

Many other

**Connecticut State Department of Education
Academic Office
165 Capitol Avenue, Room 222
Hartford, CT 06145-2219**

Bilingual Education Grant Annual Evaluation Report for 2014-2015

**If required, an evaluation report must be submitted as a hard copy with attachments via regular mail by
Friday, June 19, 2015**



CONNECTICUT STATE BOARD OF EDUCATION GOALS

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: Windham	Bilingual Education Program Manager: Karen Lapuk
Telephone Number: 860-465-2528	E-mail Address: klapuk@windham.k12.ct.us
Date: 6/12/15	Number of students in Bilingual Education Programs: 100 in Dual Immersion, 301 in Bilingual Education and 289 in LTSS

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2014-2015:

1. Evidence of Student Success – Qualitative Examples

At *Windham High School*, students participated in JV and varsity athletics (some were named to All State and All League teams), the exchange trip to Spain, cheerleading, art shows and painting murals, and spoke at the School Board meeting about their experiences in the New Arrivals Program (in English!). The graduation rate for English learners increased more than that of any other group.

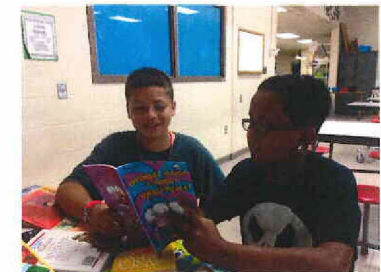
At *Windham Middle School*, one student received a citizenship award from the town. An exited student was named valedictorian of the 8th grade class and spoke to her classmates about achieving academically and learning English and the advantages that gives you. Students participated in the Puentes al Futuro program, the track team and basketball and represented WMS by performing a cultural dance at Career HS in NH. Three students received the TESOL awards from their Small learning Communities (SLC) and another was recognized for achievement on the NWEA and college readiness.



At *Natchaug School*, two students spoke to the Board Of Education presentation regarding all the positive aspects of having a smart board in the classroom. Natchaug receives many students from Windham's homeless shelter; they do a wonderful job of helping the students get integrated into the school community and back into school, sometimes after a period of not being enrolled. There are many stories of successful transition into the Natchaug community for our new arrivals and bilingual students who need that extra support.

At *Windham Center*, seven students have maintained their Spanish at a level that allows them to participate in the Compañeros program as a "late entry." In order to do this, students need to be literate close to grade level in both languages. Fourteen of 77 students met mastery in the LAS Links. The bilingual students in the after-school program participated in a Latin dance

performance.



At *North Windham School*, two of our new arrivals quickly became acclimated and learned to enjoy reading time their school.

At *Sweeney School*, home of our district New Arrivals program, teachers reported that students made huge gains socially, emotionally, behaviorally and academically in English and in content areas. They are extremely proud of their individual growth on the NWEA and in their communication skills.

At *Barrows STEM Academy*, two sixth grade students made two years of growth on MAPS testing. Many other bilingual and LTSS students participated in Invention Convention and the school-wide musical. A bilingual student received the Problem Solving award, and another received an award for being most improved in all academic areas.

2. Based on data analysis, submit two recommendations for changes to district programs/services for 2014-2015 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

- A. Our students' oral language scores are low in English on the LAS Links in the lower grades. We need to implement more Oral language development opportunities through the district in primary classrooms. There is too much teacher talk and round robin response (as evidenced by my classroom visits). As we move toward implementing a district-wide literacy block, there is an expectation that Oral Language will be part of that. This together with ESOL strategies for making sure voices are heard (numbered heads together, think-pair-share...) and accountability should make an impact in students' oral language scores.
- B. Based on data from our Dual Immersion Program, the district has seen the benefit of programs promoting bilingualism and biliteracy. Because those programs were dismantled three years ago, we are in the process of rebuilding them. We are expanding our offering of Spanish literacy at our elementary schools in the fall and repurposing some of our World Language Classes into Spanish for Native Speakers- literacy classes in Spanish. These programs together with a planned expansion of the Dual model at another school in 2016-17 will benefit our students whose home language is Spanish, giving them the opportunity to bilingual and bi-literate.
- C. Long term English learners (LTELLs) have not received comprehensive instruction in Windham. In the middle and the high school, there are close to 150 students who have been in the program more than 6 years. Next year, we are implemented specific instruction for these students. At the high school, we will have a Writing and Research class which is built on the principles of what an ELL who has been here for many years needs based on Lori Olsen's Reparable Harm report. We are looking at piloting a program called Scholastic English 3-D

3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

Transition students have received tutoring support and/or co-teaching in their mainstream academic classes where possible. In the high school, ELL tutors are assigned to classes with LTSS students to give them access to smaller group instruction. Students are also assigned to ESOL classes with certified teachers based on their ELP levels. At the middle school, students also receive instruction in co-taught classes with a certified ESOL teacher and ESOL classes at their ELP level. At the elementary schools, the LTSS students mainly receive their support in class, with a co-teacher providing instruction and push-in support.

read & responded when initial approval sent
9/22/14
MAP

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Bilingual Education Grant Annual Evaluation Report for 2013-2014

If required, an evaluation report must be submitted as a hard copy with attachments via regular mail by Friday, June 13, 2014

**Bilingual Grant AER was received late. Extension granted for districts who received it from CSDE late.*

CONNECTICUT STATE BOARD OF EDUCATION GOALS

- Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.**
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- Goal 3: All students will be taught by highly qualified teachers.**
- Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.**
- Goal 5: All students will graduate from high school.**

School District: Windham Public Schools	Bilingual Education Program Manager: Beth-Ann Brunet (Director)
Telephone Number: 860-465-2528 (Director)	E-mail Address: bbrunet@windham.k12.ct.us
Date: June 13, 2014 *See note about due date/extension above.	Number of students in Bilingual Education Programs: 452 (Oct. 1, 2012, PSIS)

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success – Qualitative Examples

Qualitative Examples of Student Success

- Spanish-speaking ELL student at C.H. Barrows STEM Academy boasts that he is not “bilingual” (in response to a teacher), but rather “trilingual.” Student is a native Spanish speaker, English learner, and all students at CHBSA take Mandarin.
- WHS ELL students complete artistic, interdisciplinary project (in June 2014) – the first of its kind since the writing of an ESOL course(s) scope & sequence, pacing guides, and a project-based learning plan (last summer, 2013).
- WHS ELL students enrolled in ESOL courses this year made gains on NWEA MAP tests this year; WHS ESOL teachers met their academic student performance targets.
- Students in Dual Language K and 2 (and additional grades) exhibit higher Oral Spanish proficiency than in previous year.
 - Changed K model in the Dual Language program from 2 self-contained (1-teacher) rooms to the same model employed in Grades 1-5 (i.e., 50-50, 2 teachers, alternating 5-day cycles for English and Spanish instruction).
 - Had 2 new teachers this year teaching Grade 2 English and Spanish components.
 - Added position of Dual Language Specialist to the program/district this year, with a focus on fidelity to the model.

Qualitative Examples of Improvement in Admin/Teacher Practices that may lead to greater student success:

- At the beginning of the school year, the Director of Reading, Director of ESOL, and School Principals met to discuss and collaborate on each school’s understanding of SRBI, reading intervention needs, Bilingual/ESOL needs, service scheduling.
- With Bilingual teachers now in Bilingual Support Teacher positions, they are invited to collaborate on multiple grade-level data teams, intervention teams, and meetings of various types, including PPTs.
- Notably this year, principals and deans have been more collaborative, inquisitive, and timely about the scheduling of Bilingual and ESOL services. They noticeably have been asking for information and initiating conversations that, in the past, the Director of Bilingual/ESOL simply provided on a continuous basis or initiated at specific times of year. The initiative taken by principals came most noticeably this school year in the setting of their School Improvement Plan goals (for ELIs) at the beginning of the year, during the Compañeros’ and Barrows’ lotteries (spring), during Kindergarten Registration (spring), immediately following the LAS Links testing (with a demand for data – prompted by teacher evaluation data needs, but also for planning service delivery in the next school year) during late spring, classroom placement decisions (to make co-teaching, Bilingual Support, ESOL Support or courses accessible, feasible, etc.) during late spring, and service scheduling/planning for next year (late spring/early summer).

2. Based on data analysis, submit two recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

1. Based on both qualitative and quantitative evidence, a need for specific programming for new arrivals was finally identified/announced at a level beyond the Director. In August 2013, during the district's annual BOE retreat and data presentations, the BOE finally recognized that with the dissolution of our former Transitional Bilingual Programs (i.e., K-2 TBE classrooms), Sheltered Grades 3-4 Class, Sheltered Team at WMS, and Bilingual Unit at WHS, new arrivals' were now placed (in 2012-2013 and continuing in 2013-2014) in mainstream/all-English classrooms with some (but limited) Bilingual or ESOL Support (offered primarily through Co-Teaching or push-in support during Language Arts or specific courses).

Following the BOE's recognition that this was not enough support for new arrivals in particular and WHS teachers' plea to the BOE to offer something more specific in programming to new arrivals as well as future professional development to WHS teachers in Sheltered Instruction, the Special Master allowed the Director to create and implement programming specifically for new arrivals at the high school level. The Director immediately ran data reports/tallied student counts of new arrivals at each level, located funding sources, and moved forward with establishing 3 new arrivals programs, 1 at each level (elementary, middle, and high). When the Special Master asked if there are enough students to support programming at each level, the Director answered in the affirmative, and we have moved forward with establishing and implementing those programs. See Section #4 (below/following) for more specific details about these programs.

It is recommended that we spend more time developing the elementary center for new arrivals, and the middle school center was delayed in its start because 1) we could not find an appropriately bilingual-certified/qualified candidate to teach it, and 2) it's establishment and implementation is tied in with the middle school's entire redesign under the Commissioner's Network Turnaround Plan and Budget. Therefore, many pieces/details to that plan, and some that affect the New Arrivals' Program there, are still being determined.

2. Based on data analysis and the strong/high-level of student performance within our 20-year Dual Language (Compañeros) Program, expansion of that program has been identified (previously, in the writing of our 3-year Strategic Operating Plan (S.O.P.)) as one of our major district reform strategies. Student performance (both linguistic and academic) continues to be strong within this program as compare to their peers in the monolingual regular education program, the district as a whole,

and state. Therefore, we will continue with the expansion of our Dual Language Program as originally planned in the S.O.P.

3. Based on both quantitative (student) data analysis and qualitative (teacher observation) data analysis, continue to focus on the implementation of Co-Teaching, with specific attention to when to co-teach (i.e., which part of the 90-minute Reading/LA block), how to vary and use the 6 co-teaching approaches more to increase instructional intensity and decrease teacher-student ration, and how to incorporate Sheltered Instruction strategies during co-teaching.
4. The middle and high schools participated in two-years (2011-2012 and 2012-2013) of state-mandated ExC-ELL training and job-embedded coaching (through Calderón and Associates), and all schools (except North Windham) participated in Co-Teaching training and job-embedded technical assistance (through SERC) during the 2012-2013 school year. At the beginning of the 2013-2014 school-year, ALL teachers, including new teachers, in the district participated in 2-hour overview trainings on Co-Teaching and Sheltered Instruction. And during the winter-spring of 2014, Windham Center and North Windham elementary schools participated in Co-Teaching technical assistance (through SERC). During the 2013-2014 school year, training, professional development, and curriculum development work were primarily in the areas of Reading/Language Arts, and later (spring) Math and Science. While we are prioritizing that work right now, the directors in all areas have been meeting to collaborate on how best to embed the Second Language Acquisition lens, Sheltered Instruction strategies, Co-Teaching approaches, and information about teaching reading to ELL students within the curriculum work, writing, and training. Numerous Dual Language, Bilingual Support, and ESOL staff members have been invited to be part of the Reading/Language Arts, Math, and Science curriculum writing teams, and we have good representation thus far on these teams. (The same teachers also attended the Rdg/LA Curriculum Writing Summer Institute last summer, 2013, which would have been just after the Bilingual AER for 2012-2013 was submitted. The Director of Reading also held a review day during which Bilingual/ESOL and Special Education staff only were invited to final review of the first unit (after writing, editing, pilot implementation, and additional editing had been made). Feedback from these teachers has been incorporated into the units.

