

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X218

School Name:

P.S./I.S. 218 RAFAEL HERNANDEZ DUAL LANGUAGE MAGNET SCHOOL

Principal:

SERGIO CACERES

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Rafael Hernandez Dual Language School School Number (DBN): 09X218
Grades Served: Kindergarten to Grade 8
School Address: 1220 Gerard Avenue Bronx NY, 10452
Phone Number: 718 410 7230 Fax: 718-410-8933
School Contact Person: Serge Cáceres Email Address: scacere@schools.nyc.gov
Principal: Serge Cáceres
UFT Chapter Leader: Pablo Pérez
Parents' Association President: Nadya Reyes
SLT Chairperson: Pablo Pérez
Title I Parent Representative (or Parent Advisory Council Chairperson): Guillermina De Jesus
Student Representative(s): _____

District Information

District: 09 Superintendent: Leticia Rosario-Rodríguez
1245 Washington Avenue, Bronx, NY 10456
Superintendent's Office Address: _____
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: (718) 579-7143 ext. 1022 Fax: 718-410-7017

Borough Field Support Center (BFSC)

BFSC: 09 Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, 10458 1230 Zerega Avenue, Bronx, 10462
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: (718) 828-7776 Fax: (718) 828-6280

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) |
|--------------------|---|----------------------|
| Serge Caceres | *Principal or Designee | |
| Pablo Perez | *UFT Chapter Leader or Designee | |
| Nadia Ryeyes | *PA/PTA President or Designated Co-President | |
| Patricia Joseph | DC 37 Representative (staff), if applicable | |
| Gullermina Dejesus | 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 | |
| | Member/ | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-------------|---|---------------------------------|
| | 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.

The Six Elements of the Framework for Great Schools

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

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the 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.

The Rafael Hernández Dual Language Magnet School, located on the South Bronx and bordering High Bridge, opened in September 1999. PS /IS 218 offers students language and cultural literacy in both English and Spanish in a public school setting. The ultimate goals of the school are to work towards an effective integration of the two cultures, prepare students to participate in a global economy, multicultural and polyglot society, and develop biliterate global citizens. The dual language curricula is seen as the basis for students to desarrollar (develop) the academic skills, content-knowledge and understanding, intellectual curiosity, creativity and aesthetic responses, critical awareness, cultural identity, civic responsibility, and moral fortitude needed to become well-educated and productive members of an increasingly global society.

The school mission statement centers around biliteracy, student-centered instruction, collaboration, community building, parental engagement, and preparing our students for a global society. Our theme is: "Building bilateral learners through student-centered instruction."

The Rafael Hernandez Dual Language Magnet School's philosophy is to empower students with a purposeful education and appropriate skills for an increasingly diverse, technological, multilingual and multicultural society. The education of each student is a cooperative effort among staff, children, parents and the community at large. Together, we will nurture the social, emotional, physical and intellectual growth of students, so that they can surpass academic standards and be caring and productive citizens involved in a world community that respects linguistic and cultural diversity.

Structure of Dual Language Model

Kindergarten through second grades, there is full implementation of the dual language model. Students receive instruction in English and Spanish on alternative days from a certified bilingual teacher. All classes follow the side-by-side model with the exception of the ICT classes which follow the Self-Contained Dual Language Model and also receive instruction in English and Spanish on alternative days from a teacher who has a special education bilingual certification and a general education bilingual teacher. The side-by-side model is when two teachers work with each class: one focuses on English instruction, the other on Spanish. There are approximately 25 students in each Kindergarten class and 30 in each First and Second grade classes. In addition to the bilingual classroom teacher, each classroom also has balanced literacy libraries in both languages and ESL services. Alternative days of language immersion is needed in order for students to develop the necessary literacy foundation in both languages, i.e., English and Spanish, and is critical to the success of the Dual Language program at PS/IS 218.

In grades third through fifth, the Dual Language model uses the 70/30 percent model with 70 percent of the instruction in English and 40 percent in Spanish. English Language Arts, College and Careers, technology, Music, physical education classes are all taught in English. Social Studies and Science is taught in Spanish and mathematics has three periods taught in English and two in Spanish. Art classes are taught in both languages by the art teacher. Additionally, students of grades third to fifth, receive ESL services as needed. This model is important to strengthen the English literacy, Common Core Learning Standards and Standardized state exams while also developing and strengthening the Spanish Language competency.

Middle School grades six to eight, follow the 70/30 Dual Language Model as well. English Language Arts, Music, Health, Advisory and Physical Education is taught all in English. College and Careers and Art classes in all grades are taught in

both languages to provide students with more opportunities to practice the oral component of both languages. Mathematics has three periods taught in English and two in Spanish. Sixth grade social studies is taught all in Spanish while seventh and 8th grade social studies classes have a period in Spanish and two in English. Sixth and seventh grade science have two periods in English and one in Spanish. Eighth grade science is taught all in English and this year, ninth grade Living Environment will be taught in English and Spanish to provide students with advanced program in science in both languages. Additionally, an ESL teacher supports middle school students using the push-in and pull-out model.

Student Recruitment and Admissions

The Rafael Hernández Dual Language Magnet School recruits students from the adjacent neighborhoods of District 9. It is a zoned-school sharing it with PS 114 only few blocks away for grades K-5. Students are recruited through the distribution of flyers, assistance of the CBO that is a collaborating partner of the school, DOE Elementary Directory, District 9 School Fairs, and by recommendation from parents whose children attend or attended the school. There is no language requirement for incoming Kindergarteners but parents have to agree to have their children educated in in English and Spanish, i.e., Dual Language program. After second grade, students are required to take a language proficiency exam in Spanish since PS/IS 218 has a screened program for language and by the second grades, students are already writing in Spanish.

Since a foundation in both languages is critical for students to advance through the upper grades, PS/IS 218 is reluctant to accept students who are not already bilingual beyond second grade. Students who might need ESL support, may progress slowly at first and then rapidly. PS/IS 218 is very successful in preparing ESL students to score “Advanced” and “Proficient” in the New York State English as a Second Language Achievement Test (NYSESLAT).

PS/IS 218 is part of the Middle School Choice where students throughout the city can apply for the middle school grades. Since we have a screened program for language, upper grades students are given a language competency exam. The school developed an admission’s rubric which has been approved by Central Enrollment to be used to determine incoming students’ language proficiency for middle school grades. Since we are a K-8 school, middle school seats are very limited.

Instructional Strategies

The Rafael Hernandez Dual Language Magnet school’s instructional beliefs center around the philosophy that students acquire a second language in the same way they acquire their first language. The school uses a variety of instructional strategies (i.e., ESL, Whole Language, Foundations and Estrellita for K-2, Orton Gillingham in K-8) while integrating literacy in mathematics, science, social studies, art, music, health, physical education, advisory and College and Careers classes in both languages—English and Spanish. Another core belief is that as part of the instructional strategies teachers use to build the foundations of reading, involves reading to and with students, to connect oral language (English and Spanish) to print. In our K-8 classrooms, teachers use the following activities to promote reading comprehension: Guided Reading, Read Aloud, Shared Reading, Paired Reading, and Independent Reading. In the lower grades, students build their literacy skills on what they already have learned in

previous grades while upper grades, reinforce their reading skills using primarily Close Reading, annotation, and analysis Skills. Additionally, students employ other literacy skills such as graphic organizers, doing group projects, responding to literature in reading journals, giving oral presentations, research papers, and different types of classroom projects in both languages.

The school’s instructional focus and use of the Danielson Framework for Teaching

- The instructional focus of the school is to build bilateral, autonomous learners through student-centered instruction in both English and Spanish.

- To support the instructional focus, the school hires staff only with Bilingual Extension licenses to support the instructional focus.
- Curricula is purchased in both English and Spanish (except grades 3-8 English Language Arts in English).
- School announcements are conducted in English and Spanish.
- Teacher observation cycle is utilized to provide timely feedback aligned with an internal school calendar adhered to by Principal and three instructional Assistant Principals.
- Observations are conducted in English and Spanish to ensure Dual Language compliance and quality.
- We endorse the belief that that students learn best by using different learning modalities to support individual student's needs (i.e., graphic organizers, technology, manipulatives, charts, and teacher-made resources).
- We continue to support teachers' inter-visitations on and off site.
- Elementary school enrichment classes include English Language Arts, Spanish, College and Career Readiness, Music, Art and Technology.
- Middle School enrichment classes include College and Career Readiness, Math, Art, Music, and Health.
- There are Integrated Co-Teaching classes in Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Seventh grades receiving instruction in English and Spanish: Dual Language Model.
- The middle school offers Common Core aligned Algebra class and a Living Environment Class for one 8th grade class.
- Smart boards are utilized in the classroom to guide instruction, support the visual learners, English Language Learners, students with disabilities and high performers.
- Leveled texts and grade-appropriate manipulatives are used to support student engagement and achievement.
- The utilization of computer-based programs, MaxScholar (Kindergarten-Grade 5) and i-Ready are frequently used at school and home to support student achievement.

Technology is infused in the content areas.

09X218 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|--|---|-----|---|
| Grade Configuration | 0K,01, 02,03, 04,05, 06,07, 08 | Total Enrollment | 959 | 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 |
| | | | | N/A |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 9 | # Music | N/A | # Drama |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 82.4% | % Attendance Rate | | 93.7% |
| % Free Lunch | 75.8% | % Reduced Lunch | | 0.2% |
| % Limited English Proficient | 35.0% | % Students with Disabilities | | 16.0% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.4% | % Black or African American | | 7.2% |
| % Hispanic or Latino | 86.7% | % Asian or Native Hawaiian/Pacific Islander | | 4.1% |
| % White | 0.4% | % Multi-Racial | | N/A |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 9.32 | # of Assistant Principals (2014-15) | | 2 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 2 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 8.6% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.8% | Average Teacher Absences (2013-14) | | 8.08 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 18.1% | Mathematics Performance at levels 3 & 4 | | 26.9% |
| Science Performance at levels 3 & 4 (4th Grade) | 94.9% | Science Performance at levels 3 & 4 (8th Grade) | | 87.5% |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | 95.8% |
| 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 | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | YES | 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 | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | YES | 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 | | YES |
| 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.

