

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**06M311**

**School Name:**

**AMISTAD DUAL LANGUAGE SCHOOL**

**Principal:**

**ZORAIDA HERNANDEZ**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Amistad Dual Language School School Number (DBN): 06M311  
K-8  
Grades Served: \_\_\_\_\_  
School Address: 4862 Broadway Ny, Ny, 10034  
Phone Number: 212-544-8021 Fax: 212-569-7765  
School Contact Person: Zoraida Hernandez Email Address: Zhernan2@schools.nyc.gov  
Principal: Zoraida Hernandez  
Karin DeJesus  
UFT Chapter Leader: Martha Langmuir  
Parents' Association President: Martha Langmuir  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Wanda Matos  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 06 Superintendent: Manuel Ramirez  
Superintendent's Office Address: 4360 Broadway Room 419 New York, NY 10033  
Superintendent's Email Address: MRamire4@schools.nyc.gov  
Phone Number: 917.521.3757 Fax: 917.521.3797

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 Seventh Ave, 8th floor NY, NY, 10001  
Director's Email Address: YChu@schools.nyc.gov

Phone Number: 646-470-0721

Fax: 917-339-1765

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Zoraida Hernandez	*Principal or Designee	
Karin DeJesus	*UFT Chapter Leader or Designee	
Martha Langmuir	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Wanda Matos	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Martha Langmuir	Member/ Parent	
Nico Ledezma Abundiz	Member/ Teacher	
Clara Bello	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Karime Gonzalez Wee	Member/ Teacher	
Sonaly Rivera	Member/ Parent	
Alice Luna	Member/ Parent	
Yixia De Olbaldia	Member/ Parent	
Rebecca Morcelo	Member/	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

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

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

Amistad has developed relationships with educational and artistic institutions to broaden opportunities for our students and to enhance Professional Development possibilities for our teachers. We are affiliated with Audubon Youth Initiative, which provides counseling support for our students and our families. We are also associated with the Alvin Ailey Dance Company, which provides our third grade students a ten week dance residency. We are also affiliated with RIOLT Dance NY, American Ballet Theater, Ballet Tech School and last year for the first time we had a hip-hop program by Dance Weave. One of our former students returned to our school to assist us in hip-hop. Last year in music we had a concert by Midori & Friends. We took part in Mayor De Blasio's Initiative for Middle School last year with an after school local organization Fresh Youth Initiative (FYI) which provides students with homework help, arts and crafts, extra curricula activities and community service. We have a high rate of participation in our before and after school programs BOKS and Champs. We partner with various colleges and universities such as Bank Street, Teacher's College, Fordham University, City College and Lehman College to host student teachers. Many of our students participate in Project Boost which is an enrichment program for Middle School students that focuses on community service and participation in cultural events. We are associated with Lang Medical Program which is a high school preparation program for seventh and eighth grade students who are interested in the medical field. We also have a partnership with Row NY which is a program that empowers youth to build strength, gain confidence and pursue excellence through the sport of rowing.

We also offer a lunchtime chess program for students in grades 3-8 and a Kindergarten chess program once a week during the school day.

Our school's strengths are broad:

- We are rated as a school in 'Good Standing' by New York State.
- 100% of our former 8<sup>th</sup> graders are rated as on track for high school graduation as indicated by the NYC School Quality Snapshot. This rates us above the city average by 12% and above the district average by 8%.
- Our student progress for 'all students' in the New York State ELA test is rated as 'Excellent' in the NYC Quality Snapshot. Our student progress for the "lowest performing students" in the New York State ELA test is rated as "Excellent" in the NYC Quality Snapshot. In "Closing the Achievement Gap" for English Language Learners on the New York State ELA test we are rated as "Excellent" in the NYC Quality Snapshot. In "Closing the Achievement Gap" for Students with Special Needs on the New York State ELA test we are rated as "Excellent" in the NYC Quality Snapshot. In "Closing the Achievement Gap" for our Lowest Performing Students on the New York State ELA test we are rated as "Excellent" in the NYC Quality Snapshot.
- In "Closing the Achievement Gap" for students with Special Needs on the New York State Math test we are rated as "Excellent" in the NYC Quality Snapshot.
- We are rated as "Excellent" for our movement of students with special needs to a less restrictive environment in the NYC Quality Snapshot.
- We had 17.92% of our ELL students test out as Proficient and 64.15% scored on the advanced level.
  - We have a "Well Developed" rating on sub indicator 2.2 Curricula-aligned assessment practices that inform Instruction in our Quality Review and a 'proficient' rating on sub indicators 1.1, 1.2, 3.4, and 4.2..

Last year we focused on Danielson Domain 3: Instruction, specifically component 3b: Using Questioning and Discussion Techniques. The elements of this component look at the 'Quality of questions, Discussion techniques, and student participation'. We have made progress with this component via classroom inter-visitations, actionable feedback from colleagues and administration, and school-wide and Teacher Team discussions. On November 18, 2014 the Quality Review indicated 1.2 as our designated area of focus. The Quality Review rubric for a proficient rating (which was our rating for the indicator) informs us of our strengths in this area:

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

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

### 06M311 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01,02,03,04,05,06,07,08	Total Enrollment	428	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				8
Types and Number of Special Classes (2014-15)				
# Visual Arts	14	# Music	9	# Drama
# Foreign Language	4	# Dance	2	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	66.9%	% Attendance Rate		96.0%
% Free Lunch	68.8%	% Reduced Lunch		8.3%
% Limited English Proficient	23.2%	% Students with Disabilities		14.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		1.6%
% Hispanic or Latino	87.3%	% Asian or Native Hawaiian/Pacific Islander		1.9%
% White	8.1%	% Multi-Racial		0.9%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.16	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		4.77
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	28.4%	Mathematics Performance at levels 3 & 4		24.7%
Science Performance at levels 3 & 4 (4th Grade)	84.1%	Science Performance at levels 3 & 4 (8th Grade)		62.5%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		93.8%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

We looked at a variety of data for this Capacity Framework Element including our recent Quality Review conducted on November 18<sup>th</sup> 2014 with a rating of Proficient, our School Quality Snapshot, our standardized test scores for ELA, Math & Science,

#### Quality Review

- We were rated Proficient on the Quality Review for Indicator 1.1 – Rigorous, engaging, and coherent curricula aligned to the Common Core Learning Standards.

#### School Quality Snapshot

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

#### ELA

- We are rated as ‘excellent’ on all ELA indicators: Improvement on the State English test for All Students, Improvement on the State English test for our Lowest Performing Students, Improvement for English Language Learners, Improvement for Students with Special Needs and Improvement for the Lowest Performing Students..

#### Math

- Improvement on the state Math test for All Students (the school as a whole) was scored as *Poor*.
- Improvement for the Lowest Performing Students was rated as *Fair*.
- Improvement for English Language Learners on the State Math test is rated as *Good as was Improvement for the Lowest Performing Students*..
- Improvement for Students with Special Needs is rated as *Excellent*.
- 

#### Other Snapshot Achievement Data

- The average pass rate for content area courses is 82% which is below the City Average by 5% and below the District Average by 12%.
- 100% of our former 8<sup>th</sup> graders are rated as on track for high school graduation which is above the City Average by 12% and above the District Average by 8%.

### NYS Science test

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

### NYSESLAT

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

### New York State Accountability

- Our current status is – *Good standing*.

### 2015 Met/did Not Meet - Promotional Criteria – ELA

- 91.86% of our students met NYC’s Promotional Criteria

### 2015 Met/did Not Meet - Promotional Criteria – Math

- 89.15% of our students met NYC’s Promotional Criteria
- In summary, our curriculum is aligned across all content areas and our instruction emphasizes critical thinking, rigorous habits and higher order skills. Our rigorous instruction is benefiting our students as indicated by standardized data and narrative data from multiple sources. Our goal for this area is to target Math and to improve our rating from poor to fair on the school quality snapshot. Our Math Coordinator will identify and track the progress of students that fall into the lowest quartile of our school as indicated by the 2015 state math test (only met / did not meet has been released so far). Our Math Coordinator and our Middle School Math teacher will take small groups of students to tutor them in Math one day each week.