Despite all of this professional development and curriculum writing work, the district, schools, admin and staff are still calling for much-needed and intensive Sheltered Instruction training. The Director has been tasked with drafting a proposal for the most ideal and feasible ways of delivering PD at such an extensive level. Several models and partners in the delivery of such PD are being considered; but, more recently, amongst district administration, the idea of focusing on a few priorities (vs. the overwhelming number of implementation steps in the S.O.P.) and then embedding several others within those seems to be the preferred model of delivery. The Director is also exploring creating online PD modules and resources for staff.

3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

ESOL Support – co-teaching, push-in, or pull-out ESOL provided by ESOL certified teachers that supports both English Language Development (ELD) and content learning/academic language and skill development.

ELL Tutoring – usually push-in academic support provided by ELL tutors – WPS ELL tutors (i.e., at SWN, WMS, and WHS), Eastern Connecticut State University (ECSU) ELL tutors (i.e., at WMS and WHS), and UCONN interns (at the elementary schools).

Reading/Literacy Intervention – elementary level: collaborative Tier II reading interventions provided within regular classrooms by Reading Teachers; occasional pull-out reading intervention services and programs (Catching Readers); middle school level: Read 180 and Systems 44; high school level: Academic Reading course and Read 180.

Math Interventions – similar to the description of reading intervention services above, but the providers are usually Math Specialists/Teachers.

Before and After-school Programs/Tutoring – Afterschool programs exist at every school. After-school tutoring (geared toward homework completion) exists within these programs and is offered by certified teachers (at the elementary level) and tutors (at the middle and high school levels). Several of our after-school programs at the elementary level use ELL curriculum materials (e.g., *Avenues*, National Geographic) in their tutorial Reading instruction. Towards the end of this school year, the ELL Tutors at WHS offered additional, after-school tutorial hours to specific ELL students in need of additional linguistic and academic support. Several of these students took advantage of the extra tutorial time, but not all attended.

Summer School – Students who are substantially deficient on the DRA2 attend summer school as required by state mandate. (Last summer, 2013, – after the submission of the Bilingual Grant AER – the district decided to run a pilot Grades 4-5 new arrivals' class during summer school. As the state knows, Grades 4-5 are not mandated to attend summer school through PSD legislation. However, the district thought that it would be beneficial for the new arrivals in Grades 4 and 5 to be offered a continuation of language and literacy opportunities during summer school. More than 10 students were invited, and 3-5 attended more regularly. They were taught by one of the district's Bilingual teachers. We have not yet determined anything of this nature for this summer's summer school as of yet.)

The type and amount of support services provided depend upon students' identified and targeted area(s) of need (English Language Development, reading, math, or other content area).

Additional academic activities of note:

Co-Curriculars at WHS might also be considered to be on or part of the continuum of services in that they provide additional learning opportunities that increase student engagement, application of learning, learning time, and language practice/support. Co-Curriculars are after-school programs with an academic-base taught by WHS's certified teachers (including ESOL teachers) and are selected by students. (Contractually, each WHS teacher teaches one Co-Curricular (in one trimester) per year.)

KUBE – an afterschool club at WMS sponsored by UCONN and run by a Bilingual Teacher at WMS. The club celebrates and teaches Latino culture and dance.

4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.

Windham's Bilingual Education Programs – both our Dual Language (Compañeros) Program and our Transitional Bilingual (Support) Program – have been implemented in the ways described in our Bilingual Education Grant Application for the 2013-2014 school-year. In addition to the programs and services described within the grant application, we added the following new programs/programming to expand/improve our continuum of support for ELL students and better support our new arrivals specifically.

- In late November (and since that time; end of Trimester 1, beginning of Trimester 2), New Arrivals' Programming was implemented at Windham High School. The New Arrivals' Programming is built on a Co-Teaching model. A Spanish-proficient, ESOL-certified teacher co-teaches specific content area courses with content area-certified teachers who have been asked/assigned to co-teach these specific sections of their content area courses. The Director, WHS Admin, and New Arrivals' ESOL teacher meet prior to each school year to strategize and select which courses will be offered to the new arrivals in this way. The team aims to select the courses based on student needs, i.e., which core content area courses most of the students need in terms of where they are in level, sequence, and for graduation requirements. The new arrivals also take one elective (related to their pathway), and an ESOL course (level 1) with the same ESOL teacher. The programming at the high school has been the easiest to implement this school year, and there are a number of factors that lend to this feasibility: an appropriately qualified and experienced teacher in the program, the willingness and interest of the admin team at the high school, the willingness and participation of content area teachers. We had between 16-20 students in the New Arrivals' Program this past school year, 2013-2014. Numbers in the program vary due to entry/withdrawal of students and depending on which courses new arrivals' have already taken or need (transcripts/academic history) upon entry.

- In early February (and since that time; Trimester 2) New Arrivals' Programming was implemented at Sweeney Elementary School. The program at Sweeney is in an early stage of development due to several factors: We had a long-term sub with limited elementary experience in the position this spring; visits to other New Arrivals' programs were limited and Sweeney admin were not able to attend; Sweeney admin are carrying dual responsibilities right now (principal – 2 elementary schools; and interim AP is both AP and Instructional Consultant); Director is trying to maintain all programs while expanding the Dual Language Program, hiring numerous new teachers, adding a Dual PK lottery to our yearly activities, starting up 3 New Arrivals' Programs (1 at each level), and overseeing a new Madrid Exchange Program at WHS. [Please Note: the New Arrivals' Programs and the Madrid Exchange Program were new projects/responsibilities added during the 2013-2014 school-year. They are not in the 2012-2015 Strategic Operating Plan.] At this time, we have interviewed a candidate and are hopeful about being able to start the school year with an appropriately certified teacher, a sharing of information and vision for the center with the entire Sweeney staff, and appropriate guidance and documentation for all parties involved in the transfer/ placement of elementary-level new arrivals at the Sweeney center (parent program option).
- The district/WMS intended to begin New Arrivals' Programming at Windham Middle School as well during early March (Trimester 3). However, we were unable to obtain an appropriately qualified and certified candidate, even after interviewing 5 bilingual-certified candidates and making 2 job offers. As we continued through the spring still finding no qualified, certified, and available teacher for the program, and, as the WMS Cmr's NW Turnaround Plan and Budget was still being developed, changed, etc., it was decided to "hold" on starting and implementing this new program until the WMS Turnaround Plan and Budget have been finalized. The budget and positions within that budget are still being determined by the state and the district. Therefore, the district/WMS now intends to begin the WMS New Arrivals' Program at the start of the 2014-2015 school-year. Additional news: We have already hired an appropriately qualified/certified teacher for the position.
- The New Arrivals' Programs/Classrooms/Centers are intended to be transitional in nature. Students typically enter the centers with no or extremely limited English proficiency, and they exit the center/new arrivals' programming when they reach an intermediate level of Oral English proficiency. Once students exit from the center/new arrivals' programming, they continue in general education settings with Bilingual or ESOL Support delivered through some co-taught classes or periods of the day (Elem, Mid, and High) and an ESOL course (WMS and WHS). We also have Bilingual/ELL tutors at SWN, WMS, and WHS who assist new arrivals' at times when they are in the mainstream for other courses/instruction. These tutors would continue to support students as they exit from the center/new arrivals' programming and transition into general education/content area courses outside of the center/programming.

5. **(OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**

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Goal 5: All students will graduate from high school.

School District: Stamford Public Schools	Bilingual Education Program Manager: Mike Meyer
Telephone Number: 203-977-6177	E-mail Address: mmeyer@stamfordct.gov
Date: June 15, 2015	Number of students in Bilingual Education Programs: 479

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2014-2015:

1. Evidence of Student Success – Qualitative Examples

Turn of River (TOR) has provided the bilingual students with the opportunity to participate in various after school activities. They had the opportunity to earn various academic awards (High Honors, Honors, Titan, and B.U.G.) since the beginning of the school year. There was also a former bilingual student that was recognized state wide for his participation in the Barnes and Noble “Favorite Teacher Essay” Competition. There have been a total of twenty-seven 8th grade students, nineteen 7th grade students, and eighteen 6th grade students enrolled at TOR. Out of the 63 students, about 91 % of these students have participated in both Bilingual after school clubs (Bilingual Technology Club, Bilingual Homework Clubs, Bilingual Reading Club, Latin Ambassadors); and

English only clubs (Smart Art, Hip-Hop Dancing, Tumbling, Zumba, Salsa, Fierce Fitness, Typing Time, and intermural Soccer and basketball).

Academically, 51 % of students received Awards within the past three quarters. A 4 % increase from last year. Several students from each grade made High Honors: which meant that they received all A's, or they received Honors; which meant that they received A's, B's and only one C. Each quarter only one student from each grade could receive a TITAN award: which is earned by students whom have displayed leadership and kindness amongst their peers, and the B.U.G. award; which is awarded to students whom have raised their grades throughout the quarter. There has been an increase this year from last year of students whom have received these awards. A factor that has played a role is the decrease in school absences. During March Madness, grades 6th won the award for the best attendance. Students received a pizza party on behalf of the administration.

Another factor has been the ability to maintain the parents informed of all school activities. A bi-monthly newsletter was sent which included parenting tips giving them specific tools to help their children be more successful. Many parents also attended "Noche Latina" all of these things have allowed our parents to feel connected to our school community.

Below you will find graphs that provide the breakdown of students' social and academic participation since the beginning of the year:

Grade	AREA OF QUALITATIVE WORK	NUMBER OF STUDENTS
6th Grade	AFTER SCHOOL CLUBS	14
	AWARDS	8*
	CHORUS	0
	SPORTS	7
7th Grade	AFTER SCHOOL CLUBS	19
	AWARDS	10*
	CHORUS	1
	SPORTS	4
8th Grade	AFTER SCHOOL CLUBS	25
	AWARDS	17*
	CHORUS	4
	SPORTS	8

*Amount of awards received all three quarters (Honors, TITAN, and B.U.G.)

2. Based on data analysis, submit two recommendations for changes to district programs/services for 2014-2015 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

- 1) Stamford has experienced an influx of students who have experienced trauma in their native country. The district is looking to hire a bilingual social worker who will work with students in the bilingual program to meet their social emotional needs. We need to develop a service delivery model that includes both a curriculum to address the social emotional needs of all ELs along with developing best practice interventions for kids experiencing trauma so that the students can focus on their academics.
- 2) Stamford continues to see an influx of students with gaps in their educational history entering our district. The district is looking at ways to continue to meet their needs. We need to look at developing a New Arrival Curriculum that can be used at both high schools.

3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

At the end of 30 months, eligible students not meeting the State English Mastery Standard (EMS) will exit the bilingual program and will be provided with Language Transition Support Services (LTSS).