The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

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 2016, all Kindergarten to Grade 5 teachers instructing in mathematics will use Engage NY as their primary teaching mathematics resource, leading to a 3 percent increase in 3-5 students scoring at or above proficiency (levels 3 and 4) as measured by the NYS math assessment.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core 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? |
|---|--|---|--|
| Transition the elementary math program from Go Math to Engage NY, a program that is totally aligned to the Common Core Learning Standards (CCLS). Professional development will be offered on an ongoing basis throughout the school year for all K-5 teachers. | All students K-5 including ELL's and SWD | September 2015 to October 2015 | Math implementation team guided by math consultant |
| The ESL teachers will also be included in the math professional development throughout the year and they can assist the teachers develop the math lessons with scaffolds and ESL strategies. | | | |
| Provide pre-module planning time for elementary teachers with Middle School math experts through the work of the Professional Learning Community (PLC) cyclic process | All students K-5 including ELL's and SWD | October 2015 to June 2016 | PLC planning committee |
| Contract an external Math Consultant to oversee the transition process and provide in classroom modeling and coaching, together with workshop activities to deepen teacher understanding of the CCLS to all elementary teachers. | All students K-5 including ELL's and SWD | September 2015 to June 2016 | Math consultant |
| Provide opportunities for grade teams to work collaboratively to examine student work and make adjustments to teaching instruction as emerging needs arise | All students K-8 including ELL's and SWD | September 2015 to June 2016 | Assistant Principals K-2 and 3-5 and 6-8 |
| During Family Engagement Night, teachers provide professional development to families in order to help them understand Common Core and how they could help their child at home. | | | |

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.

Ongoing professional development will continue to be scheduled for our school community. Every month, our Math consultant and assistant principals will review teaching instruction using the data from Advance to determine the next steps to support teachers in providing rigorous math instruction.

Lunch and learns provided to differentiate and scaffold Professional learning.

The administration will continue to facilitate professional development sessions focusing on the Common Core Learning Standards.

Inquiry work through PLC process will focus on improving teacher instruction.

Both the assistant principals and math coach are valuable resources for grade level planning and vertical planning (Special Education and ELL's. The administration will continue to schedule weekly opportunities for planning. Resource materials to support planning include the complete modules from Engage NY program for all teachers from K-5

Assistant Principals, math consultant (when visiting school) will guide grade team leaders by attending grade level planning meetings to support the development of grade wide exams in selected content areas.

Data specialist will support the inputting of all student data.

Schedule professional development on Chancellor's days that are embedded in a concept of collective efficacy and designed to examine student progress and identify actions that will improve student performance.

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

| | | | | | | | | | | | |
|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|---|----------------------|
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | X | Title III, Immigrant |
| X | C4E | | 21 st 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.

By February 2016, all teaching teams will be measuring student progress based on the mid and end of module assessments provided in Engage NY math program and recorded on the school data base.

By February 2016, 2 parent information sessions will have been held to provide information to the parents and the wider community on the expectations of the Common Core Mathematics as evidenced by information nights agendas and attendance records

By February 2016, all teachers will have engaged in professional learning to deepen content understanding and enhance teaching practices pertaining to mathematics. This outcome will evidenced in comments collected from evaluation data.

By February 2016, all students will have engaged in a regular and specific program developing college and career readiness skills.

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.

The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.

The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.

The school will continue to implement the TCI program that teaches educators how to help students learn constructive and adaptive ways to deal with feelings such as frustration, failure, anger, rejection, hurt and depression. This need was identified from the analysis of the TCIS survey in February 2015. As part of the process for measuring the impact of implementing the therapeutic Crisis Intervention for School (TCIS) program, a survey responded to by 80 staff identified a number of issues that need to be addressed to ensure consistent approach to supporting the students at PS 218 and ensuring all members of the school feel psychologically safe.

69% of staff feel the majority of faculty do not feel valued and listened to.

65% of staff report difficulty in resolving differences with the majority of their colleagues.

32% of the teachers find the majority of students difficult to work with.

54% of staff report having difficulty managing student behavior most of the time.

57% of staff report adults are supportive of students when disciplining them

31% report that some staff do resort to punishment and shaming when disciplining students.

54% of staff report that the majority of students are reluctant to correct peers who use destructive or abusive language.

From analysis of student responses in the progress report 2012-13 the following was noted

20.4% of students feel unsafe in the hallways, bathrooms, locker rooms and cafeteria

20% of students felt unsafe on school property outside the school building

17% of students get into physical fights.

28.2% feel they are harassed or bullied by other students

This was a similar response to the parent perceptions where they 25% believed their child was involved in physical fights and 25% believed that students were harassed or bullied.

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 June 2016, all staff who have direct contact with students will be trained in the behavior support program ‘Therapeutic Crisis Intervention for Schools (TCIS) as evidenced by a decrease in the number of dean referrals from September to June.

Part 3 – Action Plan

| <p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>Contract with Cornell University, Program Managers Josh Fox and Ivette Stern, to implement the Therapeutic Crisis Intervention for Schools initiative (TCIS) through one and one training, with the teachers, modeling and demonstration lessons, observe and provide feedback.</p> | <p>All students K-8 including ELL’s and SWD</p> | <p>January 2015 to June 2016</p> | <p>Principal and Josh Fox/Ivette Stern</p> |
| <p>Monitor the impact of the program through the completion of a second survey in November to ascertain changes since first survey was completed in January 2015 pre implementation of TCIS program. TCI Personnel will work with school dean and</p> | <p>All students K-8 including ELL’s and SWD</p> | <p>November 2015 to June 2016</p> | <p>Principal and Josh Fox/Ivette Stern</p> |

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|---|---|------------|-------------------------------------|
| classroom teachers to create a behavioral plan for SWD students. | | | |
| Provide to the parent and wider school community information on the TCIS and offer an opportunity for selected parents to be trained in TCIS. | All students K-5 including ELL's and SWD and families | March 2016 | Principal and Josh Fox/Ivette Stern |
| | | | |

Part 4 – Budget and Resource Alignment

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|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| 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. | | | | | | | | | | | |
| Implementation of the TCIS program by external consultants | | | | | | | | | | | |
| Planning time for external consultants to observe and meet with individual and grade level teachers to identify next steps in supporting teachers in implementing the program. | | | | | | | | | | | |
| Annual School Survey | | | | | | | | | | | |
| TCIS Survey measuring factors related to school environment | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| X | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

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| 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. |
| By February 2016, all teachers have completed the phase 1 training in the TCIS program. By February 2016 the second survey will be completed and the responses analyzed to identify next steps in implementing the TCIS 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 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.

School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.

Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring

Classroom observations as part of the Advance process and feedback from the reviewer identified that only some students were aware of what they were learning and how this learning would help them to master the standards. There is a need to implement strategies that enable all students to participate in their own learning process.

There is also a need to provide a learning environment that reflects the range of learners and provides multiple points of entry for all students. There is a need to develop an electronic tracking data base to ensure teaching instruction is tailored to the strengths and needs of all students.

In order to achieve continual improvement in teaching best practices and student learning, teachers need to engage collaboratively and engage in sustained professional learning. Teachers and educators need to reflect on professional practice, collaborate and share ideas, and set learning targets so that students can achieve academic success. As a school we need to strengthen this work towards building teacher capacity and sharing best practices.

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 2016, 100% of teachers will have engaged in professional learning on a regular basis through collaboration in analyzing student work, setting learning targets and monitoring student learning in order to strengthen and deepen understanding about teaching and learning measured by an increase in participation in Professional Learning Communities and Professional Development Log.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | 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? |
|--|--|---|--|
| Provide pre-module planning time for elementary teachers with Middle School math experts through the work of the Professional Learning Community (PLC) cyclic process. | All students K-5 including ELL's and SWD and elementary teachers | October 2015 to June 2016 | Math implementation team guided by Math Consultant |
| Provide opportunities for grade teams to work collaboratively to examine student work and make adjustments to teaching instruction as emerging needs arise | All students K-8 including ELL's and SWD and teachers | September 2015 to June 2016 | Assistant Principals K-2 and 3-5 and 6-8 |
| Establish a cohesive school wide assessment framework to monitor student progress of all student cohort groups including students with disabilities and English language learners | All students K-8 including ELL's and SWD teachers, and families | September 2015 to June 2016 | Technology Leader from middle school Principal and Math Consultant |
| Develop and implement a data system that enables the sharing of student progress data across the school in a timely and consistent manner. School Data System will be shared with families and workshop for new parents. | All students K-8 including ELL's and SWD teachers, administrators and families | September 2015 to October 2015 | Technology Leader from middle school Principal and Math Consultant |

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. | | | | | | | | | | | |
|--|----------|---|-------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| Advance data system 'I can statements' from North Dakota DOE site Scheduled times for grade team meetings Whole school shared domain data management system that enable all student assessment data to be shared. | | | | | | | | | | | |
| Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |

| | | | | | | | | | | | |
|---|-----|--|--------------------------------|--|---------|--|------------|--|---------|--|-------|
| X | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |
|---|-----|--|--------------------------------|--|---------|--|------------|--|---------|--|-------|

Part 5 – Progress Monitoring

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| <p>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.</p> |
| <p>By February 2016, more than 70% of teachers will have been involved in collaborative activity that focuses on looking at student work to improve teaching instruction.</p> |
| <p>By Feb 2016 30% of the elementary teachers will have engaged in professional learning activities led by the selected middle school math leaders as evidenced from participation records.</p> |
| <p>By February 2016, all elementary students will have developed a learning target that aligns to the standards</p> |
| <p>By February 2016, a data system will be developed and elementary student data uploaded and used by grade teams to improve instruction.</p> |
| <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p> |

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.

In order to articulate clear expectations for teacher practice, the school leadership (principal and assistant principals) needs to engage in frequent classroom observations to provide actionable feedback to teachers. The Charlotte Danielson’s Teachscape Framework which is research based provides a common language for teachers and administrators to build upon.

From analysis of current work practices and personal reflection of current links between teacher observation process and student performance there is a need to develop and implement a shared data system that can be used to engage teachers in professional conversations with supervisors.

From an analysis of the teacher performance as observed in 2014-15 and recorded on the Advance database it was identified that component 3b Questioning and Discussion was an area for growth as approximately 30% of the teachers were rated as ineffective or developing in this component.