## **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016 we will improve our rating in student progress on the state math exam from poor to fair as indicated on the Quality Snapshot.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>We will identify 10 Middle School students on level one or low level 2 on the State Math exam (5 students from seventh grade and 5 students from 8<sup>th</sup> grade. These students will receive small group tutoring in Math one period per week (circular 6 period).</p>	<p>5 level 1/ low level 2 students in seventh grade &amp; 5 level 1/ low level 2 students in 8<sup>th</sup> grade</p>	<p>September - April</p>	<p>Middle school Math teacher and Math Coordinator</p>
<p>We will identify 5, low level 3, 7<sup>th</sup> / 8<sup>th</sup> grade students that are on the cusp of regressing to a level 2. These students will receive small group tutoring in Math one period per week (Circular 6 period).</p>	<p>5 level 3 students in seventh grade</p>	<p>September - December</p>	<p>Middle School Math teacher</p>
<p>We will identify 5, level 3, 7<sup>th</sup> / 8<sup>th</sup> grade students that are on the cusp of regressing to a level 2. These students will receive small group tutoring in Math one period per week (circular 6 period)</p>	<p>5 level 3 students in 8<sup>th</sup> grade</p>	<p>January - April</p>	<p>Middle School Math teacher</p>
<p>We will analyze the item skills analysis in Math for grades 3-8 to identify strands that need to be strengthened and adjust our curriculum to accommodate these needs.</p>	<p>Classroom teachers in grades 3-8</p>	<p>September - October</p>	<p>Classroom teachers grades 3-8 and Math Coordinator</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Math Coordinator, state test score results for 2015, item skills analysis data, end of unit test scores, spreadsheet for end of unit test score data, baseline and benchmark assessments for 7<sup>th</sup> &amp; 8<sup>th</sup> grade small groups (end of year assessment from the prior grade), Circular 6 periods, data to indicate the lowest quartile school-wide in Math..</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

## Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The Math Coordinator will track the progress of the lowest quartile in the school via end of unit tests. The data will be reported to administration via a spreadsheet three times during the school year (November, January, and April). All curricula that had been adjusted to strengthen areas-in-need as indicated on the item skills analysis or in-house assessments will be reviewed by the Math Coordinator on an ongoing basis. Base line assessments will be administered to the small groups of seventh and eighth grade students in October and benchmark assessments will be administered mid-way through the program (December – level 1/low level 2, 7<sup>th</sup> & 8<sup>th</sup> grade groups / November – for level 3, 7<sup>th</sup> grade group and February – for 8<sup>th</sup> grade level 3 group).

### Update:

Intervention to subgroups of 7<sup>th</sup> and 8<sup>th</sup> grade students has been provided via a push-in-model facilitated by the Math Coordinator. The teacher collaborates with the Math Coordinator weekly to develop resources to support these students using a small group and or one-to-one structure. Additional intervention has been developed and implemented targeting these same students during an after school program taking place in late/early spring. Intervention opportunities after school have potential to exist through the end of the year provided staff can commit to the program.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

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

#### Quality Review

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

#### NYC School Survey (administered to students in 6<sup>th</sup> – 8<sup>th</sup> grade)

- We examined the most recent survey data for our students’ responses to the school culture in respect to how they feel about the school’s learning environment. A sampling of the questions and the percentages of students that agreed or strongly agreed are as follows:
  - Re: Feeling Safe
    - “I am safe in my classes.” – 94% agreed or strongly agreed
    - “I am safe in the hallways, bathrooms, locker rooms, and cafeteria.” – 88% agreed or strongly agreed..
    - “There are clear consequences for breaking the rules.” – 90% agreed or strongly agreed.
  - Re: Feeling Supported
    - “Most of the teaching staff at my school believe that all students can do well in school” – 97% agreed or strongly agreed.
    - “Most adults at my school that I see every day know my name or who I am” – 84% agreed or strongly agreed.
    - “Most adults in my school care about me” – 91% agreed or strongly agreed.
    - “I feel welcome” – 84% agreed or strongly agreed
  - 
  - Re: Challenged by teachers and peers
    - “I need to work hard to get good grades” – 96% agreed or strongly agreed.
    - “Most students in my school respect students who get good grades.” – 82% agreed or strongly agreed.

#### School Quality Snapshot

- We examined the following school environment data from the School Quality Snapshot

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

In summary, the data indicates that “Supportive Environment” is a strong Capacity Framework Element for our school. Last year we had FYI as an after-school program for both academic and social support for our students. This year we will continue our work with FYI, and additionally we plan to open the Library after school one day a week as a study-hall support for students.

## Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By May 2016 20% of our students in grades 6-8 will gain 5 percentage points in their content area grades as evidenced by end of semester content grades in Engrade.

## Part 3 – Action Plan

**Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:**

- **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**
- **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).**
- **Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.**

**Target Group(s)  
Who will be targeted?**

**Timeline  
What is the start and end date?**

**Key Personnel  
Who is responsible for implementing and overseeing the activity/strategy?**

We will open the Library as a study-hall and research center after school for one and one half hours, one time per week.	Students in grades 6-8	November - May	School staff
Create and administer a sign-in sheet to monitor the use of the Library after-school	Students in grades 6-8	November - May	School staff
Create a large scale “Due Dates” calendar for projects and large assignments which	Students in grades 6-8	November - May	School staff

will be discussed and revised during study hall.			
Identify students who are scoring 64% and below in all content areas.	Students in grades 6-8	November - May	Educational Cabinet

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

School staff, sign-in sheet, survey for students, permission slips for after school activity..

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will tally the student sign-in sheet to monitor the use of the Library. We will review the tallies three times per year (November, February and May) during the Educational Cabinet meetings of each actionable month to monitor the use of the Library. We will administer a survey to the students using the Library during the month of November and then again in March to determine how helpful the after-school study hall was.

Update:

The Library/Research Center was delayed due to other priorities. This initiative has been extended until the end of June 2016 to realize the impact on student achievement. Final grades recorded in Engrade will be analyzed to verify how use of the Library outside of regular school hours has lead to 5% point increase in content area grades.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

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

#### Quality Review – Indicator 4.2

The proficient rating on the rubric indicates the following:

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

#### NYC School Survey – Teachers Responses

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

#### Feedback from Inter-visitations

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

#### Summary

Our teacher teams are meeting consistently, using grade level common prep periods to plan, to examine students’ work, to revise units of study and lesson plans, to gather materials and to determine next step strategies. Currently, we have two teachers on a team. Last year, to increase teacher capacity, we expanded this practice into vertical meetings (two teams of two, to total four teachers) so that our teachers had input from a larger number of teachers. We want to repeat this process so we are rolling over this goal into the current year and this year we will include

cluster teacher in horizontal meetings. To accomplish this we will dedicate four 35 minute ‘other professional work’ periods for our Teacher Teams to meet with vertical Teacher Teams and for our clusters to meet in horizontal teams for the analysis of student work. Each teacher from the team of four will have 35 minutes dedicated to reviewing students’ work from their classroom.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016 100% of our classroom teachers and our cluster teachers will take part in a vertical interclass visitation (both in visiting another class and receiving a visitor into their classroom) with colleagues using the Danielson Rubric 3B/3C (Using Question and Discussion techniques & Engaging Students in Learning) as a focus for the feedback discussion with their colleagues. These discussions will determine next step strategies for their classroom practices in questioning and in engaging students which will directly impact student learning.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• In November we will dedicate one 35 minute “Other Professional Work” period to introduce the concept and to establish the protocol for the teacher team vertical &amp; horizontal meetings.</li> <li>• In December we will dedicate one 35 minute “Other Professional Work” period for a vertical teacher team meeting with an anonymous exit slip feedback to determine how helpful it was (helpful / somewhat helpful / not helpful).</li> <li>• In February we will dedicate one 35 minute “Other Professional Work” period for the third vertical teacher team meeting with an anonymous exit slip.</li> <li>• In April we will dedicate one 35 minute “Other Professional Work” period for the fourth vertical teacher team meeting with an anonymous exit slip.</li> </ul>	<p>Classroom Teachers K-8 &amp; Cluster Teachers</p>	<p>November to April</p>	<p>Scheduling – Assistant Principal</p> <p>Implementation – Teacher Teams</p> <p>Oversight – Educational Cabinet</p>