LTSS services will include being enrolled in the school's ELL program. Each student requiring LTSS will be assigned a certified TESOL teacher who will assess the student's learning needs by reviewing: LAS Links scores, CMT or CAPT scores, grades/report cards, and other assessment or progress-monitoring data that is available, depending on the grade of the student.

Eligible students' LTSS will be appropriate to their individual needs and may include any of the following: ESL classes, sheltered language instruction within the regular classroom, sheltered language content courses, before and after school tutoring, homework assistance and summer school. Service models to be provided are determined on a case-by-case basis by the ESL and bilingual staff, professional assistants, building administrators and district coordinator in conjunction with the district's ELL monitoring plan.

Eligible students receiving LTSS must continue to participate in all annual assessments, including LAS Links and CMT or CAPT depending on the grade. Student progress will be monitored by the district coordinator.

Parent outreach will be provided in the native language and English as a way to assist students reach the English Mastery Standard.

4. **If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.**

5. **(OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**

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MAF
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School District: Stamford Public Schools	Bilingual Education Program Manager: Mike Meyer
Telephone Number: 203-977-5620	E-mail Address: mmeyer@ci.stamford.ct.us
Date: May 15, 2014	Number of students in Bilingual Education Programs: 406

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success – Qualitative Examples

Bilingual Students in Stamford have an opportunity to participate in all activities that non-ELLs participate in. All ELLs have the opportunity to participate in: School plays, musical programs, and other site-based offerings, before and after school programs, chorus, band, strings supplemental programs.

1) SPS continued its partnership with the Young Haitian-American Professionals Society (YHAPS) on an after school support program for new arrival students whose primary language is Haitian Creole.



The Empowering for Academic Growth and Leadership Excellence (EAGLE) is a 20-week after-school mentoring program designed to provide academic, social, and recreational enrichment to Haitian-born high school students in 9th through 12th grades. The primary goal of the program is to provide linguistic, cultural and academic support to new arrival students from Haiti. As new immigrants to Stamford, students receive instruction in American culture, academic area support, health and wellness, as well as support in building language proficiency in English.

2) This year, the SPS bilingual program continued to provided native language assistance to all students enrolled in the bilingual program (K-8 Spanish, 9-12 Spanish and Haitian Creole) to teach students content while acquiring proficiency in English as well as to facilitate bilingual students' mastery of SPS Curriculum.

- there are bilingual parent liaisons at each bilingual school site
- each bilingual school site hosted an "open house" to introduce parents to the classroom and to the bilingual program
- several elementary schools hosted "literacy nights" for parents of bilingual students where parents are taught reading strategies in their native language so that they could learn how to support their students at home

2. Based on data analysis, submit two recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

- 1) The district is looking to redesign our Bilingual Program to ensure programmatic consistency district-wide. The district is establishing a committee that will work on the following: identifying the goals of the program, roles of the staff, service delivery models to address the diverse needs of our Bilingual students, Professional Development needs to implement service delivery models and resources and materials.
- 2) Stamford public schools has experienced and influx of students with gaps in their educational history entering our district. The district is looking at ways to implement a new arrival program at the high school level to meet their needs.

3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

At the end of 30 months, eligible students not meeting the State English Mastery Standard (EMS) will exit the bilingual program and will be provided with Language Transition Support Services (LTSS).

LTSS services will include being enrolled in the school's ELL program. Each student requiring LTSS will be assigned a certified TESOL teacher who will assess the student's learning needs by reviewing: LAS Links scores, CMT or CAPT scores, grades/report cards, and other assessment or progress-monitoring data that is available, depending on the grade of the student.

Eligible students' LTSS will be appropriate to their individual needs and may include any of the following: ESL classes, sheltered language instruction within the regular classroom, sheltered language content courses, before and after school tutoring, homework assistance and summer school. Service models to be provided are determined on a case-by-case basis by the ESL and bilingual staff, professional assistants, building administrators and district coordinator in conjunction with the district's ELL monitoring plan.

Eligible students receiving LTSS must continue to participate in all annual assessments, including LAS Links and CMT or CAPT depending on the grade. Student progress will be monitored by the district coordinator.

Parent outreach will be provided in the native language and English as a way to assist students reach the English Mastery Standard.

4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.

No changes have been made.

5. (OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.

- 1) STEM Science Fairs
- 2) Navigating Stark- Parent Workshops that include topics such as Responsive Classroom, Math Curriculum, Science Curriculum, Nutrition and Fitness, summer reading
- 3) Literacy Nights for Spanish speaking families
- 4) Noches Latino

read & responded w/
initial grant approval
9/27
MAF

**Connecticut State Department of Education
Turnaround Office
165 Capitol Avenue, Room 222
Hartford, CT 06145-2219**

Bilingual Education Grant Annual Evaluation Report for 2013-2014

**If required, an evaluation report must be submitted as a hard copy with attachments via regular mail by
Friday, June 13, 2014**

CONNECTICUT STATE BOARD OF EDUCATION GOALS

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: Norwich Free Academy	Bilingual Education Program Manager: Leo Butler
Telephone Number: 860-425-5635	E-mail Address: butlerl@nfaschool.org
Date: June 11, 2014	Number of students in Bilingual Education Programs: 93

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success – Qualitative Examples

95% - graduation rate for ELL seniors. 87% - Attend 2 or 4 year college.

Seven (7) ELL students participated in the NAACP ACT-SO Academic Olympics Program. Five (5) students were members of the Pathways to Future Teaching Program.

2. **Based on data analysis, submit two recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.**
 1. The development and creation of a new arrival center – See addendum
 2. Based on reading data two (2) additional reading instructors were hired to ensure that more ELL students are enrolled in reading classes.
3. **Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.**

ELL/Bilingual students who have exited the program continue to receive academic assistance through academic support classes, (academic assistants.) ELL Intervention Specialist provide peer mentoring and tutoring are available in both Spanish and Haitian Creole, Chinese and Cape Verdean Creole for these students as well. The Career Resource Center, Diversity Office and school clubs such as Haitian, Cape Verdean, Asian Cultures Club and Successful Latino Alliance also provide academic career assistance. In addition immigration assistance is provided through the Diversity Office.
4. **If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.**
5. **(OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**

Open House for all NFA parents including ELL parents – September
Parent Teacher Conferences – November
Mid-year ELL Teacher/Parent/Dinner – May
Diversity Recognition program open to parents – June
Ongoing phone calls to parents in their native language.



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Goal 5: All students will graduate from high school.

School District: Norwich Free Academy	Bilingual Education Program Manager: Leo Butler
Telephone Number: 860-425-5635	E-mail Address: butlerl@nfaschool.org
Date: June 10, 2015	Number of students in Bilingual Education Programs: 166

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2014-2015:

1. Evidence of Student Success – Qualitative Examples

95% graduation rate for ELL seniors. 90% attend 2 or 4 year college.

Approximately 40% ELL students have earned a 3.0 or higher GPA and over 80% of ELL students showed growth on LAS Links.

See addendum

- 2. Based on data analysis, submit two recommendations for changes to district programs/services for 2014-2015 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.**

25% of ELL students are experiencing some type of emotional or social issue that directly affects their academic efforts. As a result the ELL program has created a program in collaboration with Student Services and Student Affairs departments to meet the needs of those ELL Students who are struggling with emotional social family issues.

There will be Professional Development opportunities for teachers and staff to be made more aware of the emotional and social needs of ELL students.

- 3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.**

ELL/Bilingual students who have exited the program continue to receive academic assistance through academic support classes. ELL Intervention Specialists provide mentoring and tutoring that are available in Spanish, Haitian Creole and Cape Verdean Creole for students. The Career Resource Center, Diversity Office and school clubs such as The Haitian Club, Cape Verdean Club, Asian Cultures Club and Successful Latino Alliance also provide academic support and career assistance.

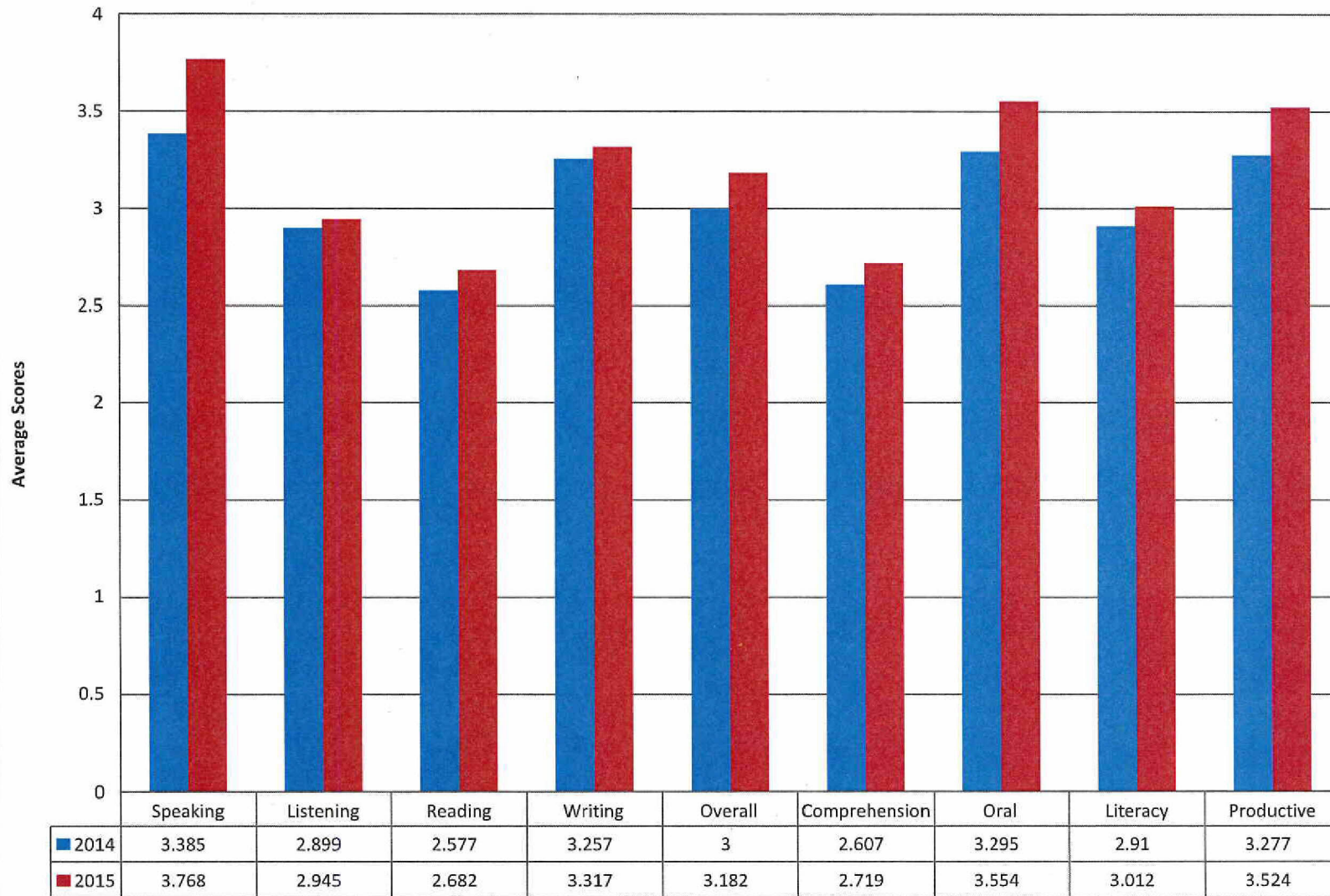
In addition immigration assistance, social and family intervention when needed is provided through the Diversity Office.