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 2016, the administration will ensure that all the student data relating to elementary math progress will be uploaded onto a shared server and used by collective groups of teachers to identify the impact of teaching instruction on a student cohort groups including ELLs and SWDs as measured by the number of students who meet or exceed the pass-rate of End of Unit Assessments.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | 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? |
|---|--|---|--|
| Establish a cohesive school wide math assessment framework to monitor student progress of all student cohort groups including students with disabilities and English language learners. Professional development will be provided every Monday and during weekly departmental meetings. | All students K-8 including ELL's and SWD | September 2015 to June 2016 | Technology Leader from middle school Principal and Math Consultant |
| Develop and implement a data system that enables the sharing of student progress data across the school in a timely and consistent manner | All students K-8 including ELL's and SWD, teachers and families | September 2015 to June 2016 | Technology Leader from middle school Principal and Math Consultant |
| Develop a feedback schedule that ensures each teacher is supported in identifying the needs of all groups of students including SWDs and ELLs and determining teaching strategies to address them. | All students K-8 including ELL's and SWD Principal and Assistant Principals and Teachers | September 2015 | Principal and K-2 and 3-5, 6-8 Assistant Principals |
| Supervisors, coaches and mentors provide to teachers explicit and actionable feedback on the questioning and discussion observed. | All students K-8 including ELL's and SWD and teachers | September 2015 to June 2016 | Supervisors, coaches, mentors |
| Workshops will be offered to parents on Curriculum Nights, Tuesdays during Parental Engagement Time, and by the Parent Coordinator. | | | |

Part 4 – Budget and Resource Alignment

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| 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. |
| Advance system of teacher evaluation and development, Principal and Assistant Principals and all teachers |
| Text – Math Discussions – Using Math talk to help students learn. |
| Opportunities for teachers to participate in lunch and learn sessions |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |

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

Part 5 – Progress Monitoring

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|---|
| <p>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.</p> <p>By February 2016, a data system will be developed and elementary student data uploaded and used by grade teams to improve instruction.</p> <p>By February 2016, there will documented evidence that supervisors have had at least 3 conversations with individual or groups of elementary teachers focusing on student performance in mathematics.</p> <p>By February 2016, there will be documented evidence that at least 3 conversations between supervisors and teachers, provided actionable feedback on questioning and discussion.</p> <p>By February 2016, a minimum of 50% of scheduled classroom observations will be completed and notes uploaded onto Advance.</p> <p>By February 2016, a minimum of 8 meetings with the Principal and the Assistant Principals will be held that focused the discussion on teacher performance – looking at rigor as evidenced by meeting notes.</p> |
| <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p> |

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.

This school is recognized by the wider community for the strong links it has forged between the families and school staff.

To further embed this value in the school culture we need to provide additional information to the parents on how the school supports students in preparation for the state tests. This was recognized as an area of need in the 2013-14 school survey where 27 percent of parents identified this as an improvement they would like to see your school make. From feedback and general community concerns of the impact of the Common Core on student performance there is a need to provide additional information to the parents on what the children are learning in literacy and numeracy.

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, the parents are receiving a dual language newsletter outlining the main areas of learning for the current topic in literacy and numeracy. as evidenced by the Parents' Survey responses.

Part 3 – Action Plan

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|--|---|---|--|
| <p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
| <p>Work with the Parents Association and the School Leadership Team to support clear communication and address any issues as soon as possible</p> | <p>Families</p> | <p>September 2015 to June 2016</p> | <p>Principal</p> |
| <p>Work with Parent Coordinator to ensure that she has the most current information on curriculum, work shop dates/times,</p> | <p>All students K-8 including ELL's and SWD Parent coordinator and Families</p> | <p>September 2015 to June 2016</p> | <p>Principal</p> |
| <p>Assistant Principals to support teachers in developing or obtaining information newsletters for parents</p> | <p>All students K-8 including ELL's and SWD Selected Teachers and Families</p> | <p>September 2015 to June 2016</p> | <p>Assistant Principals</p> |
| <p>Use Tuesday's parental planning time to for selected teachers to develop or obtain newsletters on a monthly basis, to inform families what their child is learning in literacy and numeracy and how they can support their child.</p> | <p>All students K-8 including ELL's and SWD Teachers and Families</p> | <p>September 2015 to June 2016</p> | <p>Assistant Principals</p> |

Part 4 – Budget and Resource Alignment

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|---|----------|---|-------------|--|------------|--|------------------|---|-------------------|--|----------------------|
| <p>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.</p> | | | | | | | | | | | |
| <p>Appointment of Parent Co-coordinator</p> <p>Funds for presenting family workshops and teacher/family information sessions</p> <p>Stationery resources to enable families to be provided with parent support materials.</p> | | | | | | | | | | | |
| <p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | X | Title III, Part A | | Title III, Immigrant |

| | | | | | | | | | | | |
|--|-----|--|--------------------------------|--|---------|--|------------|--|---------|--|-------|
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |
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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.

By February 2016, parents will have received 3 newsletters providing information on the CCLS in literacy and numeracy

By February 2016, a least one parent workshop/information session will have been offered as evidenced from meeting agenda and participation records.

By February 2016, at least 3 conversations evidenced by meeting agenda will be had with the Parent Association and Leadership Team on CCLS

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.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|--|---|---|--|--|
| English Language Arts (ELA) | <p>Through the use of universal screening tools as well as classroom level assessments, teachers are able to refer students to the RTI committee. The committee will review the areas of concern and make recommendations for Tier 1, 2 or 3 intervention services</p> <p>Through school level data analysis of the NYS ELA Exam, students receiving level 1 will be identified and targeted for intervention services.</p> | AIS – Tis small group instruction services students in K-5 by AIS teachers with a focus on accuracy, fluency and comprehension skills based on need | Small group | During the school day |
| Mathematics | <p>Through the use of universal screening tools as well as classroom level assessments, teachers are able to refer students to the RTI committee. The committee will review the areas of concern and make recommendations for Tier 1, 2 or 3 intervention services</p> <p>Through school level analysis of the NYS</p> | | | |

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| | Math Exam students receiving level1 will be identified and targeted for intervention services | | | |
| Science | Through classroom level assessments analysis, students are identified for intervention services | | | |
| Social Studies | Through classroom level assessments analysis, students are identified for intervention services | | | |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Through the recommendations of teachers, para-professionals, parents, ACS workers, students are identified for intervention services | <p>The Guidance Counselor services mandated and at-risk students</p> <p>The school Social Worker takes care of mandated and at-risk services</p> <p>The SETSS provider meets with at-risk students on a weekly basis.</p> <p>There is a nurse who addresses health concern daily.</p> <p>The Occupational and Physical therapists do classroom observations to make recommendations around sensory needs as well as fine and gross motor skills for at-risk students.</p> | <p>Small group</p> <p>Small group</p> <p>Small group</p> <p>One to one</p> <p>One to one</p> | <p>During the school day</p> |

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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|--|
| 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 school offers professional development, outside PD, inter-visitation both within the school and the District. |

2b. High Quality and Ongoing Professional Development

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| 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). |
| |

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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 | 771,397.00 | X | 5, 5B, 5C, 5D & 5E |
| Title II, Part A | Federal | 136,242.00 | | 5, 5B, 5C, 5D & 5E |
| Title III, Part A | Federal | 35,212.00 | X | |
| Title III, Immigrant | Federal | 0 | X | 5E |
| Tax Levy (FSF) | Local | 5,310,768.00 | X | 5, 5B, 5C, 5D & 5E |

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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. The Rafael Hernández Dual Language Magnet 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. The Rafael Hernández Dual Language Magnet 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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>The Rafael Hernandez Dual Lang</u> | DBN: <u>09X218</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: _____ |
| Grades to be served by this program (check all that apply): |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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>26</u> |
| # of certified ESL/Bilingual teachers: <u>24</u> |
| # of content area teachers: <u>1</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 school is working towards improving the instruction for our special education, ELLs, Special Education ELLs and at-risk population by increasing our teacher knowledge and application strategies. Within our Dual Language Program 316 (32%) are ELLs. Included in our total ELL population are 24 Long Term ELLs. According to the AMAO, the number of at-risk ELLs, levels 1-5 and greater is 154. 162 ELLs in grades K-8 were not labeled at risk. The projected number of students making progress in the 2015-2016 school year is a difference of (- 23%) between the target and our current status. The Title III supplemental programs will support this population in their attainment of the skills and strategies to meet the Common Core State Standards and English Language acquisition. The Support Intervention Team (SIT) focuses on students with an IEP by reviewing their S.M.A.R.T. goals and strategies/skills necessary for them to show growth in all formal and non-formal assessments. A Response to Intervention Team (Rtl) has been created to provide at-risk students with research-based strategic interventions. Teachers will be provided with training in best strategies for intervention, special needs protocols, mandates, procedures, and teacher responsibilities. Rtl incorporates the collaboration of general education, Bilingual, ENL and special education teachers to work together to design and implement effective steps toward improved responses to struggling learners. The Rtl Team consists of highly skilled staff to include, but not limited to special education bilingual specialist, English as a Second Language Coordinator, Curriculum Developer with in-depth knowledge on Dual Language Programs and language acquisition as well as Speech Providers. The focus will be to develop and strengthen the basic literacy and math skills of low performing students through direct instruction in classrooms and small groups. Research based instruction and differentiated instruction will be implemented through the core curriculum as well as additional interventions through tiers that support student progress. The After School Academy for ELLs serve at-risk ELLs in levels 0-5 or greater as well as at-risk students in the Dual Language program. We offer classes throughout the year, Wednesday and Thursdays for K-8 and Saturdays for grades 3-5 during test preparation. The groups are as follows:

Wednesday–facilitated by ENL Coordinators

- Grades 1 and 3
- 2 ESOL certified teachers
- 18 sessions, 2 hours/session
- English
- Imagine Learning/ NY ELLs NYSESLAT Preparation

Thursday –facilitated by ENL Coordinators

- Grades 2 and 3
- 3 ESOL certified teachers
- 18 sessions,2 hours/session
- English
- Imagine Learning/ NY ELLs NYSESLAT Preparation

Wednesday/Thursday –facilitated by k-2 administrator

- Grades K-2 at-risk level 0-3 ELLs and other at-risk former/non-ELLs in Dual Language Program
- 11 certified bilingual teachers and 2 common branch certified teachers
- 18 sessions, 1.5 hours each
- English
- Early Literacy Matters and Guided Reading

Wednesday/Thursday- facilitated by 3-6 administrator

- Grades 3-6 ELLs and other at-risk in Dual Language program

Part B: Direct Instruction Supplemental Program Information

- 7 certified bilingual, 2 certified bilingual Special Education, 2 certified common branch teachers
- 18 sessions, 1.5 hours
- English
- Mastering the Standards book, Junior Great Books, Ready Gen resources, guided reading and other test preparation materials

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

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

Part C: Professional Development

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

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

Begin description here: _____ We are a dual language school so language acquisition is always at our center. Teachers attend outside professional development such as the EXPO offered by the CFN 406 to continue to hone their skills. For the teachers that will facilitate the language academies, there will be professional development workshops by online program consultant. This will focus on strategic use of each of the programs, becoming familiar with program components and adding students. Another professional development is for teachers to discuss, analyzing data and reflecting on instruction. In addition, teachers will meet bi-weekly for 1.5 hours. Each meeting will be a time to discuss the curriculum development programming, next steps, and review student progress to guide and differentiate instruction. Also, these meetings will use Understanding by Design by planning with the end task in mind. Teachers will review the NYSESLAT preparation materials and identifying language objectives based on questions on the NYSESLAT preparation guide. Each session will be facilitated by an ENL/Bilingual teacher.