<ul style="list-style-type: none"> <li>• Math Coordinator and Literacy Specialist will be available as a resource during all sessions.</li> <li>• The student work that will be reviewed may include the work of high need subgroups to help determine next steps.</li> <li>• To address the Capacity Framework Element of Trust we will be sharing our ideas to improve student outcomes.</li> </ul>			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teacher teams, inquiry template for looking at students’ work (known, almost known, confusions & next steps), four 35 minute “Other Professional Work” periods , Math Coordinator, Literacy/Data Specialist.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> <li>• We will use a schedule as our benchmark indicator and will review the schedule during the Educational Cabinet meeting at the end of each actionable month.</li> <li>• Our mid-point benchmark date is January 11 where we expect to have at least one meeting completed.</li> </ul>
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### **Part 1 – Needs Assessment**

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

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

#### Quality Review

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

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

#### NYC School Survey

- “The principal at my school knows what’s going on in my classroom” – 67% agreed or strongly agreed.
- “The principal at my school participates in instructional planning with teachers” – 50% agreed or strongly agreed.
- “The principal at my school makes clear to the staff his or her expectations for meeting instructional goals” – 72% agreed or strongly agreed.
- “The principal at my school is an effective manager who makes the school run smoothly” – 66% agreed or strongly agreed.
- “School leaders provide time for collaboration among teachers” – 79% agreed or strongly agreed.
- “School leaders give me regular and helpful feedback about my teaching” – 86% agreed or strongly agreed.
- “Overall, my professional development experiences this year have been sustained and coherently focused, rather than short-term and unrelated.” – 89% agreed or strongly agreed.
- “Overall, my professional development experiences this school year have included opportunities to work productively with colleagues in my school.” – 89% agreed or strongly agreed.
- “Overall, my professional development experiences this school year have provided me with content support in my subject area.” – 90% agreed or strongly agreed.
- “School leaders publicly recognize teachers for their accomplishments.” – 63% agreed or strongly agreed.
- “School leaders provide teachers with leadership opportunities” – 75% agreed or strongly agreed.
- “Overall, my professional development experiences this school year have helped me shift my practice to align to the Common Core Learning Standards” – 96% agreed or strongly agreed.

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

### Summary

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

### Update:

By June 2016, all teachers with 5 years of experience or less, teachers rated Developing the previous school year and teachers selected by the Principal will participate in a cycle of interclass visitation organized by the administration. The lens for these visits will be the 4 minimum observation reports required. Teachers will reflect on their required observation reports and identify high leverage areas for professional growth in Domian 3. Teachers and supervisors will identify best practices that should surface during informal visits for the targeted teachers. Cycle will repeat as necessary.

## **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016 100% of our classroom teachers and our cluster teachers will take part in a horizontal interclass visitation (both in visiting another class and receiving a visitor into their classroom) with colleagues using the Danielson Rubric 3B/3C (Using Question and Discussion techniques & Engaging Students in Learning) as a focus for the visit.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><u>Action Plan</u></p> <ul style="list-style-type: none"> <li>• In November we will create the schedule for interclass visitations and feedback sessions:</li> <li>• In November we will make copies of the Danielson rubric 3B for our teachers to use during their inter-visitations.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• In May, the Educational Cabinet will review the feedback data to see if the teachers found this experience helpful to their practice.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• All classroom teachers will take part in the interclass visitations including our self-contained Special Education teacher and all clusters.</li> <li>• To address the Capacity Framework Element of Trust we will be sharing our ideas to improve student outcomes</li> </ul>	<p>All classroom and cluster Teachers</p>	<p>November - May</p>	<p>Scheduling – Assistant Principal</p> <p>Implementation – Teachers</p> <p>Oversight – Educational Cabinet</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Inter-visitations schedule created by Assistant Principal, coverages for feedback discussions, Danielson rubric – 3B/3C, Instructional cabinet.</p>

<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The Instructional Cabinet will review the schedule as a mid-point benchmark in February 4, 2016 and create another individualized schedule based on feedback from teachers.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

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

#### PTA Meeting – Attendance Data

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

#### Parent Teacher Conferences

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

#### School Quality Snapshot

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

#### NYC School Survey

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

### Instructional Core

- 97% say that the school gives meaningful assignments that help their child learn.
- 91% are satisfied with the education that their child has received.

### Systems for Improvement (sub-category in the NYC Survey)

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

### Summary

Parents are an integral part of our school. Our parents feel informed (95%), feel welcome (96%) and understand that their feedback to the school is valued (94%). We have a Parent Coordinator and a Parent Room in our school so that parents can meet for workshops. Last year we had a series of classes in English as a Second Language taught by one of our parents. Last year, the Math Coordinator gave 14 workshops for parents focused on the 'Instructional Shifts' of the Common Core. The Math Coordinator identified strategies and games that parents could use to help their child at home. These workshops were well attended and our survey at the end of the year indicated that the parents wanted to continue with another series of workshops this year. Our goal this year is to continue with these workshops. This year, the Math Coordinator will schedule 9 parent workshops and 1 family math game night. Some of the workshops will be a review, some will be new material and some are add-ons to previous workshops. We intend to keep our parents informed and actively engaged with their child's education and we believe that help from home will have a positive effect on our "student progress" ratings on the state Math text.

### **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 10% of our parent population will attend at least 1 out of 7 Common Core aligned parent workshops and/or one Family Math-Game night on a Saturday in order to practice and understand the Common Core shifts in Mathematics and to be better able to reinforce these shifts at home. The workshops will be given by our Math Coordinator and parent attendance will be evidenced by sign-in sheets.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	
<ul style="list-style-type: none"> <li>• In September the Math Coordinator will create a schedule for the workshops.</li> <li>• In September we will send the schedule to parents inviting them to the workshops.</li> <li>• In September the Math Coordinator will design the feedback forms for the parents to complete after each workshop.             <ul style="list-style-type: none"> <li>○ In October we will begin the workshops with one workshop scheduled each Month from October - June.</li> <li>○ To address the Capacity Framework Element of Trust we have school staff and parents working toward a shared goal of improving student outcomes</li> </ul> </li> </ul>	<p>Parents</p>	<p>October - June</p>	<p>Math Coordinator</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Math Coordinator, flyers for parents, smart board, parent room, feedback forms, math games</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p><b>Tax Levy</b></p>	<p>X</p>	<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>	<p><b>Title III, Immigrant</b></p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

Our mid-point benchmark date is February 8<sup>th</sup> 2016.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

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

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
To encourage professional growth we formed a Professional Development committee to brainstorm ideas for quality professional development. We surveyed the staff to see what their preferences were. We created a professional development calendar for our eighty minute professional development period on Monday. We offer weekly professional development sessions with our Literacy Specialist and our Math Coordinator and we encourage inter-classroom visitations with colleagues. We allocate money for outside professional development and our teachers are invited to attend PDs to further their understandings

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

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**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
We have numerous committees in our building, in which teachers participate, thus encouraging our teachers to engage in decision making. We have the following committees: MOSL, Consultation, SLT, Professional Development, Middle School and Language. MOSL chooses Early Childhood assessments in ELA and Math. The Professional Development committee schedules professional development that includes action plans for assessments. In addition, we have a Math Coordinator who reviews all assessment data and provides professional development as needed. We also have a Literacy Specialist who reviews all assessment data and provides professional development as needed.