- 4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.**

- 5. (OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**

Open House for all NFA parents including ELL parents – Provides opportunity for current ELL students and parents to meet teachers and learn about curriculum and expectations of ELL students and to gain information of the ELL program from the Diversity Director. Mid-year ELL updates- Parents are contacted by phone and letter in their native language to inform them of students' progress. ELL Dinner-May Evening for parents to interact with teacher & staff and review academic highlights of the school year.

LAS Links 2014-2015 Comparison



read & responded w/
initial grant approval
9/27
MAF

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Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: Norwich Free Academy	Bilingual Education Program Manager: Leo Butler
Telephone Number: 860-425-5635	E-mail Address: butlerl@nfaschool.org
Date: June 11, 2014	Number of students in Bilingual Education Programs: 93

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success – Qualitative Examples

95% - graduation rate for ELL seniors. 87% - Attend 2 or 4 year college.

Seven (7) ELL students participated in the NAACP ACT-SO Academic Olympics Program. Five (5) students were members of the Pathways to Future Teaching Program.

2. **Based on data analysis, submit two recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.**
 1. The development and creation of a new arrival center – See addendum
 2. Based on reading data two (2) additional reading instructors were hired to ensure that more ELL students are enrolled in reading classes.
3. **Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.**

ELL/Bilingual students who have exited the program continue to receive academic assistance through academic support classes, (academic assistants.) ELL Intervention Specialist provide peer mentoring and tutoring are available in both Spanish and Haitian Creole, Chinese and Cape Verdean Creole for these students as well. The Career Resource Center, Diversity Office and school clubs such as Haitian, Cape Verdean, Asian Cultures Club and Successful Latino Alliance also provide academic career assistance. In addition immigration assistance is provided through the Diversity Office.
4. **If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.**
5. **(OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**

Open House for all NFA parents including ELL parents – September
Parent Teacher Conferences – November
Mid-year ELL Teacher/Parent/Dinner – May
Diversity Recognition program open to parents – June
Ongoing phone calls to parents in their native language.

read & responded w/ initial
approval email
9/22
MAF

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Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: New London Public Schools	Bilingual Education Program Manager: Dr. Miriam Morales Taylor
Telephone Number: 860-447-6000	E-mail Address: Taylorm@newlondon.org
Date: 06/13/2014	Number of students in Bilingual Education Programs: 684

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success – Qualitative Examples

In the past we used the LAS Data to compare results to inform academic gains. However, since a new LAS test, Form C, has been implemented this year it is not possible to compare these results; therefore we are using MAP and DIBELS data shown below.

Of the 528 English Language Learners currently registered in the NLPS, participation rates in MAP testing were:

- 353 Students completed both the Fall, 2013 and Spring, 2014 NWEA Map Mathematics Assessment
- 325 Students completed both the Fall, 2013 and Spring, 2014 NWEA Map Reading Assessment

Growth measures are shown in the table below:

NWEA GROWTH (Measured in Rausch Units – RIT)							
Content Assessed	Number (N) Tested	N where RIT Score Increased	N where RIT Score Unchanged	N where RIT Score Decreased	N moved from Intensive to Strategic	N moved from Strategic to Benchmark	N moved from Intensive to Benchmark
Mathematics	353	277	7	69*	68	7	14
Reading	325	237	14	74*	29	6	11

*Students where RIT scores decreased will be reviewed for, and placed in additional academic support settings (as needed) based on MAP and other qualitative and quantitative assessment data.

DIBELS growth provided in the District Summary Report shows that 34% of Kindergarten students were scored “at risk” in the Fall 2013 and 66% were “established” by Spring 2014. First Grade results are similar in that 8.3% of students were scored “at risk” in the Fall 2013 and 78% were “established” by Spring 2014. (Report used was DIBELS Summary Report, 2014.)

2. Based on data analysis, submit two recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year’s program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

- Teachers will incorporate strategies that provide opportunities for 100% of students to talk into every lesson
- Teachers will monitor the progress of their students’ growth in a targeted domain (s) of English language proficiency on a regular basis as evidenced by progress monitoring test results.

3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

In order for a student to be exited from bilingual/ESL services, evidence must be documented that the student overall score on the LAS Links indicates proficiency (level 4 or higher). In addition to the LAS Links requirement, the following English Mastery Standard is required to be met for all English Language Learners to “exit” language support services:

Kindergarten,

Grades 1 and 2:

Level 4 or 5 on the Language Assessment System (LAS Links) and Grade-level performance on the Developmental Reading Assessment (DRA 2)

Grades 3 through 9:

Level 4 or 5 on the Language Assessment System (LAS Links) and Proficient (level 3) or above on the Mathematics and Reading subtests and Basic (level 2) or above on the Writing subtest of the Connecticut Mastery Test (CMT)

Grades 10 through 12: Level 4 or 5 on the Language Assessment System (LAS Links) and

Basic or above on the Mathematics, Reading and Writing subtests of the Connecticut Academic Performance Test (CAPT)

The Bilingual/ESL Education Office will notify the parents of its intent to exit students from bilingual/ESL services and the reasons for the intended exit.

Since the student is no longer an ELL, the content of the student’s Blue Folder will be placed in a Green Folder inside the cumulative folder.

Students who are exited receive monitoring services for two academic years. Monitoring services ensure that students exited from bilingual/ESL services are successful in the general education program of the school.

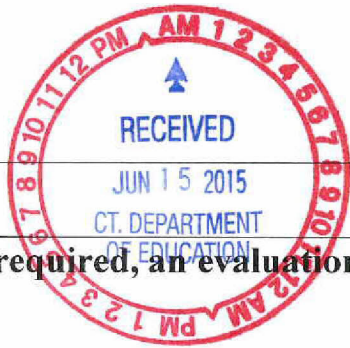
4. **If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.**

The ELL services have been implemented according to the Bilingual Education Grant Application at New London Public Schools

5. **(OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**

The Jennings School Fiesta is a cultural event that recognizes the many aspects of Hispanic cultures. The celebration includes:

- Student performances
- Posters (poetry, famous personalities, maps, Jeopardy questions, etc.) and student writing regarding Hispanic culture are posted throughout the hallways and classrooms
- Family – School Fiesta:
 - Food
 - Dancing
 - Recognition certificates
 - Art work
- Parent/Teachers Conferences



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Goal 3: All students will be taught by highly qualified teachers.
Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.
Goal 5: All students will graduate from high school.

School District: New London Public School	Bilingual Education Program Manager: Daisy Torres
Telephone Number: 860-439-7810	E-mail Address: torresd@newlondon.org
Date: June 1, 2015	Number of students in Bilingual Education Programs:

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2014-2015:

1. Evidence of Student Success – Qualitative Examples

#1: Please see graph on page 5.

NWEA MAP Data Student Success:

English Learners in grades 4, 5, 6 and 7 exceeded the expected growth target in Math, with grade 7 English Learners exceeding by almost double the expected growth norm.

#2: 2015 LAS LINKS Data Student Success:

See LAS LINKS data chart.

This year's seventh grade ELs scored 15% higher in the proficiency and advanced ranges than last year as sixth graders.

2. Based on data analysis, submit two recommendations for changes to district programs/services for 2014-2015 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

Recommendation 1: professional development/support for tutors

This year the district focused on the data of English Learners during our district EL data team monthly meetings. We worked collaboratively this year with our local RESC (LEARN) to offer several sessions of professional development of the district's tutors working in Bilingual and ESOL classrooms with English Learners. After tutors were trained, I supported instruction by visiting and observing each tutor to provide feedback, coaching, and support on the strategies they were learning. Based on observations and anecdotal notes, this proved to be very effective. For the next school year, we will continue to support all tutors and expand training to include mainstream teachers and planning for effective instruction with tutors. It was noted that tutor push in is best when teachers effectively plan for this level of support in the classroom.

Recommendation # 2: Data Analysis/Biliteracy trajectory for Bilingual learners

Historically, Jennings has been the school with the lowest scores on universal screeners and state mandated assessments in New London. Jennings is home to our Dual Language program, of which 75% of the student population are English Learners. The district has realized that students in the Dual Language Program's data was being analyzed in English in the same manner as an ESOL student. This practice will change in the 2015-2016 SY and some of the work has already begun this spring. Our CO team has been looking at the biliteracy zone for students to give equal value to both English and Spanish literacy assessments. By graphing students on this zone, we can see where students are performing in both languages as they develop biliteracy skills. As research states, Dual students in the early grades (K-2), may not show a lot of growth on assessments in either language, but that data will significantly change as they progress in the older grades. This zone will help us, as educators, make informed decisions on the progress of our Dual students versus ESOL students, who are spending their whole school day in English, versus the 50% of the day that Dual students spend.

- 3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.**

In order for a student to be exited from bilingual/ESOL services, evidence must be documented that the student overall score on the LAS Links indicates proficiency (level 4 or higher), with a 4 or 5 in reading and writing.

The Bilingual/ESOL Education Office will notify the parents of its intent to exit students from bilingual/ESOL services and the reasons for the intended exit.

Since the student is no longer an ELL, the content of the student's Blue Folder will be placed in a Green Folder inside the cumulative folder.

Students who are exited receive monitoring services for two academic years. Monitoring services ensure that students exited from bilingual/ESOL services are successful in the general education program of the school.

Types of support provided:

- **Tutor support in mainstream classes and after school**
- **Imagine Learning computer technology support specifically designed for ELs at the K-5 level**
- **Sheltered Content Instruction at the secondary level**
- **ESOL support**
- **Summer school**