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

Part C: Professional Development

who needed strategic academic support throughout the school day and during the different ELL academies. All Title III service providers will participate in the described school PD plan.

Part D: Parental Engagement Activities

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

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

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

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

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

Allocation Amount: \$ _____

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

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 09 | Borough Bronx | School Number 218 |
| School Name Rafael Hernandez Dual Language School | | |

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 Mr. Serge Caceres | Assistant Principal Ms. Tiffany Carlo |
| Coach type here | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher Ms. Arias, Dos Santos, Gallo | School Counselor Ms. Leticia Ojeda |
| Teacher/Subject Area Ms. Daniel | Parent type here |
| Teacher/Subject Area | Parent Coordinator Ms. Zeneth Morales |
| Related-Service Provider Ms. Seminario/IEP Coordinator | Borough Field Support Center Staff Member type here |
| Superintendent Ms. Leticia Rosario | Other (Name and Title) Mr. Victor Gilbes/ Data |

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 | 3 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 38 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | 0 | 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] | 0 | Number of special education teachers with bilingual extensions | 10 |

D. Student Demographics

| | | | | | |
|--|-------------|----------------------|------------|---|--------------|
| Total number of students in school (excluding pre-K) | 1006 | Total number of ELLs | 316 | ELLs as share of total student population (%) | 0.00% |
|--|-------------|----------------------|------------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

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

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 # |
| Transitional Bilingual Education | | | | | | | | | | | | | | 0 |
| Dual Language | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | | | | | 0 |
| Total | 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 | | | | | |
|-----------------------------|-----|---|-----|---|----|
| All ELLs | 316 | Newcomers (ELLs receiving service 0-3 years) | 235 | ELL Students with Disabilities | 92 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | 62 | Long-Term (ELLs receiving service 7 or more years) | 19 |

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 | |
| TBE | | | | | | | | | | 0 |
| DL | 235 | 0 | 58 | 62 | 0 | 29 | 19 | 0 | 5 | 0 |
| ENL | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 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 | 44 | 30 | 50 | 26 | 48 | 25 | 42 | 43 | 29 | 45 | 31 | 55 | 28 | 57 | 16 | 54 | 10 | 54 | 0 | 0 |
| Bengali | 2 | 1 | 1 | 1 | 2 | 5 | 1 | 2 | 0 | 7 | 1 | 1 | 0 | 2 | 0 | 3 | 1 | 4 | 0 | 0 |
| SELECT ONE Other | | | 3 | 1 | 1 | | 1 | 3 | 2 | | 1 | 3 | | 3 | 1 | 2 | 1 | 2 | 0 | 0 |
| TOTAL | 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 |
| TOTAL | 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):
428

Number of students who speak three or more languages: 40

| 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 |
| TOTAL | 0 |

Part III: Assessment Analysis

Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS) | | | | | | | | | | | | | | |
|--|----|----|----|----|----|----|----|----|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Entering (Beginning) | 2 | 5 | 2 | 1 | 2 | 1 | 0 | 0 | 0 | | | | | 0 |
| Emerging (Low Intermediate) | 11 | 9 | 6 | 10 | 5 | 2 | 0 | 1 | 2 | | | | | 0 |
| Transitioning (High Intermediate) | 13 | 13 | 6 | 11 | 6 | 4 | 2 | 1 | 2 | | | | | 0 |
| Expanding (Advanced) | 29 | 27 | 31 | 11 | 22 | 24 | 15 | 10 | 8 | | | | | 0 |
| Commanding (Proficient) | 3 | 8 | 3 | 5 | 8 | 5 | 3 | 2 | 2 | | | | | 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 | | | | | 1 | | | | | | | | | 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 | | 3 | 14 | 12 | 15 | 15 | 10 | 10 | 11 | | | | | 0 |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 26 | 3 | 0 | 0 | 0 |
| 4 | 19 | 11 | 2 | 0 | 0 |
| 5 | 22 | 4 | 0 | 0 | 0 |
| 6 | 10 | 7 | 0 | 0 | 0 |
| 7 | 10 | 2 | 0 | 0 | 0 |
| 8 | 5 | 6 | | | 0 |
| NYSAA | | | | | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 3 | 17 | | 12 | | 0 | | 0 | | 0 |
| 4 | 17 | | 14 | | 0 | | 1 | | 0 |
| 5 | 14 | | 10 | | 3 | | 0 | | 0 |
| 6 | 6 | | 9 | | 2 | | 0 | | 0 |
| 7 | 9 | | 3 | | 0 | | 0 | | 0 |
| 8 | 8 | | 3 | | | | | | 0 |
| NYSAA | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 4 | 3 | | 11 | | 16 | | 2 | | 0 |
| 8 | 0 | | 5 | | 9 | | 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) | 46 | 24 | 33 | 27 | 105 | 120 | 120 | 132 |
| 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.

The tools our school uses to assess the early literacy skills of our ELLs are DRA in English and Spanish, Estrellita in Spanish, teacher created assessments such as baseline, midline and endline. As well as, a new program called Early Reading Matters literacy benchmark tracker in English and Spanish. Based on the English assessments for grades K-2, we notice many of our ELLs need explicit phonics instruction and language development skills. In Spanish, the data shows students that struggle in their home language, Spanish, compared to students that have a strong foundation in Spanish. As a result of this data analysis, we have phonics period and guided literacy period to address these concerns. Also, teachers throughout the Primary grades are infusing Orton Gillingham into the Phonics instruction. Previously, our school used MClass as an assessment; however, this year we are transitioning to the DRA assessment. Therefore, we are still in the process of making the conversion. In grades K-5, our teachers have the support and receive professional development by a literacy focusing on instruction, grouping, data, and strategies. In addition, an early literacy consultant comes in to supporting early language and literacy.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data pattern that is revealed across proficiency levels and grade is positive. Overall, most students scored expanding on the NYSITELL and NYSESLAT. 48% of students scored expanding; 17% scored commanding; 15% transitioning; 13% emerging; and 6% scored at the entering level. Across all grades K-8th, students are generally scoring expanding. Grades 5-8, show the number of ELLs decreasing in number and the amount, and the largest number of students to score commanding is in grades 1 and 4.

When analyzing scores for each modality in each grade, the most common pattern is that students are scoring the lowest in reading and listening. This is evident that their receptive skills need more support and scaffolds to further develop their listening and reading. This data has allowed us to focus on ensuring ELLs receive comprehensible input. We will further support our students, by teachers implementing scaffold strategies during guided reading groups, incorporating activities that target phonological awareness, dictations, and read alouds.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Information obtained through the AMAO is used to identify struggling learners, including ELLs, in our Dual Language School. These students' data is reviewed by our school's ESL team, data specialist and administrators. Data on the AMAO supports professional development and conferences with teachers, parents and students. Also, it is used to create student grouping and provide supplemental programs for all students in the Dual Language Program. The data reveals that 92% of our ELLs are ELL-SWDs. The AMAO specifically shows us where those children are across the grades and what disabilities they are identified as having. In addition, this information shows students' at-risk of becoming Long-term ELLs. In addition, the AMAO shows that 154 ELLs in grades 1-3 are included in the at-risk level 0-3.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. The NYSESLAT shows patterns across performance levels and grades as discussed in question 2 above. In comparison to the NYSESLAT, the ELE shows that most of our ELLs this year in grades 5, 6 and 7 were mostly scoring in quartiles 3 and 4. The remaining grades show almost 50% scoring at level 3 and 4, with the exception of this year's fifth grade ELLs. Moreover, throughout grades 3-8, our largest group of ELLs-SWDs are in fifth grade. Also, this is where two of our students who speak a language other than English or Spanish are enrolled.

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](#).]

The RTI team analysis item analysis to highlight the skills students need across grades, classes, and individual student. The team will be providing support to teachers in creating action plans which are strategic and targets foundational skills students need. Once strategies are implemented, teachers will monitor progress through periodic assessments. The data will be gathered biweekly or monthly to monitor progress. If students require more support, they will be moved to Tier 2 in which AIS will be provided in small groups by a specialized teacher who will also create an action plan and track student progress while the classroom teacher also intervenes.

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

The second language development is always taken into consideration when planning. Teachers use the Common Core Language Standards, New Language Progressions and NYSESLAT Targets of Measurement to differentiate and align language development. ESOL teachers attend common planning meetings and work together with other teachers to create entry points for all students in the classroom. During planning, the students' individual language modalities are taken into account and strategically supported during the instruction. In situations where a student's HL is another language other than English or Spanish, teachers use multiple resources to communicate understanding of the curriculum. Some examples are but are not limited to translation websites or applications and bilingual dictionaries.

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?

7a) The English proficient students, are assessed in the target language, Spanish, on the ELE and teacher created assessments throughout the year.

b) Based on the ELE results of Spring 2015 grades 3-8, English Proficient Students' level of language proficiency in Spanish is nearly evenly dispersed across all four quartiles. Although, students in fifth and sixth grades have the largest percentage of students who scored in the 3rd and 4th proficiency quartile. Throughout grades three through eight, the majority of the students scored at the 3rd and 4th percentile, with the exception of grades 4 and 7. Almost half of third grade EPs tested at 3rd and 4th percentile. Where in grade seven, almost 40% scored in the 3rd and 4th percentile.

c)STM: English Proficient Students in math are mostly scoring on a level two. In third grade, 47% of EPs scored at a level two, 27% of EPs scored at a level 3+4, 26% scored at a level 1. In fourth grade, 45% of our EPs scored at a level two, 29% scored at level 3+4, and 26% scored on a level 1. Fifth grade EPs, scored 39% on a level 2, 46% on a level 3+4 and 15% at level a level 1. In 6th grade, 42% scored at a level 2, 42% scored at levels 3+4, and 15% scored at a level 1. Our 7th grade EPs scored 53% at a level two, while 31% scored at levels 3+4 and 16% scored at a level 1. In 8th grade, 60% scored at a level 2, and 11% on level 3 and 29% on a level 1. ELA: Overall on the ELA Spring 2015, English Proficient students scored mainly on level 2. In grade 3, 35% scored at a level 2, 26% at a level 3, and 39% of at a level 1. Our fourth graders scored higher in level 2 with 57%, 21% on level 3+4 and 21% on a level 1. Fifth grade EPs scored 48% on level 2, 31% level 3+4, and 21% level 1. Sixth grader EPs mostly scored at level two with 51%, whereas 30% reached levels 3+4, and 18% on a level 1. In seventh grade, 47% scored on level 2, and 27% on a levels 3+4 and 26% on a level 1. Our eighth graders, mostly scored on a level two with 55%, the remaining EPs scored 34% on level 3+4, and 10% on a level 1. PET: Overall, English Proficient Students scored relatively well on the State Science Exam. Most scored at a level 3 at 52%, and 44% scored at a level 4.