**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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	361,318.000	x	pages 18, 28
Title II, Part A	Federal	0		

Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,734,187.00	x	pages 15,21,24

**<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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

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

**Parent Involvement Policy (PIP) 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 the school. Amistad Dual Language School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Amistad Dual Language School will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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;

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

- holding an annual Title I Parent Curriculum Conference;

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

### **School-Parent Compact (SPC) Template**

**[School name]**, 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 on assessments.

#### **1. School Responsibilities:**

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

## **2. 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 to 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;

### 3. **Student Responsibilities:**

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

always try my best to learn.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>55</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>4</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

## Part C: Professional Development

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

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

Begin description here:           All teachers at Amistad have received their masters in bilingual education and or have their Bilingual Extension. All teachers continue with their professional development by attending workshops offered by Higher Institutes of Education, DOE and other institutions such as Teaching Matters or Heinemann either during the year or during the summer. Some Title III allocation will be used for further teacher professional development. Zaira Wallace, Islandia Payano, Dilenny Guzman, Janilda Valentin, Anabel Capellan, Estephania Urena and the rest of the teaching staff at Amistad are provided with professional development in order to

### Part C: Professional Development

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

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ The Title III program's parental component will consist of Saturday Math workshops and ESL classes. Each Saturday Math Workshop will run for 1 to 1.5 hour per session from 9:30am to 10:30-11am with tentative dates as follows: Jan. 10th, Feb. 7th, Mar. 14th, Apr. 18th and May 9th. They will be conducted by our Math Coordinator, Amy Withers, who is also bilingually certified. The goal for these workshops will be to engage parents in Smart board and hands on math activities that will expose them to the academic language both orally and via print and content knowledge their children are learning in school. Through the interactive activities and the employment of other strategies (Total Physical Response), parents will acquire language and skills that will enable them to become more involved in their child's instructional program and reinforce the home – school connection with regards to Math. Parents will record the vocabulary they acquire in their own notebooks. We will also have a parent volunteer conduct free ESL classes every Wednesday starting December 17th from 8:30am - 10am. Again one of the main focuses is trying to help develop the English language orally so that they can participate in casual conversations with their children in an effort to also help them with their own language skills. Since this is a volunteer there is no definite schedule or end date. As a result of receiving the services for free we will be providing parents with materials for this class. Parents who would attend either or both workshops are notified of these activities by our telephone communication system, Blackboard Connect, letters sent home via mail, and follow up phone calls made by our Parent Coordinator. Also, with the support of our Parent Coordinator the school provides other workshops and meetings for our parents that are at no cost to Title III funds. Some of those workshops have been or

**Part D: Parental Engagement Activities**

will be as follows: Oct 28 & Nov 16: How Parents can support students at home, Dec 1: Parent Program selection workshop, Dec 15: How to use Engradepro, Math Workshops on various topics: Oct 28, Nov 14, Dec 9, Jan 6, Feb 3, Mar 10, Apr 28 and May 9. Also, tentatively on March 6th we have a Family Math night scheduled.

**Part E: Budget**

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

Allocation Amount: \$11664

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Zoraida Hernandez</b>	Assistant Principal <b>Olga Ramos</b>
Coach <b>Barbara McCarthy</b>	Coach <b>Amy Withers</b>
ENL (English as a New Language)/Bilingual Teacher <b>type here</b>	School Counselor <b>Juan Bello</b>
Teacher/Subject Area <b>Tim Becker</b>	Parent <b>Sonaly Rivera</b>
Teacher/Subject Area <b>Islandia Payano</b>	Parent Coordinator <b>Eulalia Lugo</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>23</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>1</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>3</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>425</b>	Total number of ELLs	<b>91</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): English / Spanish
Freestanding ENL	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>	2	2	2	2	2	2	2	3	3					0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	91	<b>Newcomers</b> (ELLs receiving service 0-3 years)	57	<b>ELL Students with Disabilities</b>	12
<b>SIFE</b>	2	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	25	<b>Long-Term</b> (ELLs receiving service 7 or more years)	9

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>	57	0	5	25	0	6	9	0	6	0
<b>ENL</b>										0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

## 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>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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																
SELECT ONE	10	40	10	40	17	32	16	33	12	39	8	34	1	37	9	40	8	39	0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

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

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages):  
170

Number of students who speak three or more languages: 5

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	1	2	0	0	0	0	0	1	0					0
<b>Emerging</b> (Low Intermediate)	2	1	0	0	0	0	0	0	1					0
<b>Transitioning</b> (High Intermediate)	1	2	3	1	1	0	0	0	2					0
<b>Expanding</b> (Advanced)	6	5	14	14	10	8	1	5	4					0
<b>Commanding</b> (Proficient)	0	0	2	2	2	3	1	5	3					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total					0	0	0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	0	0	0	0
4	7	2	0	0	0
5	1	1	0	0	0
6	6	0	0	0	0
7	7	0	0	0	0
8	4	0	0	0	0
NYSAA		3			0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	7	0	3	1	0	0	0	0	0
4	7	0	1	0	0	0	0	0	0
5	1	0	0	0	0	0	0	0	0
6	6	0	0	0	0	0	0	0	0
7	6	1	0	0	0	0	0	0	0
8	4	0	0	0	0	0	0	0	0
NYSAA				1					0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	5	0	3	0			0
8	0	0	4	0	0	0			0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Across all grade levels we use Running Records on leveled books (Fountas & Pinnell) to assess the early literacy skills of our students. We calculate the running records to determine the percentage of accuracy in Reading as well as the rate of self correction. We also assess the fluency rate using a fluency rubric designed by NAEP (National Assessment of Educational Progress). Running records are assessed to determine the strategies that are used at the point of difficulty in reading, and to inform next step strategies for teaching. Running Records are closely monitored by the Reading Specialist (licensed in Reading & ESL) and reading levels are formally reported three times per year. We teach reading in the dominant language up until level E (Fountas & Pinnell) in English or equivalently leveled texts in Spanish. After level E, we introduce Reading and Writing in both English and Spanish. We begin shared and or Guided Reading in both the dominant and the second language and we use Interactive Writing in both languages. The data indicates that most of our students achieve the benchmark level E late in the Kindergarten year or in the early stages of first grade. We have found this to be successful as a dual language school because at this stage we have firmed up the dominant language and our students have aquired enough of the second language to begin to discuss books in their second language. The actual strategies involved in reading all tranfer over to the second language.  
 In writing, for early childhood, our students are writing in their dominant language until they achieve a level E in reading when we introduce Interactive Writing in both languages. At this stage our students can manipulate basic vocabulary in their second language to support their writing.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 We disaggregate all NYSESLAT data to look for strengths, patterns and areas that may need improvement. We currently have 91 ELL students. The school-wide data indicates that 18 students tested out as commanding last year: 2 from 2<sup>nd</sup> grade, 2 from 3<sup>rd</sup> grade, 2 from 4<sup>th</sup> grade, 3 from 5<sup>th</sup> grade, 1 from 6<sup>th</sup> grade, 5 from 7<sup>th</sup> grade and 3 from 8<sup>th</sup> grade. I will use the current grade to discuss the data patterns although the testing grade is one grade lower. We currently have 8 Kindergarten ELL students that were tested for the first time this year and 2 students that were held-over from last year. The data for Kindergarten indicates that we have 1 student on the Entering level, 3 students on the Emerging level, 1 student on the transitioning level, and 5 students on the Expanding level. We have 10 ELL students in first grade: 2

students on the Entering level, 1 student on the Emerging level, 2 students on the Transitioning level and 5 students on the Expanding level. In second grade we have 17 ELL students: 3 students on the Transitioning level and 14 students on the Expanding level. In 3<sup>rd</sup> grade we have 15 ELL students: 1 student in the Transitioning level and 14 students are in Expanding. In 4<sup>th</sup> grade we have 12 ELL students: 1 in Transitioning, 10 in Expanding and 1 student with no testing data for 2015. In 5<sup>th</sup> grade we have 8 ELL students all of which are in the Expanding level. In 6<sup>th</sup> grade we have 1 ELL student in the Expanding level. In 7<sup>th</sup> grade we have 10 ELL students: 1 in Entering, 5 in Expanding and 4 students with no testing data for 2015. In 8<sup>th</sup> grade we have 7 ELL students: 1 in Emerging, 2 in Transitioning, 4 in Expanding.

Most of our ELL students are currently in second grade and the number decreases into 3<sup>rd</sup> (15) students, and 4<sup>th</sup> (11) students, 5<sup>th</sup> (8 students) and 6<sup>th</sup> (1 student).