- 4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.**

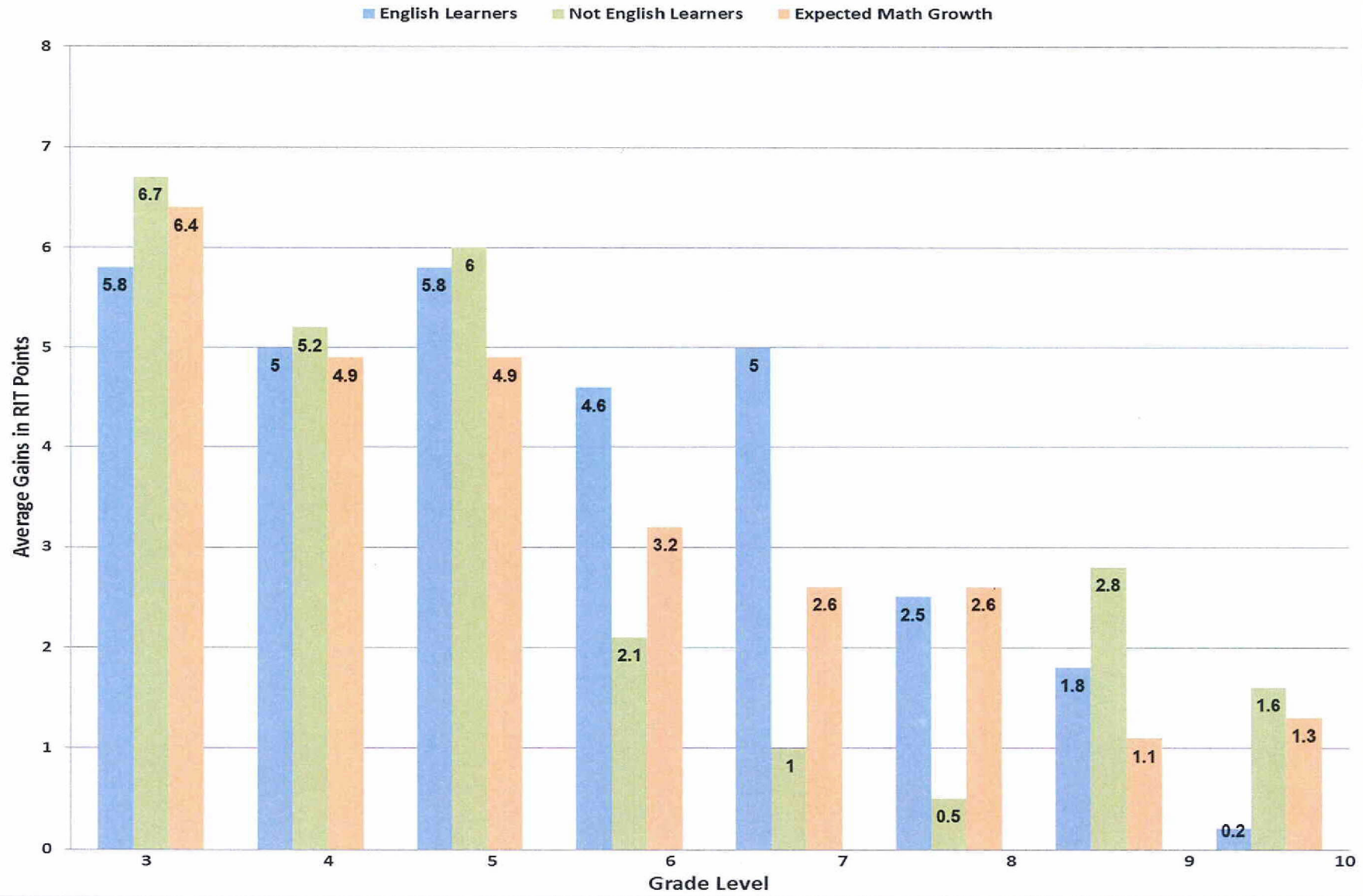
N/A

5. (OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.

This year, we hired a Parent Bilingual Liaison. Our Liaison assists our parents in building home/school relationships in a variety of ways:

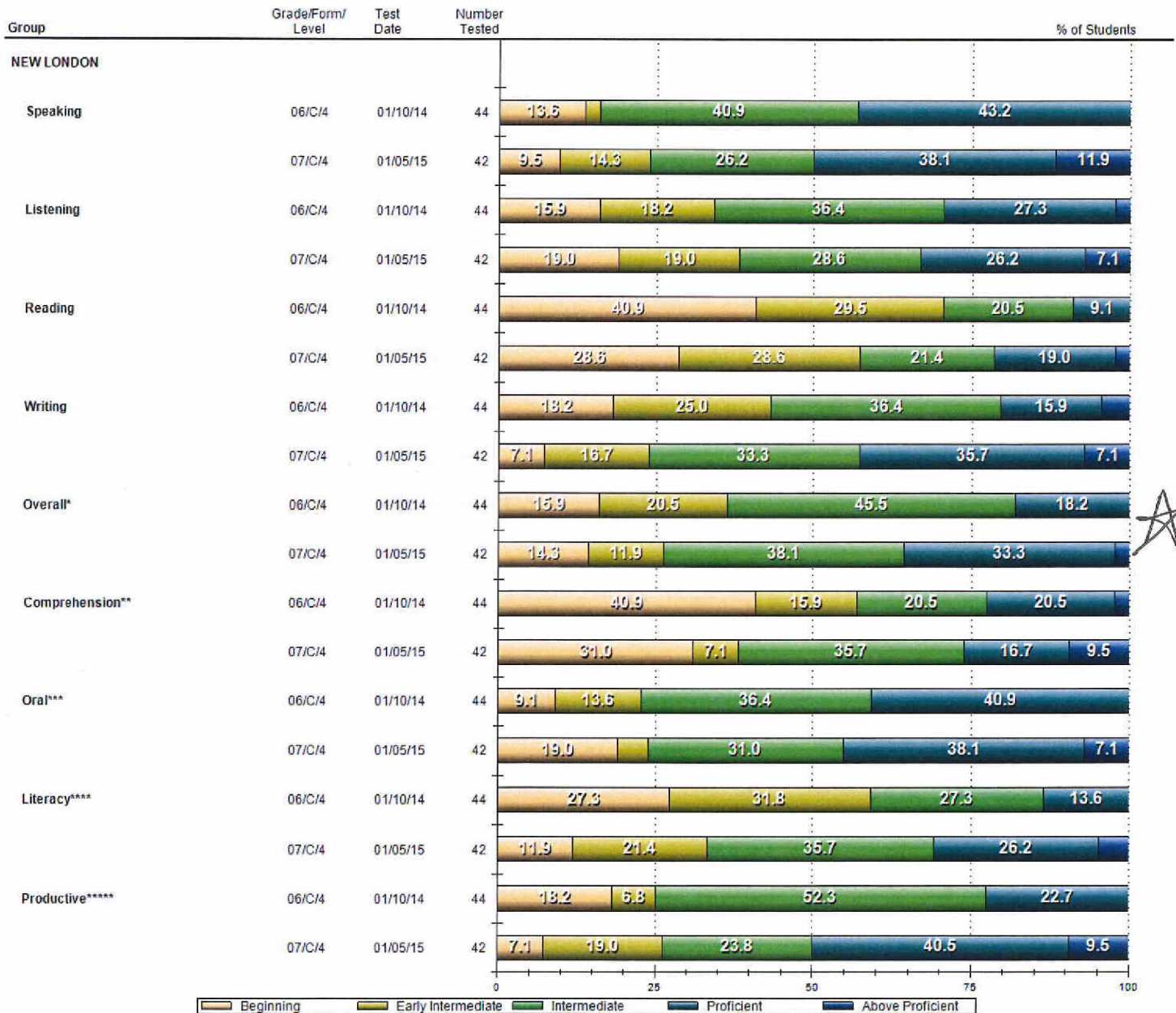
- Translation/support with the registration process
- Providing resources to parents in the community
- Building relationships with parents and students at each school
- Assessing English Learners' language skills in Spanish and English
- Providing access to Adult Education literacy ESL and community classes at New London Adult Education Program for parents and families
- Supporting Family Resource Programs at the elementary schools to include participation from New London parent and families
- Supporting each school in the district with back to school nights, open houses, magnet school tours/registration nights, and designing parent themed classes at each school for 2015-2016 to include: how to navigate the school and district website, how to build relationships with my child's teacher, how to read to my child and support their native language at home, how to understand the standards on my child's report card, etc.
- Increasing parent engagement as part of the district's Strategic Operation Plan
- Ensuring compliance with assessment of ELs and mandated initial entry paperwork and monitoring
- Supporting Jennings Elementary School's annual "Fiesta" night to increase parent participation, community support, and celebration of the families of our diverse community

NWEA MAP District-Level Math Growth by English Learners





Unmatched Cohort Comparison Report
% in Each Proficiency Level



Students with invalid scores are not included in the summary statistics.

*Overall scale score is an average of Speaking, Listening, Reading, and Writing.

**Comprehension is based on all items in the Listening and Reading skill areas.

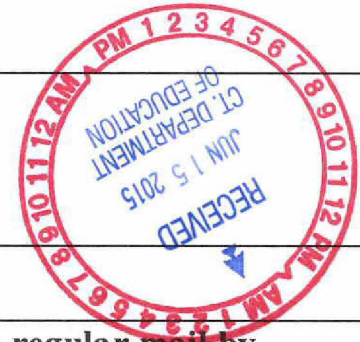
***Oral is based on all items in the Listening and Speaking skill areas.

****Literacy is based on all items in the Reading and Writing skill areas.

*****Productive is based on all items in the Speaking and Writing skill areas.

Note that LAS Links 2nd edition (Form C/D, Español Form B) is an augmentation to the 1st edition (Form A/B, Español Form A) in measurement of academic language and the range of K-1 language skills. For assistance with score interpretations and uses during the transition, please refer to LAS Links Second Edition Interpretation Guide or Technical Manual.

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- Goal 3: All students will be taught by highly qualified teachers.**
- Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.**
- Goal 5: All students will graduate from high school.**

School District: Consolidated School District of New Britain	Bilingual Education Program Manager: Cynthia Cassada
Telephone Number: 860-827-2283	E-mail Address: cassada@csdnb.org
Date: June 12, 2015	Number of students in Bilingual Education Programs: 943

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2014-2015:

1. Evidence of Student Success – Qualitative Examples

(- number of students)

- | | |
|----------------------------------|-----------------------------|
| 2. Citizenship Award-17 | Star Scholar-6 |
| 3. Student of the Month Award-65 | Student Art Show Award-1 |
| 4. Perfect Attendance-10 | Certificate of Excellence-7 |
| 5. Academic Improvement Award-4 | Scholarships-13 |

- 6. Spelling Award-4
- 7. Math Award-17
- 8. Honor Roll-13
- 9. Superintendent Student of the Month-3
- 10. Presidential Award Gold-1
- 11. Social Studies Award-4
- 12. Health Award-1
- 13. Top Student Foreign Language-1

- Reading Award-16
- Writing Award-11
- NWEA Reading Award-2
- ELD Award-12
- Science Award-4
- Technology Education Award-1
- National Jr. Honor Society-1

14. Based on data analysis, submit two recommendations for changes to district programs/services for 2014-2015 based on the effectiveness of the present year’s program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

Based on the number of students met exit criteria and will be re-classified for next school year, English Language Enhancement training, coaching, co-planning and co-teaching will be provided to teachers at the elementary and middle school level. Teachers will learn and teach explicit methods while using the English Language Arts curriculum to support our Monitor 1 and Monitor 2 students.

One of the recommendations for the district, is to identify teachers at the secondary level in order to provide them with Sheltered Instruction Professional Development. In the past we have invested resources and time at the secondary level for SIOP. With teacher turnover, our focus will continue on English Language Development, introduce English Language Enhancement and continue with SIOP training. Presently, I have been in contact with the Bridgeport and West Hartford EL Supervisors to coordinator SIOP training for next school year.

15. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

For ELs who met exit criteria last year and became Monitor 1’s this school year, English Language Development was continued to support language instruction, particularly in the area of reading.

English Language Enhancement (ELE) which is to support students who met exit criteria and have been re-classified received ELE from their mainstream writing and reading teachers for English Language Arts at Slade Middle School as part of the School Improvement Funding. Pulaski Middle School which is also a SIG school will implement ELD to their writing and reading teachers as well.

Based on the number of ELs who met exit criteria this school year, they will receive English Language Enhancement to support their transition into the mainstream. Funding will be provided through the Title I School Improvement Grants, Title III, Alliance Commissioner's Network and Local.

16. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.

Implemented as described in the grant application.

17. (OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.

As part of the teachers' evaluation system specifically Domain 4C: Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning, teachers were directed to conduct an open-ELD parent week where by parents and guardians were invited by the classroom teacher to participate with their child during ELD lessons. Parents had the opportunity to experience firsthand explicit instruction in oral language development, grammar writing and reading. This activity influenced parent-teacher conference attendance as well. Most of the ELD teachers had 100% to 85% parent participation. The bilingual teachers, Spanish, Arabic and Polish native language support assistants assisted parents with the school climate survey by teaching them how to use Chrome books and translated questions into their respective languages.

At the school level, literacy and numeracy nights as well as movie and bingo events were sponsored by community businesses. Local businesses provided food and door prizes for every event.