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

The success of our program is measured using a few different sources. Currently, we are meeting AYP for ELLs. Also, we use the AMAO 1, which this year has not been established yet. In addition, our school uses state, city and teacher created assessments to evaluate ELLs in different subjects, languages and modalities.

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.

The English as a New Language teachers or a certified pedagogue will assist the parents of new K-12 entrants to the New York City Public School System in filling out the Home Language Survey and will conduct an informal interview with parent and child, to determine the correct placement of the students. The interviews and HLIS are conducted in English and/or parent's preferred language. We have staff members who are available to translate for parents in Spanish. Teachers, school secretary, and guidance counselors are on site and ready to assist our parents. Parents are encouraged to let us know their communication language of preference during the intake process, by filling out a language of preference sheet, and we make every effort to ensure parents are accommodated. If a translator is unavailable within the school, the over-the-phone interpretation services available through the DOE are utilized.

Once the surveys and interviews are completed and students have been identified as eligible for the NYSITELL, the exam is administered to determine English proficiency level. The Spanish LAB is administered to Spanish-speaking students, who do not test proficient on the NYSITELL, in order to determine language dominance. Each assessment is only administered once and they are administered sequentially. Additionally, if we feel that a student may have interrupted/inconsistent formal education, we administer the LENS to measure home language literacy and math skills. The NYSITELL, Spanish LAB, and LENS are all administered by ENL Teachers and all documents are scanned into ATS within the first 10 days of enrollment.

The intake process is ongoing since new students are registered throughout the year. Preregistered, eligible kindergarteners are assessed with the NYSITELL and Spanish LAB between June 1st and June 26th, while newly registered possible 1st through 8th ENLs are assessed after July 15th and within 10 days of enrollment. If the students are transfers, the home language is asked for and we ensure that it is correct in ATS and in the cumulative records.

Parents of students who have not tested proficient on the LAB-R are notified by entitlement letters sent home, through phone calls and personal outreach to parents during drop-off and dismissal. We adhere to the 10 day maximum compliance deadline for newcomers to be surveyed and tested. During this time we also conduct our parent orientation.

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).

Determination of SIFE status begins when the HLIS is completed at enrollment. First, the parent is asked about their child's prior schooling. If the newly identified 3rd -8th grade ELL is determined to be at an entering or emerging level of proficiency upon NYSITELL assessment and appears to have gaps in formal education based on an informal interview, then we ask students to provide us with student work from their previous school if possible. We also ask students to complete a writing sample in their own language. Then the ENL teachers use the Appendix of EPRG for SIFE identification to conduct an oral SIFE interview questionnaire and the Literacy Evaluation for Newcomer SIFE (LENS) is administered to students whose test is available in their home language. The entire process is completed 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).

Upon initial entry or reentry into the DOE, parents of new admits are asked if their child currently has an IEP. If the student is transferring from pre-k or a different district and has an IEP, our Language Proficiency Team is assembled and an interpreter in the parent's preferred language is provided during each LPT meeting. Our LPT team consists of an administrator, a Special Education supervisor, an ENL Teacher, and the child's parent/guardian. The LPT team will review the student's IEP, conduct interviews according to the responses given by parents from HLIS and SIFE oral questionnaire. The interview will assess the student's Language Proficiency and SIFE status determined by informal and formal assessments which include, LENS (Literacy Evaluation for Newcomer SIFE), CEIF-4 (Clinical Evaluation of Language Fundamentals) or the PLS-5 (Pre-School Language Scale), Goldman Fristoe-2. The informal

assessment will be compromised of language samples to elicit student responses. Based on these assessments the LTP team will determine if the child is eligible to take the NYSITELL or not. The Committee on Special Education is consulted to determine whether the student's disability is a hindrance affecting the student's proficiency in English. If the LPT determines that the student has English language acquisition needs, the student will be assessed with the NYSITELL. However, if it is determined that the child should not take the NYSITELL, since he/she does not exhibit English language acquisition needs, then the principal must decide to reject or accept the determination presented on the LPT NYSITELL Determination Form from the Appendix of EPRG within 20 days of LPT recommendation. If the principal rejects the recommendation, than the student is immediately assessed with the NYSITELL. Yet, if the recommendation is accepted by the principal, than the determination form is sent to the superintendent for a final decision. Lastly, the parent or guardian is notified of the decision within three school days in their preferred language.

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.

Once scores from the NYSITELL are determined, entitlement and non-entitlement letters are distributed to students within five school days in the parents' preferred language. The entitlement letter includes the students proficiency level, dates offered for Bilingual Program Orientation, Program Selection Form and Parent Survey. Before distributing the letters, the ENL team makes a copy of the entitlement letter to be filed in the ENL office. During the orientation or meeting with parents, the original letters are collected and placed in the students cumulative record.

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).

Within 45 days of enrollment, a student's parent or teacher has the ability to request a re-identification process to be conducted for ELLs and non-ELLs who may have possibly been misidentified. Parents will be informed in the entitlement and non-entitlement letters, in English and in their preferred language. A section was added to the letters explaining how they can appeal the decision in writing to the school within the 45 school day time span. Our LPT will begin a review upon receiving a written appeal from the parent/student 18 years or older . Once a written request has been received, the re-identification process must be completed within 10 school days. Yet, if the Committee of Special Education must be consulted, there are 20 days for the process. All appeal letters are filed in both the student's cumulative records and ENL office records.

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.

Shortly after enrollment, an invitation is sent to parents to attend our Bilingual Program Orientation within the first ten days of school. Multiple opportunities for orientation and completion of parent surveys and program selection are provided in order to work around parents' schedules. The orientation is conducted in both English and Spanish by Ms. Arias, Ms. Dos Santos and Ms. Gallo (ENL teachers). During the orientation parents are informed of the three program choices available in NYC. Parents watch "The ELL Parent Video" in parent's preferred language. We then hold question and answer session. If parents are interested in a program not offered within our school, we provide them with contact information so that they may gain further information.

Documentation is kept of the sign-in sheet and agenda which includes information discussed at the orientation such as; parent options, standards, curriculum, expectations, assessments and program goals.

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.

During the Bilingual Program Orientation conducted by the ENL teachers, Ms. Arias, Ms. Dos Santos and Ms. Gallo. We discuss in the parents' preferred language the three program choices; Dual Language, Transitional Bilingual and Freestanding English as a Second Language. Once it is clear that parents have understood all three options, we collect the Program Selection form and Parent Survey in their preferred language at the end of the orientations. If parents are unable to attend the orientation there are multiple chances for make-ups to ensure that each parent completes both a Program Selection form and Parent Survey. Parents who do not attend make-up sessions, they are contacted by Ms. Morales the Parent Coordinator to set up an appointment with an ENL teacher to view video and receive further information.

As we receive each completed form the results are placed on a spreadsheet we have created to monitor which programs have been selected by parents. Our school reviews the choices which guide in making programming decisions. At the current time, our parent program choice is at 100% for Dual Language Program. In case that parents choose a different program choice, the parent coordinator contacts the parent and explains the criteria for opening a program of their choice if it becomes available.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Since we have the parents fill out the Parent Survey and Program Selection forms in their preferred language, at our Bilingual Program Orientation, we are sure to receive each parent's completed forms. If a parent is unable to attend we set up a make-up orientation, even if it is only for that parent. The ENL teachers monitor the return of Parent Surveys and Program Selection forms on a spreadsheet. Once we receive completed forms the results are placed on our spreadsheet and we are able to view which parents still need to complete forms.

9. Describe how your school ensures that placement parent notification letters are distributed.

Once the child has been identified as needing ENL services and parents have attended our Bilingual Program Orientation in order to better understand the three program choices in the NYCDOE, then parents choose their program of choice. Once the parent has chosen a program, we distribute the placement parent notification letters in the parents' preferred language, after receiving their Program Selection form. Prior to sending the placement parent notification letters, copies are made and retained in both the students cumulative records and the ENL office records.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
As stated previously, all ELL documentation (HLIS, student interviews, entitlement/non-entitlement letters, program selection, program placement, continuation and exit letters) is placed in each English Language Learners' cumulative folder. Copies of each document are also filed in our ENL office. All ELL documentations are handled by the ENL teachers, Ms. Arias, Ms. Dos Santos and Ms. Gallo for maintenance of records.
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.

Once the NYSESLAT is received it is given to the ENL teachers to hold securely until the day of administration. To ensure that all students who are entitled to take the NYSESLAT are assessed, we print a RLER eligibility report from ATS. A testing spreadsheet with each section of the exam and students names is created to ensure that each student is tested in all four components of the NYSESLAT. A testing schedule for each section with dates and times are created by the ENL teachers to ensure that all sections of the test are administered and all students are tested during the scheduled time frame. Once the students complete a section of the test it is recorded by the test proctor when the scantron and test booklet are collected. If students are absent for a section of the exam, they are tested during one of the scheduled make-up days. Testing schedules are created to guarantee that testing is conducted in a timely fashion and are distributed to all teachers of ELLs.

First, the speaking portion is administered individually and scored by a trained teacher who does not work with the student. The other three remaining sections of the NYSESLAT are then administered according to the testing schedule created by the ENL teachers. Several pedagogues are trained to administer and score the four sections of the NYSESLAT. Ms. Arias, Ms. Dos Santos, Ms. Gallo, Ms. Gallegos, and Ms. Hernandez (ENL teachers, AIS teacher, and SETSS teacher) have been trained to administer all four components of the NYSESLAT. Teachers of ELLs are not allowed to administer the NYSESLAT for students whom they teach.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transition letters are sent to parents by the ENL teachers within the first five days of school in the parents' preferred language. The ENL team, before the distribution of letters, makes copies and retains a second copy for record keeping.
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).

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice shows that all of our newly enrolled English as a New Language students have requested for Dual Language (Spanish/English) program. The program model offered at our school is aligned with parent request. For the 2015-2016 school year, our records indicate that out of our 55 newly identified ENL students, 41 who have returned the Program Selection Form, have chosen Dual Language as their first preference of program choice. The choices are recorded and monitored on a spreadsheet by the ENL teachers.

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.

N/A

b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

In order to enrich language development and meet the demands of the Common Core Learning Standards, teachers have been trained in scaffolding, differentiation, and vocabulary approaches, methods. In addition, teachers incorporate activities that include students' different learning styles and interests. Language development is supported implicitly and explicitly across all subjects. Our language and instructional approaches are based on both authentic and standardized assessment. This includes explicit language and content objectives within each lesson aligned to the Common Core State Standards as well as ENL State Standards. Our focus continues to be scaffolding, accountable talk and expressing those ideas through writing. To meet the needs of our students in HLA, teachers aligned the curriculum with the Common Core State Standards.

In all program models students are grouped heterogeneously.