Our data across grades and proficiency levels has been largely consistent. We used to have the majority of our students in the Advanced level and now we have a majority in the Expanding level which equates to the Advanced level.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As a language school we carefully disaggregate the data to help us identify instructional goals for our school and our ELL students. We download the RESI, RNMR and the RLAT and use the AMAO filters to look closely at our ELLs. Most of our ELLs are Newcomers with 1-3 years of service (57 students inclusive of our current Kindergarten). We have 25 Developing ELLs with 4-6 years of service and 9 Long Term ELLs. We have 13 students at risk level 1, 13 students at risk level 2, 1 students at risk level 4, 10 students at risk level 5, 5 students at risk level 6, 5 students at risk level 7 and 1 student at risk level 8. This information will inform our goals in our Title 3 after school program where we will track the progress of the at risk students. Our achievement objectives are differentiated. Last year's NYSESLAT was aligned with the Common Core Learning Standards and we are pleased with our results. We will continue to focus on Reading and Writing in our afterschool Title 3 program. Our Librarian is reading stories and non-fiction texts out-loud to promote listening and conversation.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

The proficiency levels have changed for the 2015 NYSESLAT yet we have maintained our pattern of having the majority of our students scoring at the highest range. This has been consistent through the years. We had only 3 students elect to take the math exam in their home language and we had no students elect to take the Science exam in a language other than English. No patterns have emerged in this area. Last year we focused on close reading of dense texts and Writing schoolwide, in preparation for the ELA exam and for the newly aligned NYSESLAT. Most of our ELLs scored on level 1 in the ELA exam (34 students) and we had 3 students score on level 2. This exam was fully aligned to Common Core Learning Standards last year, contained difficult vocabulary and was clearly English language dependent.

In math, we had 27 students score on level 1 and 5 students on level 2. This exam was also fully aligned to the Common Core Learning Standards and was available to our ELL students in English and in Spanish.

In the Science exam our 4<sup>th</sup> grade ELLs scored as follows: 5 students on level 2 and 3 students on level 3. Our 8<sup>th</sup> grade ELL students (current graduates) all scored on level 2.

We are using the results of the periodic exams for both our ELLs and our EPs in numerous ways: in Reading we are using the DRA scores to help identify Independent and Guided Reading levels and to group students for Guided Reading. In Math we use the information to help us identify groupings and reviews. In Science and Social Studies the information helps us decide what to reteach. Specifically for ELLs, the NYSESLAT data informs the goals of our Title 3 Saturday program for all of our ELLs. Our ELLs are supported in both their native language and their second language. They are acquiring English at an expected rate and their native language proficiency continues to grow as they Listen, Speak, Read and Write in English and in Spanish.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

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

are on-going by the Principal, Assistant Principal, Literacy Specialist and Math Coordinator with feedback to maintain a rigorous and cohesive program. Our data specialist monitors all standardized and in-house data to look for patterns in achievement and areas in need of attention. The educational cabinet, comprised of the Principal, Assistant Principal and Literacy Specialist review the writing of all ELL students three times a year to monitor success and to advise classroom teachers about next steps.

Our Math Coordinator and Literacy Specialist meet with teachers twice a month to support Tier 1 core instruction in Math, Reading and Writing.

Our Tier 2 instruction unfolds in numerous ways. We screen students using standardized test scores (for grades 4-8) and in house baseline data (for grades K-3) to determine groupings.

We also have a Title3 program where our instruction is designed in response to our NYSESLAT results. This program is for ELL students and for former ELLs. This year we will continue to work on close reading of dense texts and on written responses to prompts. The curriculum for this program is designed by our bilingually certified teachers and our bilingual Assistant Principal. The program is monitored during on-going staff development meetings with the Assistant Principal.

For Tier3 Instruction we have a Literacy Specialist and a Math Coordinator to screen students for Intervention groupings and next step strategies. We also schedule one-to-one Reading Recovery like sessions (tier 4) with students in Literacy to clear up confusions and to accelerate learning. This program is carefully monitored by our Literacy Specialist with a monthly review of progress for each student.

Prior to any evaluation, for ELL students and for EP students, teachers meet with the Assistant Principal to discuss their concerns and to develop possible next step strategies. If the student continues to demonstrate academic difficulty we review the success of all the strategies that we have already put in place. Only when our Tier 2 and Tier3 strategies have been exhausted, and do not show any signs of progress, do we consider evaluation.

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

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

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

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

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

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

As a dual language school we closely monitor the progress of our English Language Learners. All ELLs are identified (current, former, long term & special needs). Their progress is assessed using all available standardized data in core subjects as well as in-house data (running records administered monthly, math unit tests, rubrics for genre writing, unit tests in Social Studies and Science). The Literacy Specialist monitors progress in Literacy. The educational cabinet (Principal, Assistant Principal and Literacy Specialist) reviews ELLs writing three times per year. We monitor progress in next steps as we review benchmark writing samples. This year we will additionally monitor progress over time with the benchmark and baseline data from the Measures of Student Learning assessments. Each year we have a focus for our Title 3 program that grows from the previous year's NYSESLAT data. We cross-check this information with the next year's NYSESLAT to evaluate the success of the Title 3 program. We monitor State Report cards to determine AYP.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

As part of our registration process, all first time entrants to the NYC school system are given the Home Language Survey , to determine the students home language. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. The HLIS is administered by the Victor Negrón, a licensed teacher who is bilingual in English and Spanish, trained in cultural competency, language development, and the needs of English language learners. A student is considered to have a home language other than English when: (1) one question on the HLIS Part 1: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part 1: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. If the home language is Spanish our bilingual Testing Coordinator can accommodate the language preference of the parent. If the home language is other than Spanish, over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that the parents can receive language assistance and have their questions answered in their preferred language. The completed HLIS form is placed in the student’s cumulative file and remains a part of the student’s permanent record.

If the student’s home language is English, the ELL Identification Process terminates at this step. If the student’s home language is not English, we: administer a more in-depth interview in English, and in the home language with the student. We review his/her school work (if available) in Reading, Writing and Mathematics, and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility. If we do not have sufficient school work we use an informal screening by a bilingual Literacy Intervention teacher. If the student is not eligible to take the NYSITELL the ELL Identification Process terminates at this step. If the student is eligible, we administer the NYSITELL. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard Parent Notification letters (in the parents’ preferred language).

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling we determine if the student is a newly identified ELL, in grades 3-8 and has a proficiency rating of beginner/entering or low Intermediate/ emerging level of proficiency on the NYSITELL. If so, we administer the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish we administer the Literacy Evaluation for Newcomer SIFE. We make an initial SIFE determination within 30 days of enrollment and we indicate initial SIFE status in the DOE's data collection system within 30 days of enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

For students entering school with an IEP (from within the United States) NYSITELL eligibility is based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of a bilingual Assistant Principal, a certified teacher with a bilingual extension and a bilingual Special Education Coordinator and the student’s parent or guardian. The team interviews the student in both English and the home language to consider the students oral language proficiency. The team reviews prior student’s work in Reading, Writing and Mathematics, and reviews the student’s history of language use in the school and home or community. The team may also administer assessments in the student’s home language.

Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student takes the NYSITELL. Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents’ preferred language).

If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal accepts or rejects this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent’s designee for a final decision. The final decision is made by the superintendent or the superintendent’s designee within 10 school