As a district, daily average attendance as indicated in the district improvement plan for students is a priority. Schools sponsor monthly perfect attendance ceremonies for families to celebrate their children's accomplishment.

The Board of Education with Central Office Administration have held several Meet and Greet sessions at the primary and secondary level. The Family Resource Personnel including myself translate for parents during these sessions, ask questions on their behalf and provide information related to various district departments, resources, and procedures.

The Superintendent, the Board of Education President and me, have conducted several live radio talk show interviews in collaboration with WPXR1120AM La Puertorriqueñísima. The community is able to call in during the live interviews and ask questions about the school district.

read & responded 9/16
in initial approval of grant
MAF email

**Connecticut State Department of Education
Turnaround Office
165 Capitol Avenue, Room 222
Hartford, CT 06145-2219**

Bilingual Education Grant Annual Evaluation Report for 2013-2014

**If required, an evaluation report must be submitted as a hard copy with attachments via regular mail by
Friday, June 13, 2014**

CONNECTICUT STATE BOARD OF EDUCATION GOALS

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

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Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: New Britain	Bilingual Education Program Manager: Cynthia Cassada
Telephone Number: 860-827-2261	E-mail Address: cassada@csgdnb.org
Date: June 11, 2014	Number of students in Bilingual Education Programs: 912

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success –Qualitative Examples

Currently, DiLoreto's eighth grade enrollment consists of 74 students. The students were administered the end of the year Spanish I and Spanish II high school final examination to determine language level placement for grade nine. The data is as follows:

74 Grade 8 students currently enrolled at DiLoreto 2013-2014

- 47 students out of 74 or 64% will be placed in Spanish 3 in 2014-2015

- 27 students out of 74 or 36% students will be placed in Spanish 2 in 2014-2015
These results are attributed to the intensive Spanish Language Development Program.

Grades K-5

• 3 rd Place Race for the Cure	1
• Academic Excellence	1
• Art Award	2
• Citizenship Award	5
• Classroom Spelling Bee Winner	7
• Effort Award	2
• ELD Award	3
• Hershey Track	1
• Holmes School Social Studies Student of the Year	1
• Honor Roll	23
• Math Award	1
• Math Student of the Year	1
• Most Improved	5
• Most Improved in ELD Award	2
• Most Improved in Grammar	2
• Most Improved in Math	1
• Most Improved in Reading	2
• Most Improved in Science	2
• Most Improved in Writing	1
• Most Improved in Language Arts	2
• Most Improved in Social Studies	2
• Music Student of the Month	1
• Outstanding Reader Award	1
• Perfect Attendance	13
• Positive Behavior Intervention Strategies	7
• Reading Award	5
• Safety Patrol	20

• Scholarship Award	6
• School Spelling Bee 1 st Place Winner	1
• School-Wide Spelling Bee Participant	4
• Science Award	2
• Science Fair Participant	2
• Student of the Month	54
• Student of the Week	1
• Superintendent Student of the Month	2
• Tiger Striver Award	1
• Work in Art Museum	1
• Writing Award	1

Grades 6-8

• 2 nd Place Spelling Bee	1
• Academic Achievement	3
• Academic Excellence	1
• Character Award	1
• Citizenship Award	11
• Effort Award	8
• ELD Award	8
• ELD Top Student	1
• Excellence Award	1
• High Honor Roll	1
• Honor Roll	52
• Most Improved	8
• Most Improved in ELD Award	4
• Most Improved in Math	2
• Most Improved in Science	2
• Most Improved in Social Studies	1
• Participation	9
• Perfect Attendance	19

- Reading Achievement 1
- Spelling Bee 3
- Student Council 3
- Student of the Month 24
- Student of the Year 1

Grades 9-12

- Attendance Award for SBAC 1
- ELD Student of the Month 22
- High Honors 2
- Honor Roll 23
- Seniors Special Honor 4
- Student of the Month 2
- American Savings Foundation-Robert T. Kenney Scholarship Program 1
- Edward Krusz Memorial Scholarship 1
- Jim Rackliffe Scholarship 1
- JROTC Marine Scholastic Award 1
- JROTC Patriots of America Outstanding Cadet Award 1
- JROTC Veterans of Foreign Wars Award 1
- Paul Vernali Memorial Scholarship 1
- Tyler Stephen Arasimowicz/Welcome to My World Autism Scholarship 1

2. Based on data analysis, submit two recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

#1 New Britain High School English Language Development Credit Recovery

Over the past year, the district has implemented substantial changes to the English Language Development classes at New Britain High School. District leaders are interested in implementing for the first time, an ELD summer program for students that allows them to earn additional credits for graduation and also provide an intensive professional development experience for teachers.

Professional Development Pre-service: One trainer for one day

On-site Consulting: July 7-July 25, 2014 (total of 15 student days) One ELD external consultant is on-site for the first four days.

Program Description:

Purpose

The summer high school credit recover program has three objectives:

1. To award credits in English language development to students who previously failed a course or did not receive a credit.
2. To provide students an opportunity to accelerate their English language and literacy growth through compressed ELD courses; Conversational Content Vocabulary, Grammar, Writing, and Reading.
3. To equip qualified students with the English language and literacy skills necessary to pass state and district criteria for reclassification to fluent-English proficient status.

Goals

1. To accelerate the English language learning and literacy development of approximately ELLs.
2. To develop and support classroom ELD teachers to stretch their language teaching knowledge and skills in ways that bridge to the districts' regular-year instructional programs;
3. To build site capacity for providing ELD instruction through the use of prescriptive daily lesson plans that link discrete English grammar skills to 10 high-intensity foreign language-teaching methodologies with a special emphasis on how to teach English grammar and reading comprehension.

#2 Frank J. DiLoreto: A Language Academy

Background:

The DiLoreto Language Academy enrolls a substantial number of students for who their knowledge and ability to apply English and Spanish grammar skills are limited. Over the last two years, the district has made substantial strides in working to implement high level English and Spanish Language Development classes through the state's Commissioner's Network. While the growth at DiLoreto is

laudable, the district and site leadership has made continuing the improvement of achievement for all students a top priority. In order to accomplish this, the site has identified several areas in need of immediate attention, including the expansion of the ELD and SLD programming into the Prek and Kindergarten levels and the extended language support into reading and writing classes.

The plan, for year two of the Commissioner's Network, is to add another Spanish Language Development teacher and two additional Reading Teachers at DiLoreto.

3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

Language Transitional Support Program: This program serves students who have not met the standard on the State annual assessment after their 30 month tenure in areas such as English literacy, academic language and content-area achievement. The itinerant ELD teachers as well as mainstream teachers use ELD and SI.

Measuring Language Growth

Students enrolled in both ELD and SLD programs will take regular benchmark assessments that follow an initial placement test to determine a student's language profile. These assessments, designed by *Language Measurement Dynamics*, comport with accepted academic measures of validity and reliability, including test-retest reliability. Both the placement test and the subsequent benchmarks (administered at eight-week intervals) measure the following skills: phonology, morphology, syntax and vocabulary. These assessments feature clear proctor directions, pre-determined points allocations and scoring matrices.

Types of Language Support Services

- Intensive ELD services from the ELD teacher, or pull-out model for low incidence schools.
- Sheltered Content Instruction-the student is recommended for a math, science or social studies sheltered content class.
- Summer School-the student is recommended for mandated K-2 school summer school, middle school if available and ELD credit recovery at the high school.

- Tutorial- the student is recommended to participate in a tutorial program (reading resource, system 44, Read 1 80 after-school program, and extra help period per teacher contract or RTI).
- Partial Mainstream-the student is recommended to participate in all-English class for Language Arts/Reading or content classes or courses

4. **If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.**

5. **(OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**

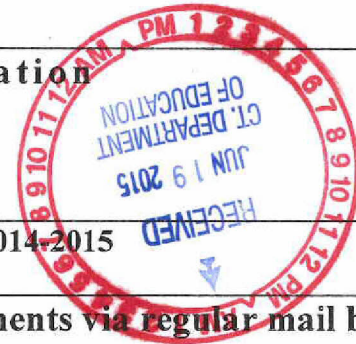
8/29/13: The Welcome Back Breakfast was a big success. Over 400 families were in attendance where they had an opportunity of meeting the new principal and the new initiatives and books for the new year, going to their students' homeroom class to review expectations and school materials needed for the year as well a short question answer period, and touring our new middle school wing.

2/27/14: Family workshop sponsored by the PTA and Jordan Jacquo, Family Education Specialists, on "Positive Disciplined Techniques". The workshop is from 5:30 to 7:00 pm with free dinner and child care.

3/28/14: PTA sponsored Family Bingo Night. 15 families and their children came to this event from 6:00 to 7:30 pm along with 6 staff members. Each family donated a can good or nonperishable item to Prudence Crandall (Domestic Violence Shelter for women) and the Friendship Center (Homeless Shelter).

5/8/14: Comcast Cares Day- Employees and student mentors from Comcast, students, parents, teachers and community volunteers, gathered on a Saturday to beautify the school grounds and organize the media center.

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Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: Hartford	Bilingual Education Program Manager: Monica Quiñones
Telephone Number: 860-695-8649	E-mail Address: quinm002@hartfordschools.org
Date: June 18, 2015	Number of students in Bilingual Education Programs: 1898

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2014-2015:

1. Evidence of Student Success – Qualitative Examples

██████████-Valedictorian at the Academy of Engineering and Green technology
National Honor Society Inductees at the Teacher Prep and Humanities at Bulkeley:



[REDACTED]

ConnCAP at the Teacher Prep and Humanities at Bulkeley:

[REDACTED]

- 2. Based on data analysis, submit two recommendations for changes to district programs/services for 2014-2015 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.**

The Office for ELL Services is collaborating with Middlebury Interactive Languages. This year the Office for ELL Services piloted this blended learning curriculum for grades 4-8 in 8 schools. About 250 ELLs in grades 4-8 with under 30 months in a language program were part of this pilot. The implementation plan of the curriculum included extensive Professional Development for teachers to support their knowledge and understanding of second language acquisition and best practices for ELLs. The Office for ELL Services will expand the use of the MIL blended learning curriculum to about 18 schools in the fall of 2015. In addition, we are collaborating with MIL to build a newcomer curriculum for 9-10 graders under 20 months in program. This program will be piloted within 2 schools next year.

The District has embarked on an initiative to focus on data using Data Wise (Harvard Education Press). The Office for ELL Services will support this initiative by progress monitoring English language development of ELLs. This progress monitoring will occur in grades 9-10 with the MIL pilot program with embedded pre and post assessments for each unit. Additionally, Office for ELL Services will develop formative assessments in other grade to progress monitor English language development of ELLs.

- 3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.**

Student learning needs will be determined by school personnel including but not limited to the following:

- The principal
- The bilingual classroom teacher
- The ESL teacher
- The tutors (wherever applicable)
- The ELL school or district level coach
- The school-based literacy teachers (wherever applicable)

Schools provide support for LTSS students through various interventions. These interventions include Read 180 and System 44 for literacy. Embedded within the curriculum for all content area are ELL strategies. The ESL teacher also supports the instruction of these students as needed.

The learning needs of LTSS students will be determined by examining the results of the annual assessment and through teacher input based on student data including benchmark assessments, district reading assessments, content unit assessments, end of course assessment, state assessments, student portfolios, etc. Classroom and ESL teachers will monitor student progress on a continuous basis.

The Office for English Language Learner Services will meet periodically with ESL and general education teachers to monitor the effectiveness of the services provided and to provide support and technical assistance.

