responsible for turn keying the information to their grade level teams. Teachers implemented many of the strategies during small group instruction, extended day and while working with individual students who needed strategic academic support. Teachers also had the opportunity to share knowledge in a variety of in-house inquiry groups that included the Rtl team, Inquiry Team, Instructional Team, School Leadership Team, Vertical Planning Team, Dual Language Committee, Social Studies Team and Science Planning Team where differentiation, inclusion and higher order thinking was the focus as the Common Core Language Standards were imbedded in the curriculum.

Teachers of ELLs, which transition from elementary to middle school and middle school to high school, meet to discuss best practices and expectations for these students. During Thursday's common planning time, teachers take noticings of CCSS for the upcoming grade. During Faculty conferences, teachers learn how to prepare students for College and Career Readiness. In sixth through eighth grades, students and parents meet with a counselor. In addition, counselors offer parents a parent orientation and high school fair to expose them to different educational options for their child.

Due to the fact that we have a dual language program, all teachers participate in ongoing professional development for ELLs. This includes Special Education, ESL, bilingual, and general education teachers. Teachers obtain ELL professional development requirements (Jose P.) weekly. All of the grade level teams meet once a week for two periods to plan their instruction. During this time teachers who were sent to ELL professional development, turnkey to the other teachers on their grade level and within their house (k-2, 3-5 and 6-8).

## 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?

Question 1. The parents are involved in a wide range of programs. Attendance at these programs is solid ranging from 30 - 50 parents at any given program session. These programs include English instruction, nutrition workshops, support groups, immigration forums, and various school-wide activities in which parents provide volunteer work.

English Instruction: Beginner and Advanced English class instruction is provided to our ELL parents. Currently, there are 50 parents enrolled in this popular program with a waiting list of over 20 parents. The classes are offered twice a week, Tuesday & Thursday, from 8:30 am - 10:30 am ( 1st session) & 10:30 - 12:30 ( 2nd session ). Mr. Jairo Guzman, Instructor, is a member of the Mexican Coalition for the Empowerment of Youth and Families.

Nutrition Workshops: These workshops are provided by the Mexican Coalition for the Empowerment of Youth and Families. The purpose of these workshops is to empower parents on a health conscious lifestyle. Parents are introduced to food recipes which are low in sodium, fat and sugar. This effort addresses the immediate health concerns of our community which include obesity, heart disease and diabetes. Parents may engage in hands on cooking in order to have a meaningful experience.

Support Group: This group is comprised of 30 parents who meet weekly. Parents congregate and discuss various topics ranging from: student peer pressure, study habits, understanding curriculum, problem solving strategies with children, and guidance on family conflicts.

Immigration Forums: In an effort to respond to the immigration needs of our parents, periodic forums are held at the school with the support of the Mexican Coalition for the Empowerment of Youth and Families. At these forums, Parents are informed on legal rights, laws, filing documents, and updates.

Question 2.

A) The Mexican Coalition for the Empowerment of Youth and Families provides legal and educational programs at our school. The English class program has been successful with 50 parent members assisting two sessions a week. Immigration forums have served in providing free guidance on a variety of immigration concerns.

B) W.H.E.D.C.O. is an organization which provides After-School services to ELL students. Students receive homework support and enrichment. Students also receive a wide range of recreational activities such as sports, art and music.

3. In an effort to evaluate the needs of parents, a relationship must be established between the school and the home. The Principal provides parents the opportunity to voice concerns through a monthly forum. Parental issues are noted by staff which includes the Parent Coordinator, Teachers, Counselor, Dean and administration.

4. Activities center on empowerment. ESL classes address language barrier concerns and eventually translate into increased academic support for our students. Nutritional workshops serve to educate our families on making health related choices as we tackle our systemic obesity and diabetes problem. The parents are then empowered as they model healthier living for their children. Immigration forums provide free legal consultation to families facing all forms of challenges with regard to immigration.

## 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:** The Rafael Hernandez

**School DBN:** 09X218

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: 09X218 School Name: The Rafael Hernandez Dual Language

Cluster: 4 Network: 406

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

### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Information from the Home Language Surveys are reviewed to identify target languages. Parent meetings are held in two languages. Our phone information system also sends messages in both target languages. Letters backpacked home go out in the three most prevalent languages. When necessary we use the DOE phone translation services.

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.

As a result of our analysis of the Home Language Survey we have confirmed that our community is predominately hispanic and Spanish speaking. We also have identified a growing Bengali population. This information has been shared in faculty conferences with the staff and is discussed at our School Leadership meetings, our monthly Principal's meetings, our Parent Association meetings and at parent workshops.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Our parent coordinator takes the lead in ensuring that communication with parents is clear and timely. She is bilingual and is very comfortable with the City's resources for translations. She also has connections with several community organizations that also support our school with translation services. We have several people on staff that ensure that documents are translated and distributed in a timely manner. All school meetings are conducted in the predominant languages. For Parent Association Meetings we ensure that our parent coordinator or another staff member is present to translate.

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.

Due to the fact that we are a dual language school most of the staff are bilingual and able to translate for themselves. The parent coordinator and or other identified staff provide oral translations for monolingual staff. Community organizations support our staff with languages other than Spanish or English.

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

The parent coordinator ensures that proper signs around parent translation rights are posted in mandated sections of the building. She also provides parents with the Parent Bill of Rights. The Parent Room is centrally located and all personnel have been trained to direct parents to this location to ensure that they feel welcome and that they have access to any important areas and services in our building.