days. If the superintendent determines that the student must take the NYSITELL, we administer the NYSITELL within 5 school days and we notify the parent the parent or guardian within 3 school days of the decision in the parent's/guardian's preferred language. We complete the 'Language Proficiency Team NYSITELL Determination Form' and place it in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language). We use the Entitlement Letter, the Non-Entitlement Letter and the Continued Entitlement Letter. The bilingual Testing Coordinator is in charge of distribution of the following parent notification letters: Entitlement Letter, Non-Entitlement Letter, Continued Entitlement Letter.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
Parents are informed of their right to appeal their child's ELL status via the reidentification process in a letter that is sent home along with the initial status letter. The right to appeal is for ELLs and non-ELLs and students that have a home language other than English. We will initiate a review of ELL status determination upon receipt of a written request from: a student's parent or guardian or a student's teacher (if the teacher request includes written consent from the parent or guardian). The parent will also be informed that the reidentification process will be completed within 10 school calendar days upon receipt of a written request or 20 school calendar days if the CSE needs to be consulted.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
We inform parents about the three instructional models that are available for ELLs in NYC during our orientation meeting. Amistad is a K-8, District 6, school of choice, where parents specifically seek a program for their child to learn in two languages. Since our school is entirely a dual language immersion school (K-8), we only offer this program to families. Parents who inquire about our school attend a tour, presented by the principal, where the basic tenets of our school's instructional model and language policy are outlined and discussed. Parents are informed that the entire school is a dual language model and that no other programs are offered. During this meeting, parents watch a Parent Orientation video which explains the three program options available in New York City. Parents are also informed that Amistad is a school of choice that offers only Dual Language. Attendance records, staff members present at the orientation, and languages used other than English are recorded using existing procedures established in the school. During the orientation, we also provide information on standards, curriculum, and assessments. We also provide an orientation session on the Common Core Learning Standards, our program goals and our expectations for English Language Learners and Spanish Language Learners. If after the tour, a parent decides that they are no longer interested in our school, they are referred to their zoned school or to other schools of choice in the district (ie: PS 314, PS 18, PS 187, and PS 210). After the tour, parents fill out an application which includes a series of questions including why they want their child to attend the Amistad Dual Language School. Parents also fill out a check list to indicate the language that the child uses at home and with whom. This allows us to make a preliminary determination of language dominance.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Our parents specifically seek placement for their children in our school because of our Dual Language status and their interest in having their child maintain and strengthen their native language (Spanish - for ELLs). During school tours we have the parents read the school's vision statement which clearly describes our mission of upholding two languages. The power-point presented during the tour illustrates the use of both languages by grade. A description of why they want their child to receive instruction in English and in Spanish is on the school's application form, to be filled out by a parent. The parent surveys and the program selection forms are completed at the end of the tour for those parents interested in a dual language program. Our bilingual Parent Coordinator is in charge of Parent Surveys and Program Selection forms. The parent surveys and selection forms are generally completed at the end of our orientation meeting for those parents interested in a dual language program. Our Parent Coordinator contacts those parents that have not completed the survey or the Program Selection form to arrange for the parent to complete them. All forms are kept in the students' cumulative folders.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Most of our parents complete the forms at the end of our orientation tour. Our Parent Coordinator monitors the forms and contacts parents as needed including monitoring/contacting parents whose forms have not been returned or completed.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Placement in our school indicates a Dual Language Program choice for parents as we only offer a Dual Language Program. Notification letters for our school are distributed by the Parent Coordinator.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documentation for each child is kept in the students cumulative record.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Before the exam we pull the eligibility roster and the NYSESLAT exam history report from ATS to ensure that we have identified all ELLs. Our Testing Coordinator who is a bilingually certified teacher administers the speaking portion of the test to students on a one-to-one basis. We identify the window for administration and then schedule the students for this portion of the assessment. The Listening, Reading and Writing portion of the NYSESLAT is administered by bilingual classroom teachers during the window for administration, as per the schedule arranged by the Testing Coordinator. The portion of the exam that is scored in-house is scored by a small team of teachers that includes a licensed ESL teacher. Make-up exams are administered by our Testing Coordinator for each sub test of the NYSYSLAT that has not been completed by a student.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- Our Testing Coordinator distributes our continued entitlement parent notification letter and keeps parent sign-off information to ensure that each parent has received the information.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

We are a Dual Language School of choice and we offer no other program. Parents that choose our school are requesting a Dual Language Program and our program is fully aligned with parent requests. We are fully aligned with the Aspira Consent Decree with all content areas taught in both English and Spanish. Parents that want transitional bilingual education or free standing ENL are referred to their zone school or other schools of choice. As a Dual Language School our parents have selected a Dual Language program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.  
Paste response to questions here:
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*

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

Our language allocation policy varies by grade to accommodate conversational (BICS) and academic language acquisition (CALP). In Kindergarten we follow an alternating day model. Students are instructed in Spanish on Monday, Wednesday and Friday and in English on Tuesday and Thursday. In First grade we use a 50-50 model, ten day cycle with alternating days. In grades 2 - 5 we follow an alternating half day model so that students are equally exposed to all content areas in both languages. In the half day model students receive instruction in one language in the morning and another language in the afternoon. In the middle grades 6th, 7th & 8th we use a full day language distribution with alternating two week cycles (two

weeks in English and two weeks in Spanish). The cycles vary according to grade level. In second grade we use a one week cycle. In third grade we use a two week cycle. In fourth through fifth grade the cycles vary from three to four weeks depending on units of study.

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

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

As a Dual Language School all in-house assessments: running records, rubrics, unit tests etc. are administered equally in both English and Spanish in all content areas.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

As a 50-50 dual language school our students are assessed in English and in Spanish throughout the year in all subjects. In Literacy we use running records on Spanish leveled texts and in writing we use rubrics that are direct translations of our English rubrics so we maintain a high standard in both languages. The results of these assessments are reported to parents for each language so that parents can keep track of progress over time in each language. In math, we use Math in Focus for grades K-5 and unit tests are given in both English and Spanish, the results of which are sent home to parents. For grades 6-8 in Math we use Connected Mathematics Program CMP3. Unit tests are in English and in Spanish for this program. In Science and Social Studies we also assess in both languages using in-house assessments. Our 8th grade students (current graduates) are invited to take the NYC proficiency-like exam in Spanish. We had 2 ELL students take the exam and 2 ELL students pass the exam.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Currently, we have two SIFE students. Our plan for SIFE students includes an ATS report to see if there are any indications from prior years for special services. The student is assessed in Literacy (English and Spanish) to determine Reading levels for each language. In Writing, we assess via writing samples in English and in Spanish to determine next step strategies. We assess in Math to determine next step strategies. The SIFE student is invited to attend our after school Title 3 program designed to strengthen the NYSESLAT modalities and we incorporate other Tier 2 interventions, as needed. The progress of this student is carefully monitored by the classroom teacher, the Literacy Specialist, the Math Coordinator and the Educational Cabinet. Our newcomers are in the early childhood grades. These students experience a language rich classroom environment in both English and in Spanish. Literacy is supported via shared reading, with teacher voice support, and Writing is supported with Interactive writing and Writing Workshop. Both Reading and Writing are taught in the native language until the student achieves success on text level E. We introduce Reading and Writing in the second language (English for ELLs and Spanish for EPs) after the student demonstrates control over level E texts. At this point the reading strategies (voice to print match, locating

known words, looking at the picture etc.) transfer and we support the students with rich book introductions and shared or guided reading. Manipulatives are used in Math and our Math program includes games and opportunities to rehearse academic language. Interactive Smart Boards (in each classroom) provide visual support throughout each content area. The data for these students is consistent and shows a trajectory of forward movement through proficiency levels in the NYSESLAT exam. All newcomers are invited to attend our after school Title 3 program for language development in English. If we had a newcomer in a testing grade they would receive testing accommodations for extended time as indicated by the Principal. Our long term ELL students receive testing accommodations for extended time and are invited to attend our Title 3 after school program for English language development. Our long term ELL-SWD are serviced as per their IEPs. They are also invited to attend the Title 3 after school program for English language development.

Our former ELLs are encouraged to attend our Title 3 after school program to continue their support in English language development. Our former ELLs receive testing accommodations for extended time and depending on need, may be in a Tier 2 intervention group.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, she will consult with the superintendent or his designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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?

We differentiate our instructional strategies for ELL-SWD as indicated on their IEPs. All classroom teachers, inclusive of Special Education teachers, have been trained in differentiation by an ASCD provider. All units of study in the content areas are designed for differentiation using Universal Design for Learning (UDL) guidelines.

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

We have a self-contained multi-grade (7th, & 8th) Special Education class representing our most restrictive environment. In this class we have 7 ELL students: 3 seventh grade ELL-SWD, and 4 eighth grade ELL-SWD. The self contained class follows our 50-50 language policy and the rigorous curriculum for 7th grade in all content areas. We use curricular, instructional and flexible scheduling to accommodate a less restrictive environment for the self-contained class during elective periods that occur one period per day. During electives the students in the self contained class along with all the other Middle School students select an elective (Band, Drumming, Dance, Art, Chorus) to study. The broad range of selections results in a mix of Special Education students and General Education students during each daily elective period.

We have two ICT classes, one in 7th grade and one in 8th grade. These classes follow the same rigorous curriculum and the same language policy as our General Education 7th & 8th grade classes. The 7th and 8th grade ICT classes are fully departmentalized with the Special Education teacher traveling with the ICT class to 4 content area teachers (Literacy, Math, Science & Social Studies).