At the high school level, LTSS services are provided through sheltered content courses, co-taught classes or push-in support. General education teachers also participate in professional development on effective strategies for ELLs. Individual students may participate in selected mainstream courses if it is deemed appropriate by the school and central office team.

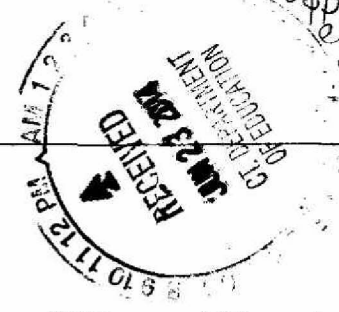
Additionally, the Office for English Language Learner Services has planned a number of parent training initiatives on literacy to support families and provide guidance and strategies for them to help their children make academic progress.

4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.

Not Applicable

5. **(OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**

read & responded w/ initial approval email 9/12



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Bilingual Education Grant Annual Evaluation Report for 2013-2014

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Friday, June 13, 2014

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- Goal 5: All students will graduate from high school.**

School District: Hartford Public Schools	Bilingual Education Program Manager: Monica Quiñones
Telephone Number: (860) 695-8649	E-mail Address: quin002@hartfordschools.org
Date: June 11, 2014	Number of students in Bilingual Education Programs: 2934

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success – Qualitative Examples

Darling Qazimi-Salutatorian at Bulkeley High School
Hartford Youth Art Renaissance--ELLs at Journalism and Media Academy, Hae Reh won the portfolio award (highest honor in the exhibition) and Lay Mu received an award for his photograph, Braindance.
Valery Nunez-Reyes and Jeremy Molnari—First place in the district STEM Expo in the grades 3-5 category
Paw Lee Moo, senior at Bulkeley High School- recipient of the Grace Garvin Scholarship



- 2. Based on data analysis, submit two recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.**

The district is collaborating with Middlebury Interactive Languages to develop supplementary curriculum to support language development of ELLs in grades 4-8. There are over 250 ELLs in grades 4-8 with under 30 months in a language program. Since academic content in these grade levels increases in difficulty and complexity, the decision was made to focus on grades 4-8 for the curriculum development and implementation. The implementation plan of the curriculum will include extensive PD for teachers to support their knowledge and understanding of second language acquisition and best practices for ELLs. In the coming year the curriculum will be implemented in various HPS with high populations of ELLs enrolled in bilingual education programs.

In addition, the district has been analyzing the data of LTSS students. The data show that these long term ELLs often struggle in the content areas due to a lack of academic vocabulary. In the coming year, the ELL coaching staff both at the district and school level will focus on providing appropriate professional development for general education teachers to target the needs of LTSS students. The PD will include how to address the needs of ELLs relating to the Common Core Standards as well as building academic language in the content areas.

- 3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.**

The Hartford Public Schools provide instruction for LTSS students through various means of support. ESL teachers support ELLs in content area classes by collaborating with general education teachers to implement ELL strategies that are embedded within the curricula. ESL teachers also support direct instruction of these students as needed. Additionally, general education teachers are offered opportunities to participate in professional development sessions on best practices for ELLs. Other supports include Read 180 and System 44 for literacy and FASTT Math for numeracy.

The learning needs of LTSS students will be determined by examining the results of the annual assessment and through teacher input based on student data including benchmark assessments, district reading assessments, content unit assessments, end of course assessment, DRA2, state standardized assessments, student portfolios, etc. General education and ESL teachers will monitor student progress on a continuous basis.

The Office for English Language Learner Services will meet periodically with ESL and general education teachers to monitor the effectiveness of the services provided and to provide professional development support and technical assistance as needed.

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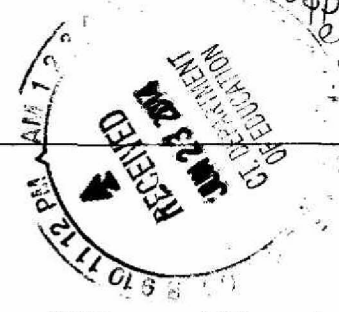
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In order to engage parents of students in bilingual education programs, a series of trainings offered to Hartford Public School parents of children that attended schools with state mandated bilingual programs. The goal of the trainings was to increase parental awareness and encourage active participation in their children's education in order to support academic success. The activities in each parent training were based on the research that effective parental involvement training must offer parents practical advice to support their children's education in a place they feel welcomed, respected and supported. During the presentations, parents explored the options and opportunities available their children and practical strategies to encourage and support their children as they undertake academic challenges. Topics for the training sessions included ELL Services, Literacy and Reading Strategies and Changes in Education: Common Core Standards. Through the program, parents were able to build trust and common understanding about their student's needs. The program provided information in a language parents were able to understand and at the same time able to build upon their cultural backgrounds to make connections.

read & responded w/ initial approval email 9/12



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School District: Hartford Public Schools	Bilingual Education Program Manager: Monica Quiñones
Telephone Number: (860) 695-8649	E-mail Address: quin002@hartfordschools.org
Date: June 11, 2014	Number of students in Bilingual Education Programs: 2934

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Goal 5: All students will graduate from high school.

School District: East Hartford Public Schools	Bilingual Education Program Manager: Anne Marie Mancini
Telephone Number: 860-622-5096	E-mail Address: mancini.am@easthartford.org
Date: June 19, 2015	Number of students in Bilingual Education Programs: 445

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2014-2015:

1. Evidence of Student Success – Qualitative Examples

During the 2014-15 academic year, two of East Hartford’s elementary schools were able to form another ESL course for our newcomers so that they would have intensive practice speaking, listening, reading, and writing English. The class was called “English Language Skills” and allowed students to use Rosetta Stone regularly using iPads and computers. Once students would complete all the levels, they would be able to work on other applications to support their skills. Of 16 students in the class, 6 are at or above level 3 on Rosetta Stone (5 levels total). One of the newcomers finished level 5 by the end of April. Letters were sent home to parents letting them know that students could access Rosetta Stone from home for free through East Hartford Public Schools. A few students took advantage of this offer and they often work on Rosetta Stone from home.



East Hartford High School has also reported successes of bilingual students for the 2014-15 school year. For example, several students were honored at the school's quarterly celebrations for their grades (Q1= 25 students, Q2= 22 students, Q3= 20 students). To reinforce the good work of the students, the teachers have made over 70 positive phone calls to homes during this school year. Additionally, four bilingual students were recognized at East Hartford High School's annual Honors and Awards ceremony.

- 2. Based on data analysis, submit two recommendations for changes to district programs/services for 2014-2015 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.**

Recommendation # 1-

EL/Bilingual students are extremely underrepresented in college prep, honors, and AP classes at East Hartford High School. This is troubling considering CAPT scores for the current seniors demonstrate that there are several of the EL students who can be successful in these courses. Based on the data (see chart below), it is recommended that the district continue with improve the EL/Bilingual program, but also shift PD toward TESOL strategies for mainstream teachers who would prepare ELs to take advanced and college preparatory level courses or receive them in those classes while still keeping the ELs supported.

	% of EL students at or above proficient on CAPT	# of EL students enrolled in college prep, honors and AP classes
Mathematics	49%	30
English	26.5%	4
Social Studies/Writing	64%	5
Science	13.5%	4

Recommendation # 2-

EL/Bilingual students who are enrolled at the elementary level do not have a specific program or plan for to accelerate their development. As such, a goal for bilingual education (grades K-8) is to develop a rigorous and specific academic program that develop students' language acquisition skills that prepare them to be a part of the standard curriculum that is delivered East Hartford Public Schools. Currently, the district offers components or pieces of different programs that are put together by the staff. This is not helping students to transition fully in a timely manner.

- 3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.**

Bilingual teachers, classroom teachers building principals, guidance counselors, content area teachers, literacy coaches and support staff review and discuss data and collaborate to design lessons, identify teaching strategies and enlist the help of support services.

Students receive a minimum of one (1) period per day at the middle and secondary levels of enriched instruction (Language Arts/Study Skills) for increased opportunities for success in regular education/core content classes.

Students are scheduled to integrate with the full student body for most of the school day. Integration increases as proficiency improves.

4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.

N/A

5. (OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.

A Parent Informational Meeting (to explain the program's entry and exit criteria and services) was held at 6 p.m. at EHMS in October 2014. The presentation was completed in English and Spanish by the Supervisor of the ESL/Bilingual Department. The EHPS Bilingual Education and English as a Second Language Handbook was distributed and reviewed at this meeting.

The Bilingual teachers, as well as the ESL Coordinator, translated numerous flyers, newsletters, notes home (from classroom teachers, principals and other staff members), made phone calls to parents/guardians and had impromptu conversations with parents in the halls and/or on school grounds before and after school as well as at PPT meetings. The Elementary Progress Reports (in English and Spanish) were created, filled in by the ESL/Bilingual teachers (fall, winter, spring) and shared with parents during the Parent-Teacher Conferences;

The Community Resource Center at EHMS (in its 5th year of operation) supported K-12 parents and families with bilingual services, translations, computer access to the Rosetta Stone software and proactively consulted with numerous local, state and government organizations to support families in need of various types of assistance (i.e.: housing, clothing, food stamps, naturalization).

Translators/interpreters are provided at K-12 PPTs, attendance hearings and parent/student meetings, as requested, by administrators and guidance counselors/support staff in the district. Parents & families were invited to attend the Holiday Celebration of the Community Resource Center in December. ESL parents were able to attend "Parents Night" at Goodwin, O'Brien, Mayberry, Norris and Sunset Ridge Schools where bilingual teachers, classroom teachers and support staff gave demonstrations and materials for helping their children at home.

Translators/interpreters were present at parent-teacher conferences and school events for parents/families (arranged as needed by school/administration or as requested by parents/families) A District Request for Translation/Interpretation Request Form was created and implemented during 2013-2014. This form continued to be used during the 2014-15 academic year.

All schools sponsor parent involvement by sending home translated (monthly) Newsletters, flyers to events & activities beyond report card conferences and open house in Spanish for events such as Family Fun Nights, Band & Orchestra Concerts, Choral Concerts, Science Fairs, Art Shows, Talent Shows, holiday celebrations and multicultural nights;

The four elementary bilingual schools have parent involvement teams that are building/fostering a sense of community and cooperation with ESL/Bilingual parents.