The program models and specifications are as follows:

Dual Language (K-2)

- 50/50 side-by-side model
- Alternates between two classrooms every other day
- 2 teachers in separate classrooms
 - One teaching English (Common Branch license and Bilingual Extension)
 - One teaching Spanish (bilingual license)
- All subjects taught in both languages
- Lessons are continued from previous day
- Partner teachers work closely with one another in planning
- Simultaneously Emergent literacy is taught in both languages
- Cluster teachers may teach in either English or Spanish

ICT Dual Language Self Contained (K-2)

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

Dual Language Self Contained (3-5)

- 60% English 40% Spanish self-contained
- 1 teacher (Common Branch license with Bilingual Extension)
- ELA is taught in English
- Math is taught 2 periods in Spanish and the remaining periods in English
- Science and Social Studies are taught in Spanish
- Home Language Arts in Spanish content through social studies literature and/or HLA teacher provides explicit Spanish instruction
- Grade teachers work closely with one another in planning
- Cluster teachers teach in English or Spanish

ICT Dual Language Self Contained (3-5)

- 60% English 40% Spanish self-contained

- 2 teachers in one classroom
 - o One teaching English(Common Branch license and Bilingual extension or Common Branch only)
 - o One teaching English/Spanish (Special Education with Bilingual extension or Special Education only)
- ELA is taught in English
- Math is taught in English and 2 periods in Spanish
- Science and Social Studies are taught in Spanish
- Home Language Arts in Spanish through social studies literature and/or HLA teacher provides explicit Spanish instruction
- Partner teachers work closely with one another in planning
- Cluster teachers teach in English or Spanish

Dual Language Middle School (6th)Departmentalized/Block

- 60% English/ 40% Spanish
- Different teachers for each core content area with content area license
- ESOL teacher integrated ENL/Standalone ENL
- Content area teacher with bilingual extension
- 60 minute block per content area
- English and Spanish alternate per content areas 60% English/40%Spanish (Science and Math)
- Social Studies in Spanish
- HLA through Social Studies literature

Dual Language Middle School (7th and 8th) Departmentalized/Block

- 60% English/ 40% Spanish
- Different teachers for each core content area with content area license
- ESOL teacher integrated ENL/Standalone ENL
- 60 minute block per content area
- English and Spanish Alternation in Math
- English and Spanish alteration in 7th grade Science
- 40% Social Studies in Spanish
- HLA through social studies literature

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 staff is mostly composed of educators who are fluent in both, English and Spanish and hold a common branch license and/or bilingual extension. Our staff is strategically placed according to their license area and expertise. In K-5, Dual Language program, teachers who possess a valid certificate or working towards a bilingual extension are placed in either a self-contained or side-by-side setting. In both settings, instruction is delivered in English and Spanish. In grades 6-8, teachers who hold a content area certification with a bilingual extension teach in both English and/or Spanish. Teachers who possess a content area license teach in English. To ensure all ENL and ENL/ELA instructional minutes are met,

According to CR Part 154.2 (K-8) ENL Units of Study and Staffing Requirements, students in grades K-8, considered entering based on NYSESLAT receive a total 360 minutes of ENL per week. They receive 1 unit (180 minutes) of standalone ENL with a certified ESOL teacher, and 1 unit (180 minutes) of integrated ENL/ELA with Bilingual Certified teacher in a side-by-side (K-2) or self-contained model (3-5) , or in a co-teaching setting with a certified ESOL teacher and Common Branch teacher (K-5) or a ESOL teacher and Content Area certified teacher in grades 6-8.

Students considered emerging based on the NYSESLAT receive a total of ENL for 360 minutes a week. Emerging students in grades K-8 receive standalone ENL with a certified ESOL teacher for .5 unit (90 minutes) a week. They receive 270 minutes of integrated ENL/ELA with a Bilingual Certified teacher in a side-by- side (K-2) or self-contained model (3-5) or in a co-teaching setting with a certified ESOL teacher and Common Branch(K-5) or Content Area certified teacher(6-8).

Students who are transitioning or expanding based on the NYSESLAT receive a total of 180 minutes a week (1 unit). These students receive all their services through integrated ENL/ELA from a Bilingual Certified teacher in a side-by-side (K-2) or self-contained model (3-5) or in a co-teaching setting with a certified ESOL teacher and Common Branch (K-5)/Content Area certified teacher (6-8).

Lastly, students who are commanding based on the NYSESLAT receive .5 units 90 minutes of integrated ENL/ELA from a Bilingual Certified teacher in a side-by-side model (grades 1-2) or self-contained (grades 3-5) or in a co-teaching setting with a certified ESOL teacher and Common Branch (1-5)/Content Area certified teacher (6-8).

In the side-by-side model K-2 students alternate between two classrooms every other day, one teacher delivers instruction in English and the other in Spanish (NLA). The lessons are continued the next day in the target language. The teacher who possesses a bilingual extension will deliver the instruction in English and/or in Spanish depending on the programming. HLA is provided on the Spanish days by the Spanish teacher throughout the entire day. Standalone ENL minutes is provided by an ESOL teacher for emerging/entering level and integrated ENL/ELA is provided by the bilingual certified teacher or co-taught by an ESOL teacher and common branch certified teacher. The ENL teacher works collaboratively with the classroom teacher to plan accordingly, meet student needs and provide the minutes according to their proficiency levels.

In the side-by-side model in grades K-2, teachers hold a common branch license with a bilingual extension. These teachers deliver integrated ENL/ELA for all students. Emerging and entering students receive their additional 90 or 180 minutes in a pull-out stand-alone ENL setting with an ESOL teacher. One of the teachers in the side-by-side model is the Spanish teacher who delivers HLA instructional minutes. As the classes switch from Spanish to English every other day, this ensures students receive all NLA, ELA and ENL instructional minutes.

In the self-contained model in grades 3-5, the teacher hold a common branch license with a bilingual extension. This teacher delivers all ENL, ELA and HLA minutes. HLA instructional minutes are delivered through social studies, science and math. Emerging and entering students also receive their standalone ENL minutes (90 or 180) with an ESOL teacher.

6th -8th grade students receive standalone ENL minutes by an ESOL teacher and integrated ENL/ELA by an ESOL teacher and a ELA certified teacher. The program model and minutes are determined by the level of proficiency. HLA for 6th - 8th grade is delivered through the content area in social studies, science and math by a content area teacher with a bilingual extension.

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.

Core Content is delivered through Common Core aligned materials that promote language development through differentiated activities, as well as teacher created materials and resources. Throughout the grades, teachers are trained to prepare materials tailored to student needs and learning styles. Teachers use the language progressions to vary content, language and supports that are aligned to each standard. In grades k-5, Ready Gen is used for ELA, while grades 6-8 uses Code-X. In k-2, HLA is taught through our in-house program, Estellita. In grades 3-8, HLA is taught within Social Studies Literature, along with teacher created materials. The programs used for Mathematics are Engage NY in English and Spanish for k-5, whereas in grades 6-8, CMP3 is used in English and Spanish. On the other hand, there is only one program used for Social Studies and Science in English and Spanish, NYC Scope and Sequence. All of these programs include methods that are alignment with the CCLS. They focus on language, content and supports for all language progression levels within each standard and lesson objective.

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

To ensure that ELLs are appropriately evaluated in their native language throughout the year, ELLs in grades 3-8 in the Dual Language Program are evaluated in Spanish with informal and formal assessments. The informal assessments include teacher created tests; such as, ELA and content area unit tests; teacher classroom observations and assignments, and periodic writing tasks. Formal assessments include, the ELE. ELLs in grades K-2 are evaluated formally in their home language through baseline, midline and endline assessments. In grades K-2, students are given a pre-assessment and post-assessment for each lesson and unit for math. Etapas is used in conjunction with Estrellita for phonics development. For writing, students are assessed during the year with a baseline, midline and endline assesment as well as a teacher created version of the MOSL in spanish. Science and Social Studies are assessed with teacher created assessments for end of unit.

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

Throughout the year, ELLs are appropriately evaluated in all four modalities of English acquisition. Some examples of assessments that check for English proficiency in all four modalities are the ELL Periodic assessment, NYSESLAT, NYC Performance tasks for ELA and content areas (MOSL), state assessments, writing baselines, teacher observations, and as well as end of unit classroom assessments. In addition, teachers use Engage NY's Language Progressions to evaluate ELLs English acquisition in both, receptive and productive language through rubrics, checklists and student goals.

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

A. SIFE

The instructional plan in place for SIFE students is to offer one-on-one services, small group instruction, as well as helping them assimilate to their classroom environment by including literature and content based instruction which is explicitly taught.

B. Newcomer

There are several programs that we continue to implement for our newcomer population. Newcomers receive support through several structures some of which are; balanced literacy where they will receive small group instruction during guided reading, language development and foundations program with a focus on vocabulary, and ENL/ELA integrated services. In grades 3-8 students are paired with another student who speaks in their native language to help them acclimate to the school and classroom environment. In sixth through eight grades, students who have been in a US school for less than three years are paired with a student liason and supported by the ENL teacher in developing their language skills through the standalone ENL program and with in class support through the integrated ENL/ELA program.

In addition to our daily plan for newcomers, an after school and Saturday programs are provided for additional support. The 3rd - 5th grade and 6th -8th grade newcomers are placed in heterogenous groups after school and the Saturday program for K-2nd grade is designed for entering and emerging students. Through different themes, they are taught to achieve proficiency in the four modalities.

C. Developing

In analyzing the data we have found that 80 of the English Language Learners are eligible for an extension of services, since they have been ELLs for 4-6 years. Regarding the Special Education students, instruction is driven by IEP goals, NYSESLAT results, and classroom performance. Intervention is carried out through small group instruction and after school support.

D. Long Term

Since our Long Term ELLs seem to have a large amount of difficulty in applying academic vocabulary in speaking and listening, these areas have become our year's focus. During the day, these students receive academic language development and support in small groups. All of our ELLs receive support through several structures. There is extra support for language development with a focus on vocabulary.

E. Former ELLs

Two years after ELLs have tested commanding on the NYSESLAT, they continue to receive extended time on State Exams. Within the first two years, they receive integrated ENL/ELA services for 90 minutes per week to ensure achievement with academic language.

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.

In 6-12 months after the Re-identification Process is completed and ELLs or non ELLs are re-identified, the principal checks their academic progress. The principal will consult with the ENL pedagogues, parents, and student's teacher to ensure the student's academic progress has not been negatively affected. If the current educational status does not favor the student then the team will decide to provide him/her with additional services and reverse the re-identification decision. As a result, the superintendent or designee is consulted and parents are notified through writing within 10 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?