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

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

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

We use instructional flexibility (based on NYSESLAT data) to target modalities during our after school Title 3 program.

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

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

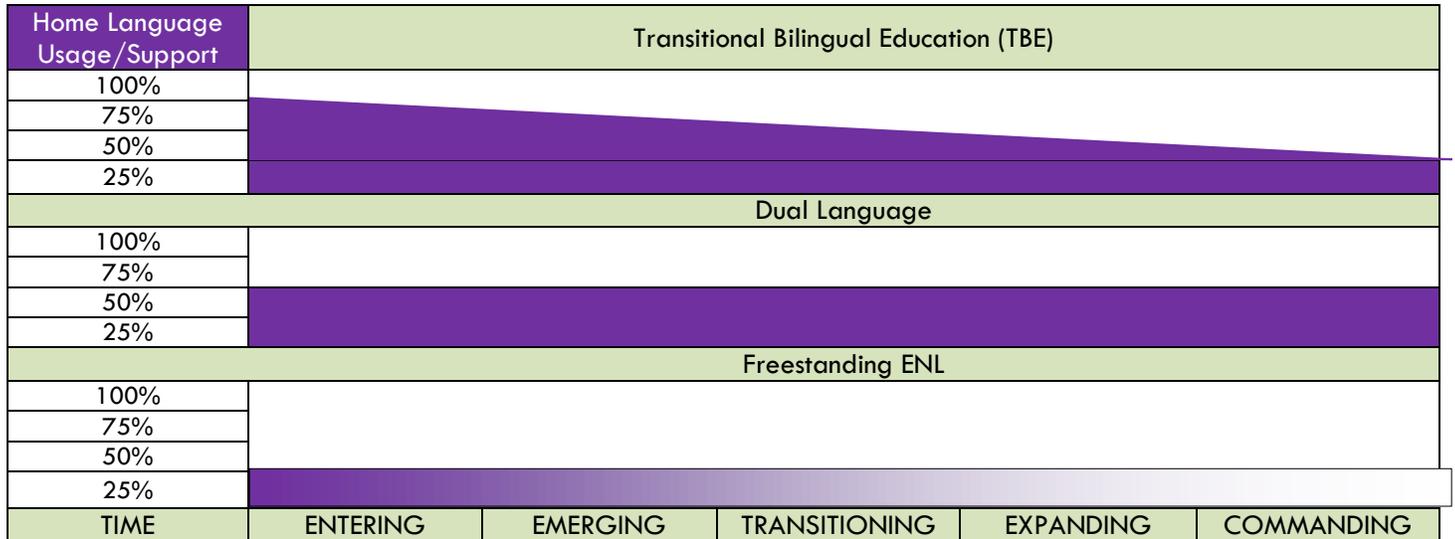


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. ELL students, depending on need, receive intervention from a Reading Teacher who works with small groups of no more than 5 students per group and one-on-one. The schedule for groups varies, depending on need, from one 40 minute period per week to four forty minute periods per week. The groups and the schedule are created by our Literacy Specialist after reviewing baseline data for Reading and for Writing. Our Literacy Specialist is also a licensed ESL teacher. This intervention service is also available for our EP students. Our Math Coordinator identifies students in need of intervention and meets with small groups as needed. In Science and Social Studies our teachers are individually conferencing and supporting students based on individual needs. We offer ELL students additional support via our Title 3 program that is offered on Saturdays. The focus of the Title 3 program is to promote English language development in listening, speaking, reading and writing which will impact on each student's performance on formative and summative assessments.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current Dual Language program meets the needs of language development for our students because we support both native language instruction and instruction in English. All content area classes are taught in both English and Spanish. The data points to our success in language development. The baseline, Common Core aligned ELA exams, Math exams and NYSESLAT exams will serve as comparative data for the up-coming year. In content area in-house assessments we have baselines and we will cross check the information as the benchmark data becomes available.
- We received a rating of Proficient on four indicators of our most recent Quality Review (November 18<sup>th</sup>, 2014):
- 1.1 Ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to the Common Core Learning Standards and/or content standards.
- 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. Supporting evidence for this indicator stated: "Dual language strategies, English as a second language strategies and Tier 1 and 2 academic intervention services strategies such as focused guided group work, ability grouping and mixed ability partnerships provide multiple entry points and support higher order thinking for ELLs, students with disabilities and struggling students".
- 3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.
- 4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.
- We received a rating of Well Developed in:
- 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.
- We received points for closing the achievement gap in both ELA and Math. All the data, points to the effectiveness of our program.
12. What new programs or improvements will be considered for the upcoming school year?
- This year we will form a Language Proficiency Team (LPT) as indicated on the ELL Policy Reference Guide. This year we will expand our language policy for Reading and Writing for 3<sup>rd</sup> grade into three week units of study from the prior two weeks. This will give us more time in both English and Spanish to meet the educational shifts of the Common Core Learning Standards.
13. What programs/services for ELLs will be discontinued and why?
- We will not discontinue any services for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELL students have equal access to all school programs. We have two sports programs, one offered before school and another sports program offered after school. These programs are taught in Spanish and are available for both ELLs and EPs. We have a Title 3 program dedicated to ELL and Former ELL students. The program meets one time per week for one and a half hours. Our Literacy Intervention program has equal access for ELLs and EPs. All school activities coordinated by parents (Carnival, Movie Night, Field day, auction) have equal access for ELLs and EPs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- We have a Smart Board in each classroom K-8. The smartboard is used interactively with students to serve as both a visual and a manipulative support. We have extensive libraries (guided, independent by level and genre) in English and in Spanish in each classroom. In addition we have a book room with additional texts (Literature circle, full class sets, independent by level, author studies, genres) in English and in Spanish that teachers use throughout the year to refresh their libraries and to support units of study. We have two Math programs, one for grades K-5 (Math in Focus) and one for grades 6-8 (Connected Math Project). Both

of these programs are fully aligned with the CCLS and both programs are in English and in Spanish. Both Math programs have workbooks in English and in Spanish, assessments in both languages as well as virtual manipulatives for the Smart Board. Parents can log-on at home to support their children with homework and review.

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

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

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

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

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We have no activities in our school that assist newly enrolled ELLs before the beginning of the school year. For ELLs that enroll during the school year we invite them to attend our Title 3 after school program. We offer Literacy Intervention depending on need. For students in 7th and 8th grade we may identify the students for Circular 6 small group work once per week for one period. Depending on need, ELLs that enroll during the school year may receive Literacy Intervention in a small group setting or one-to-one.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

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

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

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



## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

All classroom teachers receive professional development from our Literacy Specialist (also a licensed ESL teacher). This staff development consists of coding, calculating and analyzing running records to determine next step strategies. All classroom teachers also receive extensive training in the design and use of rubrics in writing as well as the analysis of writing to determine emergent strategies, confusions and areas under control. Literacy professional development is ongoing throughout the year and occurs one period during the day at least once per month for each teacher. Literacy staff development for the Literacy Intervention teacher occurs weekly by the Literacy Specialist. All classroom teachers also receive staff development from our Math Coordinator on an on-going bases (alternating weeks with the Literacy Specialist). The math coordinator supports all classroom teachers in the implementation of a curriculum aligned with the Common Core Learning Standards. The math coordinator meets with each classroom teacher at least once per month for 50 minutes during scheduled prep periods. The math coordinator is a bilingual teacher with a bilingual extension. Our teachers are also receiving staff development in the Danielson rubric by an ASCD consultant and by the Principal and Assistant Principal as they turn-key the information that they are trained in. This staff development is ongoing and targeted for staff development days and several extended day sessions that occur each week on Mondays for 80 minutes. Our staff has already received training in aligning curriculum to the Common Core Learning Standards by the Literacy Specialist and by the Math Coordinator. The Literacy Specialist has examined the Common Core Learning Standards for ELA with each grade level team. Together, they have examined the curriculum against the Common Core Learning Standards to identify any gaps or areas in need of improvement. We have added vocabulary development, essential questions and differentiated instructional grouping to our units of study in writing to support our ELLs in the advanced vocabulary requirement of the Common Core Learning Standards. Our Reading curriculum is extensively differentiated for each individual student inclusive of Independent Reading levels, Instructional Reading levels and individual next step strategies. The Math Coordinator has examined the Common Core Learning Standards with each grade level team. We use fully aligned Math curricula for both the elementary and middle school classes. (Connected Math Project and Math in Focus). Our Math Coordinator conducts on-going Professional Development for each teacher as they teach the curriculum. Inclusive in this work is planning for Differentiated Instruction and vocabulary development supportive of ELLs. We will continue this support throughout the year as per the staff development schedule mentioned above. Additionally, we use outside vendors to conduct staff development on the Danielson Rubrics. These rubrics, as a framework for teaching, are closely tied to improving professional practice, as we implement curricula aligned to the Common Core Learning Standards. The majority of our classroom teachers have received training in Differentiated Instruction by an ASCD consultant. This training will be available for new teachers as per budget allowances. This year we will request ELL training from our ELL Instructional Specialist from our network to complete the 7.5 hours of ELL training for all staff and 10 hours of training for Special Education teachers. All records for ELL training by Instructional Specialists and consultants will be kept in a binder in the Principal's office along with the agendas for each meeting. The Testing Coordinator attends staff development twice per year given by the NYC Assessment Implementation Director. The Guidance Counselor receives staff development from the network monthly. Paraprofessionals are included in the training during staff development days.