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

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

- Interactive read alouds
- Multifaceted and intensive vocabulary instruction
- Deconstruct/ reconstruct of text
- Shared writing

- Explicit real world connections
- Language experience approach for writing
- Writing process
- Text analysis
- Review of foundational skills
- Buddy system
- Total Physical Response

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

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?

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

The SIT team does analysis of IEPs to review services provided to students. Based on the analysis, we make recommendations using flexible programming. A couple of students are being recommended for the least restrictive environment with ICT provided for either ELA/Math if needed based on data. Teachers have also been provided with professional development and will continue to be supported with differentiated instruction.

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.

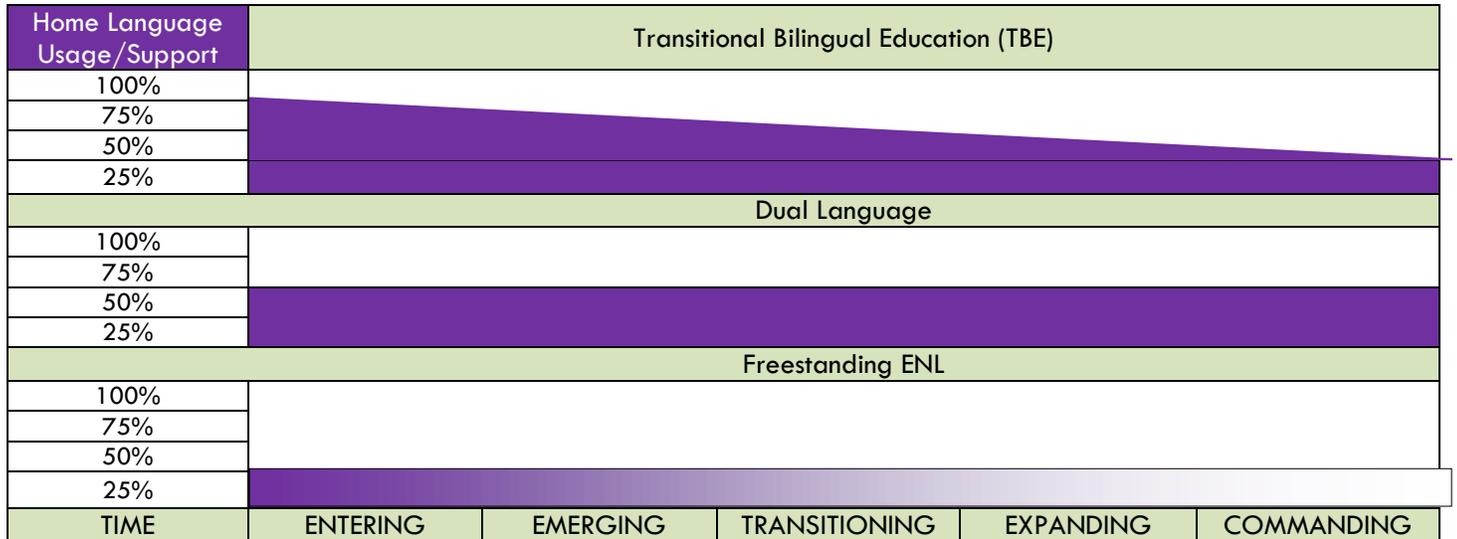


*Note “other approved services” does not apply to New York City at this time.

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. All of our ELLs receive support through several structures some of which are; balanced literacy where they will receive small group instruction during guided reading, language development with a focus on vocabulary, and HLA push-in and pull-out services. Moreover, all ELLs are participating in small group instruction two days a week for an hour and thirty minutes to receive additional support. The focus during small group instruction is an equal amount of ELA and Math enrichment. Teachers create targeted interventions for small groups by using the data acquired from MCLASS. For individualized intervention programs our school currently uses I-Ready for both Math and ELA, and Max Scholar for ELA. Furthermore, students who will also be tested in Science are also being prepared for this exam. Students who are not meeting the standards for the grade after support of an AIS service provider, the language of the services can be in English or in Spanish interventions are strategically designed by the teacher to meet individual needs of the students. Our SWD's-ELL's receive support and services from our service providers, they use the Goal Book which gives strategic interventions using the UDL framework and CCLS. In order to continue transitional support for ELLs who have reached proficiency, they are given extended time (time and a half) during city and state testing for the two years following proficiency. In addition, teachers will continue to differentiate instruction for these students in order to continue challenging them and building on their experiences. All students are eligible to participate in all after-school programs that are offered to support academic, language development, as well as math.

Based on data from school, local, and state assessments interventions programs have been designed such as after school which are strategy specific to the needs of the student(s). Also the RTI team, will be providing teachers supports in developing Tier 1 action plans which are targeted specifically for the needs of the student. Teachers are also being trained in Orton Gillingham and a variety of web based intervention programs are being used such as RAZ KIDS, etc.

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 ELLs receive instruction from teachers who are highly qualified. The majority of our teachers hold a bilingual certification. In addition our teachers continuously receive professional development in ENL instruction and language acquisition. Our academic program contains flexible grouping to support our students' progress and learning needs. Also, teachers use research based best practices, differentiated instruction, strategic grouping and planning that targets the specific language needs and learning styles of our students. Teachers are aware and understand that acquiring and developing language goes beyond basic instruction. Teachers understand that there are different stages in language acquisition and as the students move up in grades and stages, the planning is adjusted to meet their academic needs. A very strong emphasis is placed on fostering the students' native language while helping them acquire an understanding and working knowledge of the English language. In order to effectively meet the needs of our ELLs in content as well as language development, our curriculum includes a strong focus on foundational skills (including but not limited to print concepts, phonological awareness, phonics and word recognition and fluency). Students have the opportunity to learn the language proficiency skills to become a fluent reader with the capacity to comprehend a variety of text and genres. In addition, our curriculum incorporates a variety of opportunities for our students to develop their speaking and listening skills. This includes activities that incorporate conversations with diverse partners on a variety of topics. Students learn to become reflective learners where the teacher becomes the facilitator and students become the leaders. Students learn to ask and answer questions; they learn to express their thoughts and opinions on a variety of topics through research and perseverance. Teachers use programs aligned to the CCSS, which includes the language and content area skills to become proficient and meet the grade requirements. Instruction includes scaffolding, cooperative grouping and learning styles to meet the needs of the students. Data is evaluated to identify patterns and develop new groups based on the feedback from the assessments. This is done frequently through authentic and formal assessments to track the students' progress. When students are identified as at-risk or far below meeting the grade level standards, teachers begin the RTI process by developing action plans. Action plans are part of our RTI model in which each teacher identifies the specific areas a child needs additional support. A four to six week instructional plan is laid out where the teacher explicitly explains what he/she will do to support the student's academic progress. At the end of the four or six weeks (based on the specific needs of each individual student) the plan is revisited to evaluate progress. If additional support services are needed, then the action plan is modified.
12. What new programs or improvements will be considered for the upcoming school year?
- For upcoming school year, most classes will implement the side-by side model, alternating teachers in the targeted language. Continued implementation of the Common Core and the new curriculums, Ready Gen, Engage NY, and Code-X will be continued to further support our students. Practices and strategies that will support our students using Orton Gillingham methodologies in all grades K-8. We are also planning to use an Academic Toolkit using the methodologies of Kate Kisella to support both our Long Term ELLs and former ELL's as a more targeted academic vocabulary intervention.
13. What programs/services for ELLs will be discontinued and why?
- None of our programs or services have been discontinued at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

To help support our ELLs, we offer many programs throughout the day, after school and on Saturdays. These programs are to provide students with support to achieve academic success in all content areas. Based on the data from the NYSESLAT, other state exams and classroom assessments, students attend the supplemental service geared to their academic weakness.

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.

Some age and level appropriate, instructional materials used to support ELLs are; Time for Kids, High Point, Sourcebooks, Write Source Language Programs, Milestones, Into English, Attanasio & Associates' Language Proficiency Intervention Kit. The following publishers and web-based programs are used to support ELLs; Rigby, Scholastic, Random House, Orbit, BeBop, Readinga-z.com, Renzulli, Safari Montage, BrainPop, BrainPop Jr., BrainPop ESL. Other instructional materials include: SmartBoard interactive activities and teacher created materials.

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

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

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

Required services and resources are suited to fit the students' academic needs according to feedback from the classroom teachers and assessment outcomes. Resources are chosen based on readability level and age appropriateness to increase motivation. Also, aligning the standards for their grade level is another important tool necessary for achievement. In addition for ELLs-SWD, we consult with the IEP coordinator and the IEP document to align all services and resources to their academic and cognitive needs.

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).

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

19. What language electives are offered to ELLs?

ELLs are encouraged to join in musical performances throughout the year, which assist students with their reading, speaking, vocabulary and communication skills. Another elective offered to students is our chess club, volleyball team which promotes exercise and academic achievement. These are opportunities for ELLs to build confidence, academic success and allow children to develop relationships with their peers and school staff.

20. For schools with dual language programs:

- a. 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.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

A. In all program models, ELLs and EPs are integrated all day with the exception of entering and emerging ELLs who receive standalone ENL instruction.

The program models and specifications are as follows:

Dual Language (K-2)

- 50/50 side-by-side model
- Alternates between two classrooms every other day
- 2 teachers in separate classrooms
 - o One teaching English(Common Branch license and Bilingual Extension)
 - o One teaching Spanish (bilingual license)
- All subjects taught in both languages
- Lessons are continued from previous day
- Partner teachers work closely with one another in planning

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

ICT Dual Language Self Contained (K-2)

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

Dual Language Self Contained (3-5)

- 60% English 40% Spanish self-contained
- 1 teacher (Common Branch license with Bilingual Extension)
- ELA is taught in English
- Math is taught 2 periods in Spanish and the remaining periods in English
- Science and social studies are taught in Spanish
- Home Language Arts in Spanish content through social studies literature and/or HLA teacher provides explicit Spanish instruction
- Grade teachers work closely with one another in planning
- Cluster teachers teach in English or Spanish

ICT Dual Language Self Contained (3-5)

- 60% English 40% Spanish self-contained
- 2 teachers in one classroom
 - One teaching English (Common Branch license and Bilingual extension or Common Branch only)
 - One teaching English/Spanish (Special Education with Bilingual extension or Special Education only)
- ELA is taught in English
- Math is taught in English and 2 periods in Spanish
- Science and social studies are taught in Spanish
- Home Language Arts in Spanish through social studies literature and/or HLA teacher provides explicit Spanish instruction
- Partner teachers work closely with one another in planning
- Cluster teachers teach in English or Spanish

Dual Language Middle School (6th) Departmentalized/Block

- 60% English/ 40% Spanish
- Different teachers for each core content area with content area license
- ESOL teacher integrated ENL/ Standalone ENL
- Content area teacher with bilingual extension
- 60 minute block per content area
- English and Spanish alternate per content areas 60% English/40% Spanish (Science and Math)
- Social studies in Spanish
- HLA through social studies literature

Dual Language Middle School (7th and 8th) Departmentalized/Block

- 60% English/ 40% Spanish
- Different teachers for each core content area with content area license
- ESOL teacher integrated ENL/ Standalone ENL
- 60 minute block per content area
- English and Spanish Alternation in math
- English and Spanish alteration in 7th grade Science
- 40% social studies in Spanish
- HLA through social studies literature

B. In grades K-2, all core content is taught in both English and Spanish language. The days alternate English and Spanish and lessons are continuous from the previous day. In grades 3-5, social studies and science are taught in Spanish, math is taught in English and Spanish, and ELA and HLA are taught in English and Spanish respectively. In grades 6-8, math, social studies and science are taught in both English and/or Spanish. ELA is in English.