All of our classroom teachers have received smart board training. This training is on-going and is provided by our technology consultant. The interactive applications on the Smart Board serve to scaffold the second language learner's understandings. Our teachers have all been invited to take advantage of the training that is available on ENGAGE and all of our teachers know how to navigate that system.

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

The training for teachers of ELLs includes ESL strategies (simplified language, Total Physical Response, slower speech) and language acquisition theories and Dual Language policies. This training is on-going and given by the Assistant Principal and Principal during staff development days, extended day professional development periods and during pre and post observation conferences.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

As a Dual Language school we consider language in all aspects of our learning and our teaching. Our teachers have studied the CCLS and have aligned the content area curriculum to the standards. They have received professional development in the CCLS and in aligning the curricula to include differentiation in all units of study. All teachers receive on-going professional development from our Math Coordinator and our Literacy Specialist (also a licensed ESL teacher) to design language rich units of study aligned with the CCLS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

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

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

We have an extended day dedicated to professional development (Monday - 80 minutes). We use some of these periods to accomplish the professional development requirements as per CR Part 154. We provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. We dedicate a minimum of fifteen percent (15%) of the required professional development hours to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers we dedicate a minimum of fifty percent (50%) of the required professional development hours to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. We keep the agendas and the attendance record for all staff development days in the Main Office.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

We have a dedicated extended day 40 minute period once per week for family engagement. We use this time to meet with parents (Tuesday). We do not require interpretation or translation as all of our classroom teachers are bilingual. Our teachers keep an attendance record of each parent meeting and our Assistant Principal reviews the attendance to ensure each parent has an annual individual meeting.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parental involvement is a cornerstone of our school and a contributing factor to the success of Amistad. Parents participate in the governance of the school via the SLT. Early on in the school year we invite parents in for a Curriculum Night. We meet with parents in our classrooms and describe the units of study for all content areas that we will cover for the school year. We describe the homework policy and we share email addresses so the parents have an additional means of contact. These meetings are conducted in both English and Spanish. Each classroom teacher has a website where parents can log-in to check the curriculum, announcements, samples of student work and the schedule. Parents can email each teacher via this website. Parents participate in the governance of the school via the SLT. Parents also support the instructional programs in the school by fundraising and partnering in the development of classroom projects and trips. Our parents design and staff our field day each year and they design and staff a carnival. Parents organize movie nights for our students and families and are often in classrooms helping. Bilingual parents and Spanish speaking parents help staff the lunchroom and also fund and staff recess activities. Parents also fund materials (Time For Kids) from their budget. All workshops are offered with simultaneous translations. We have a Parent Teacher Association and each year we hold elections for the PTA. We have two slots for each officer's position, one of which is earmarked for a Spanish speaking parent. The Parents' Association meets two times per month. One of the meetings is in the morning, during school time and the other meeting is in the early evening (6:30). The varied time slots make it convenient for parents to attend and all meetings have simultaneous translations. Simultaneous translations are done through the use of an audio transmitter with receivers for up to forty parents. All announcements and minutes from meetings are translated into Spanish to ensure that parents of ELL students stay informed.

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

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

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

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

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We have partnered with Audubon Youth Initiative. This organization is housed in the local community and offers bilingual counseling to parents, and homework help for students.

5. How do you evaluate the needs of the parents?

We carefully monitor our parent responses in the NYC School Survey to identify how our parents feel about curriculum, instruction, assessment, our use of resources and our school's learning environment. We have an active bilingual Parent Teacher Association and an active bilingual Parent Coordinator. After each workshop with our parents we use a survey to assess the success of the workshop and to inquire about other needs or wants our parents have.

6. How do your parental involvement activities address the needs of the parents?

We have a parent room and a bilingual Parent Coordinator. We have computers available in the parent room and we offer workshops in the use of computers and navigating on-line web sites. These workshops are offered by our bilingual Assistant

Principal and our bilingual technology consultant. All workshops are offered with simultaneous translations. To address the new Instructional shifts in Math we offer parent workshops in Math given by our bilingual Math Coordinator. Our parents that are learning English can attend ESL workshops given by a parent.

#### **D. Additional Information**

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

**Paste response here:**

**School Name: Amistad Dual Language School**

**School DBN: 06M311**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Zoraída Hernandez	Principal		10/30/15
Olga Ramos	Assistant Principal		10/30/15
Eulalia Lugo	Parent Coordinator		10/30/15
Barbara McCarthy	ENL/Bilingual Teacher		10/30/15
Sonaly Perez	Parent		10/30/15
Stephen Powers	Teacher/Subject Area		10/30/15
Islandia Payano	Teacher/Subject Area		10/30/15
Barbara McCarthy	Coach		10/30/15
Amy Withers	Coach		10/30/15
Juan Bello	School Counselor		10/30/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **06m311**

School Name: **Amistad Dual Language School**

Superintendent: **Manuel Ramirez**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Our parent's preferred language for written and oral communication is English and Spanish.

### Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Annual handbooks - yearly, newsletters- as needed, calendars - yearly, parent-teacher conference announcements - prior to each scheduled conference, parent-teacher association announcements - prior to each PTA meeting, after-school program information - ongoing, New York State testing dates - beginning of the school year and prior to testing dates, curriculum overview - during Curriculum Night - September, letters from the school leadership - ongoing, IEP meeting dates - prior to each meeting.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Curriculum night - September 16th, parent teacher meetings - November 17<sup>th</sup> / March 17<sup>th</sup> / May 12th, publishing parties - as scheduled, school trips - as scheduled , parent conferences - as needed, guidance counselor calls - as needed, school tours - ongoing throughout the year, Honor Roll Breakfasts - per semester, school performance - June

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The oral interpretation services are provided by our in-house bilingual Parent Coordinator, who is certified in interpretation. All meetings with parents have simultaneous translations. Simultaneous translations are done through the use of an audio transmitter with receivers for up to forty parents. We use a Global Connect telephone service for phone calls to our school community. All Global Connect calls are in Spanish and in English translated by our bilingual Parent Coordinator (certified in translation), bilingual

Assistant Principal or bilingual Principal. One-on-one meetings with teachers and parents are conducted in the language of the parent's preference as all of our classroom teachers are bilingual.

#### **Part D: Training Staff on Policies and Procedures**

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

As a Dual Language school, all of our classroom teachers are bilingual in English and in Spanish and provide their own translation or interpretation services.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We translate all documents. We collect data on primary language/languages spoken by each parent. Translation and interpretation services are available and parents have been made aware of these services. We translate all written material in-house so we have no need for an outside vendor. We use in-house simultaneous interpretation for all meetings so we have no need for an outside vendor. All signs in the building are in English and in Spanish and our parents are provided with a translated Parent's Bill of Rights, translated Parent's Guide to Language Access, translated Safety Plan and a Language ID Guide at the security desk and the main office

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our parent coordinator who is certified in translation monitors feedback from parents via surveys after each simultaneous translation event.