C. In K-2, instruction is not separated, all content areas are instructed in both English and Spanish. In grades 3-8, the language of instruction is divided during the week by content areas.

D. Emergent literacy is taught in both languages simultaneously.

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.)
The professional development plan for personnel directly working with ELL's at our school is very similar to all of our staff due to the nature of our dual language model, the learning is differentiated by individual needs or training based on observations, and teacher feedback. In addition, we have had our ELL teachers participate in professional development offered by The Department of English Language Learners which included; Early Reading Matters, ELL strategies for Reading and Writing, Co-teaching-Building Collaborative Teams to Support ELLs. The ELL team also participated in professional development to learn more about the updated city wide assessments for ELLs, as well as, clerical and administrative training to meet all Department of Education compliance requirements.

For the 2015-2016 school year, the ELL team has so far attended Compliance Matters, Language Progressions, and Understanding and Impacting the Disproportionality of ELLs Identified as Students with Disabilities. The K-5 teachers and ELL teachers also receive a professional development by our literacy consultant on Mondays from 2:30-3:40pm. The literacy consultant will collaborate alongside the ELL team to target instruction strategies and activities for ELLs. The dates are as follows: November 9th, 30th; January 25th; February 1st; March 14th; April 11th, 18th; May 9th, 23rd; and June 6th, 13th. In addition, teachers receive professional development every Thursday from an Early Literacy Consultant from Early Literacy Matters. In K-5, teachers receive support and Pprofessional development from a math consultant. All teachers K-8, are given opportunities throughout the year to attend any professional development offered by the Office of ELLs that supports their content area, ELLs' grade/levels and/or instructional needs.

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?
Our instructional personnel, guidance counselors, and assistant principals participated in a variety of professional development offered by both our school and the Department of Education to support ELLs as they engage in Common Core Learning Standards. Our staff participated in three different grants that had ELL students at the core of each of the programs which include; Studio in a School, Learning Through and Expanded Arts Program (LeAp) and Cool Culture. Each grant offered a trained teaching artist who was not only familiar with the Common Core Learning Standards, but they also offered our staff training around literacy, ELLs and Language Development through the arts. In addition, our staff participated in 30 hours of Orton Gillingham training in an effort to deliver quality foundational skills in literacy to our students. Teachers also participated in the Institute for Understanding Behavior (TCI) where they received training on how to emotionally and socially support students for academic achievement. The extensive and varied professional development trained and prepared our instructional staff to better support our ELL population on an emotional, social and academic level giving our staff the tools to better serve and support our students long term.
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 and this allows our students to transition from elementary to middle school in an organic manner. Additionally, this allows our ELL coordinators to communicate, train and support our staff and students as they transition from the lower elementary (K-2), upper elementary (3-5) and our middle school (6-8). Within our ELL department we have trained staff that knows and understand the learning and academic demands of the different grade levels housed within our school. Each of our three ELL coordinators is assigned to work with each individual house, giving each coordinator the opportunity to get to know the staff, students and curriculum thoroughly. Our ELL coordinators also participate in curriculum development, grade team meetings as well as training being offered by the school or DOE. Our ELL coordinators support our staff and students by delivering important information on specific academic needs for our students. Along with the classrooms teachers, they co-plan, co-teach and deliver lessons and activities that are aligned to the common core state standards. As students transition from our middle school to high school... Teachers of ELLs, which transition from elementary to middle school and middle school to high school, meet to discuss best practices and expectations for these students. During our common planning time, teachers take noticings of CCSS for the upcoming grade. During Faculty conferences, teachers learn how to prepare students for College and Career Readiness. In sixth through eighth grades, students and parents meet with a counselor. In addition, councilors offer parents a parent orientation and high school fair to expose them to different educational options for their child.
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.

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

The records for professional development are kept in the main office. There are two type of professional development that we offer; in house and DOE sponsored. For the later, all teachers sign a Professional Development book where they list the information for the PD. Once they have participated they submit an agenda and complete a survey that gives the school a better understanding of how the PD will support the teacher with his/her instruction. For PD's offered within our school, we take attendance, hand out agendas and all records are kept in binders in the respective houses. All of this information is them moved to a central location where the records are kept for future access.

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?

Within the first two weeks of school parents/guardians are provided with an orientation. This orientation provides an overview of grade expectations and standards that need to be met across all content areas. Parents are encouraged and welcomed every Tuesday after school (2:20- 3:35pm) to discuss the progress and any concerns that they may have about their child. Teachers, often communicate with parents by providing feedback about the on-going assessments given all year around in all subject areas. The ENL teachers support open communication with parents and provide them with an ENL Progress Report in English and in Spanish which analyzes and provides them with an overall performance grade in oral, reading, listening and writing modalities. This report provides a teacher reflection and recommendation. Parents and students are encouraged to reflect and comment on what steps will be taken to meet or exceed standards that are being measured.

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. The primary role of the parent coordinator is to serve as facilitator for parents and the school community. Assist parents to find information and services related to immigration, free or low cost legal services and assist with referrals for students of concern. The parent coordinator communicates with parents in person, by phone or in writing. In addition, our school offers free interpretation and translation services in Spanish, and Bengali. The parent coordinator provides services in Spanish and English, the other languages a person is contacted to provide translation by the translation and interpretation unit.

The envolvement of parents in our school is strong. Parents participate in numerous ways which include English classes, Nutriotion workshops, Suport Groups, Immigration forums and volunteers.

English Intruction: this year English class instruction is provided to our ELL parents by The Office of Adult of Continuing Education (OACE), there are 20 parents enrolled in this popular program. This classes are offered five days a week, from 1:00 P.M. to 4:00 P.M.

Support Group: Parents congregates and discuss various topics ranging from: student peer pressure, family conflicts understanding curriculum, problem solving strategies. Immigration Forums: We are very much comitted to supporting and helping to meet the needs of our Latino Community. Periodic forums are held at the school with the support of the Mexican Coolition for the Empowerment of Youth and Families.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our School is associated with several organizations that support our community with services which include: The Mexican Coalition for Empowerment of Youth and Families, W.E.D.C.O., and Bronx Health Rich. Parents participate in numerous ways which include English classes, Nutrition Workshops Support Groups, immigration Forums and they participated as a volunteers.

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

In effort to evaluate the needs of parents, a relationship must be established between the school and the home. The Principal provides parents the opportunity to voice concerns through montly forums. Parental issues are noted by staff which includes Parent Coordinator, Teachers, Counselors, Dean and Administration.

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

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

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:

Parental Involvement Question 2:

Annual individual meetings with parents of ENL students or parent outreach logs are kept by the teachers. Parents have to sign in when they meet with teachers. Teachers also keep a call log when parents are called and the reason for the call is documented. If necessary, letters are sent home to individual parents to discuss academic progress of the child and a meeting is scheduled if other methods of communication fail. Language of communication will depend on the parent choice either in English or Spanish. Rare cases parents who speak a language other than English or Spanish often bring someone who can translate for them in English, if not these parents prefer English as a method of communication.

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **09x218** School Name: **218**
Superintendent: **Rosario**

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) 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

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 a plethora of tools to gather information about our school community. At the time of enrollment, parents respond to interview questions that are presented in their native language by a licenced petagogue. In Part II of the HLIS, these questions provide us with the perferred language of communication orally and written. Since we are a Dual Language School, communication to parents is automatically given in English and Spanish. In addition, ATS reports such as the BIOS are aligned to the original Home Language Identification Survey to ensure accurate and direct communication amongst all staff.

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 Dual Language School delivers all oral and written communication in English and Spanish. When specified on the HLIS, the school communicates orally and in written form in the preferred language. The languages that parents have indicated as a preferred language is Spanish and English.

Part B: Creating a Communications Calendar

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.)

Annually, school documents that require translation are distributed throughout the year to our school families. Many methods of communication are offered to all parents in English and Spanish, unless stated otherwise on the ATS. Some of these methods are orientations, conferences, monthly calendars regarding parent activities, brochures, postings throughout the school, letters, conduct handbook, agendas, testing dates, parent information meetings regarding curriculum and support.

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.

Some face-to-face meetings that happen throughout the school year include parent-teacher conferences that occur (November, March, and May), mandated Tuesdays parent-teacher meetings, Coffee with the Principal Meeting, which takes place once a month, guidance counselor meetings for high school preparation, Middle School Application process, intervention, academics, referrals, crisis, DREAM;SHSI. etc, phone calls from attendance teacher and general office, workshops for parents by teachers and parent coordinator.

Part C: Providing Language Assistance Services

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.

In our school, most of our staff is bilingual in English and Spanish. This allows parents to always access a resource to communicate any needs or concerns. Should we another language translated we would be able to use a bilingual parent or DOE translation services and resources. In the case that we do not have translations available in-house by school staff, we will plan and submit translation requests in a timely manner to the Translation & Interpretation Unit or an outside vendor. By submitting translation requests in a timely manner, we will ensure translations are distributed at the same time as English documents. In addition, we will use templates for school holidays, parent-teacher conferences, and other DOE letters, which are available in translation at the Translation & Interpretation Unit's intranet.

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.

To meet interpretation needs, our services will be provided by in-house school staff, over-the-phone services, and school messenger system which allows us to give parents information with regards to events at our school in Spanish and English.

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.)

A school-wide email is sent to all staff members of how to use translation and over the phone interpretations. In addition, a schoolwide meeting will be held to inform school staff on the translations and interpretation services. LAC will ensure that all staff receive a copy of the "I Speak" card with phone numbers for over-the-phone interpretation.

Part E: Providing Notice of Language Assistance Services

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

Our school fulfills all requirements listed above by using the website of Rules and Policies to access multiple translation documents and post them at the entrance of the school and provide additional information with the parent coordinator.

Part F: Monitoring and Quality Control

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

Surveys are given after orientations and meetings with parents. Parent involvement on the Leadership Team and access through parent coordinator and PTA are also pathways to receive feedback from parents.