East Hartford High School hosted an open house, freshman orientation, and two report card nights that were attended by parents of bilingual students.

read & responded w/ initial
grant approval on 9/12/14

**Connecticut State Department of Education
Turnaround Office
165 Capitol Avenue, Room 222
Hartford, CT 06145-2219**

Bilingual Education Grant Annual Evaluation Report for 2013-2014

**If required, an evaluation report must be submitted as a hard copy with attachments via regular mail by
Friday, June 13, 2014**

CONNECTICUT STATE BOARD OF EDUCATION GOALS

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: East Hartford Public Schools	Bilingual Education Program Manager: Debbie A. Kaprove
Telephone Number: 860.622.5104	E-mail Address: kaprove.da@easthartford.org
Date: 6.4.14	Number of students in Bilingual Education Programs: 400

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success – Qualitative Examples

Secondary:

EHHS:

High Honors: Quarter 1-3; Quarter 2-5; Quarter 3-3

General Honors: Quarter 1-7, Quarter 2-4; Quarter 3-10

2014 State Dance Competition Winners-2

Dance Club Participants-3

Pride Night "Personal Responsibility in Daily Effort" Awards-22
Certificates of Achievement in Art at the Town-Wide Annual Art Show-3
Positive Behavior Support (PBIS) Awards-2
Positive Reinforcement Opportunity (PRO) Awards: Quarter 1-5; Quarter 2-4; Quarter 3-4
Student of the Month (SOM) Math Award-1
Student of the Month (SOM) Student of Language Award-12
Celebration of Excellence Awards: Quarter 1-17; Quarter 2-14; Quarter 3-14
AP Luncheon Participants-2
EHHS Music Department's Choir Members-9
ESL/Bilingual Student of the Year Award at the Honors and Awards Night in May-1
Perfect Attendance Award Recipients-4
Boys' Varsity Soccer Team Athletes-2
Collins Type 5 Writing Essay Achievements-25

Woodland Alternative High School:

District Annual Art Show participants-5
Student of the Week Awards: Grade 2-1; Grade 2-3; Grade 10-5;
Improved Attendance Award-1
Honor Roll: Grade 10-1; Grade 11-1
Highest Behavior Award Recipients-1
The Student of the Week Award-4

Middle:

EHMS:

Most Improved Student -1
Presidential Academic Achievement & Excellence-4
Student of the Month-9
General Honors (Grade 6/Quarter 1) -4
General Honors (Grade 6/Quarter 2) -4
General Honors (Grade 6/Quarter 3) -4
General Honors (Grade 7/Quarter 1) -6
General Honors (Grade 7/Quarter 2) -4
General Honors (Grade 7/Quarter 3) -6

General Honors (Grade 8/Quarter 1) -3
General Honors (Grade 8/Quarter 2) -2
General Honors (Grade 8/Quarter 3) -4
High Honors (Grade 6/Quarter 1) -1
High Honors (Grade 6/Quarter 2) -1
High Honors (Grade 6/Quarter 3) -1
High Honors (Grade 7/Quarter 1) -3
High Honors (Grade 7/Quarter 2) -5
High Honors (Grade 7/Quarter 3) -3
High Honors (Grade 8/Quarter 1) -6
High Honors (Grade 8/Quarter 2) -7
High Honors (Grade 8/Quarter 3) -5

Mathematics Academic Achievement Award -1
Most Conscientious Team Award -1
Academic Honors Award -2
ESL/Bilingual Department Award -5
Science Academic Achievement Award -1
Language Arts Academic Award-1
Grade 8 Unified Arts Award -1
Grade 8 World Language Award -1
Grade 8 Daughters of the American Revolution Award-1
ELs exited from ESL/Bilingual Program-4

Elementary:

Goodwin School:

Orchestra Members-3
Chorus Members-2
Student of the Month Awards-2

Hockanum School:

Student/Citizen of the Month- 11
PAWs Bear Cards Recipients-3

Langford School:

Kindergarten:

Students advancing (at least) 1 DRA Level-35
Positive Classroom Behavior Recognition-4
The Character Trait Award-19
Monthly Music Award-5
STAR Reading Assessments-9 student made significant gains
STAR Math Assessments-7 students made significant gains
Art Star Award-8
Math Award-2
Student of the Week Award-3
Character Trait Award-3
The Perseverance Award-1

Mayberry School:

Student of the Month recipients-20
7 students completed the year reading on Grade Level
The Mayberry's Got Talent Show's Multicultural Dance Group -4
School Band members-3
Orchestra Members-1

Norris School:

Student of the Month-17
Citizenship Award-5
Academic Achievement Award-12
Physical Education Award-5

O'Brien School /STEM Academy:

"Behavior Hall of Fame" Inductees-42
Students with significant gains on formative assessment speaking prompts-54
Paw Pride Passport Recipients-2
Students of the Month-5
STEM Science Fair participants-31

STEM Science Fair 3rd Place Awards-2

O'Connell School:

Student of the Month Award-5

Fastmath Certificates-4

IB Post Card Recipients-27

CUB Awards/Tickets for Excellent Behavior-27

Pitkin School:

Band member-1

Choir member-1

Student of the Month-4

Most Improved Academic Award-4

Silver Lane School:

Student of the Month Awards (in recognition of positive character traits: trustworthiness, responsibility, respect, honesty and perseverance)-12

Sunset Ridge School:

10 students received Student of the Month Awards-11

ELs exited from the ESL/Bilingual Program-5

Poetry Writing Award-10

Extended Day Activity Participants-18

Instrumental lessons (band and/or orchestra members)-18

"Town Hall" performers-18

Chinese and Spanish projects displayed throughout the school-18

First Annual District Chinese New Year Celebration in January by singing an authentic Chinese song and poem-18

Civil War Reenactment Participants-18

- 2. Based on data analysis, submit two recommendations for changes to district programs/services for 2014-2015 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.**

To support the newly-designed ESL Team (Grades 6, 7, & 8) at EHMS in order to best support the learning needs of ELs across the disciplines;

To schedule/plan more ESL/Bilingual Department time and PD for Sheltered ESL Teams of teachers and tutors at EHHS and EHMS to collaborate, share practices, strategies and materials with one another;

To plan PDs and presentations with the Bilingual/TESOL and content area staff across the district in order to professionally address the CCSS to support ELs in 2014-2015 (sharing out of ESL Frameworks as they are aligned to the Common Core Standards for English Language Arts);

To continue to provide PD to bilingual/TESOL and classroom/content area teachers in reading/literacy, math and differentiated instruction. The district will move forward with building capacity amongst teachers to service ELs' needs through workshop attendance through the future workshops/professional development activities offered by CREC, CALI, SERC and other organizations to support ELs in mainstream (content area) classes.

3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

Bilingual teachers, classroom teachers, building principals/guidance counselors, content teachers, Literacy Coaches and support staff review and discuss student data, collaborate to design lessons, teaching strategies and other support services;

Students receive a minimum of 1 period per day at the middle and secondary levels of enriched instruction (Language Arts/Study Skills) for increased opportunities for success in the regular education/core content classes;

Students are scheduled to integrate with the full student body for most of the day. Integration increases as proficiency improves.

4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes. NA

5. (OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.

The Parent EL Informational Meeting (to explain the program's entry and exit criteria and services) was held at 6PM at EHMS on October 29, 2013. The presentation was completed in English and Spanish by the Supervisor of the ESL/Bilingual Department. The EHPS Bilingual Education and English as a Second Language Handbook was distributed and reviewed at this meeting.

The Bilingual teachers, as well as the ESL Coordinator, translated numerous flyers, newsletters, notes home (from classroom teachers, principals and other staff members), made phone calls to parents/guardians and had impromptu conversations with parents in the halls and/or on school grounds before and after school as well as at PPT meetings. The Elementary Progress Reports (in English and Spanish) were created, filled in by the ESL/Bilingual teachers (fall, winter, spring) and shared with parents during the Parent-Teacher Conferences;

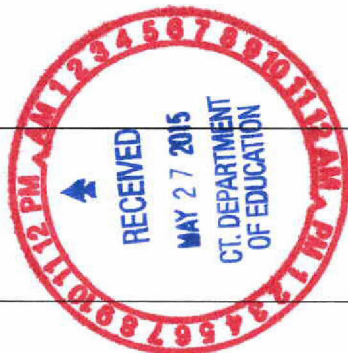
The Community Resource Center at EHMS (in its 4th year of operation) supported K-12 parents and families with bilingual services, translations, computer access to the Rosetta Stone software and proactively consulted with numerous local, state and government organizations to support families in need of various types of assistance (i.e.: housing, clothing, food stamps, naturalization).

Translators/interpreters are provided at K-12 PPTs, attendance hearings and parent/student meetings, as requested, by administrators and guidance counselors/support staff in the district. Parents & families were invited to attend the Holiday Celebration of the Community Resource Center in December. ESL parents were able to attend "Parents Night" at Goodwin, O'Brien, Mayberry, Norris and Sunset Ridge Schools where bilingual teachers, classroom teachers and support staff gave demonstrations and materials for helping their children at home.

Translators/interpreters were present at parent-teacher conferences and school events for parents/families (arranged as needed by school/administration or as requested by parents/families) A District Request for Translation/Interpretation Request Form was created and implemented during 2013-2014;

All schools sponsor parent involvement by sending home translated (monthly) Newsletters, flyers to events & activities beyond report card conferences and open house in Spanish for events such as Family Fun Nights, Band & Orchestra Concerts, Choral Concerts, Science Fairs, Art Shows, Talent Shows, holiday celebrations and multicultural nights;

The 4 elementary bilingual schools have parent involvement teams that are building/fostering a sense of community and cooperation with ESL parents.



Connecticut State Department of Education
Academic Office
165 Capitol Avenue, Room 222
Hartford, CT 06145-2219

Bilingual Education Grant Annual Evaluation Report for 2014-2015

If required, an evaluation report must be submitted as a hard copy with attachments via regular mail by
Friday, June 19, 2015

CONNECTICUT STATE BOARD OF EDUCATION GOALS

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

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Goal 5: All students will graduate from high school.

School District: DANBURY 034	Bilingual Education Program Manager: Augusto Gomes
Telephone Number: 203-790-2805	E-mail Address: gomesa@danbury.k12.ct.us
Date: May 20, 2015	Number of students in Bilingual Education Programs: 1,671

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2014-2015:

1. Evidence of Student Success – Qualitative Examples

- a. Students have an increased level of self-confidence and academic skills, enabling them to assimilate and become active participants in the mainstream classrooms.
- b. Program allows students to adapt to culture and language change.
- c. Students increased participation as reported by classroom teachers.
- d. Increased fluency skills as evidenced by assessments regularly administered.

Evidence of Student Success –Qualitative Examples (Continued)

- **Ellsworth Avenue School** – Students participated in CODA, Soaring Eagle Awards, Annual ESL field trip, writing workshop celebrations, Student of the month, concerts by grade.
- **Great Plain Elementary School** - Students participate in all activities in school (concerts, awards day, field trips, fairs and graduation). 100% of the students that attend Great Plain in the Bilingual Program participate in activities listed above. Students participate in all intervention programs in reading and math including volunteer reader program.
- **King Street Primary School** - Kindergarten students increased their LAS score in one or more areas when compared with their placement scores. 12/33 first graders exited the program. 11/33 first graders increased one or more levels in the overall score and in the areas of reading and writing. 8/33 first graders increased one or more levels in the overall score. First graders increased their LAS score in one or more areas when compared with last year's scores. 4/20 second graders exited the program. 3/20 second graders increased one or more levels in the overall score and in the areas of reading and writing. 8/20 second graders increased one or more levels in the overall score. Second graders increased their LAS score in one or more areas when compared with last year's scores. Third graders increased their LAS score in one or more areas when compared with last year's scores.
- **Mill Ridge Primary School** - All students have shown improvement in their ability to communicate with teachers and colleagues --Students participated in all school activities such as musical programs, field trips, character education programs, concerts, kid marathons, enrichment programs, and after-school study groups
- **Morris Street School** – Many bilingual students have demonstrated success in their classrooms by being chosen for student of the month by their classroom teachers. The Bilingual students have achieved higher LAS Links scores. The Bilingual students have achieved higher DRA2 scores. Students are participating more frequently in classroom discussions in reading, writing and math. Overall attitude of the students has improved. Students take home books in their native language in order to support their reading development.
- **Park Avenue Elementary School** – Increase in LAS Links scores. Increase in DRA2 scores in retelling and written summary. Increase in LAS Links Benchmark scores. Students take home books in their native language for parents to support their reading. Students participate in school wide Math and Reading nights.
- **Shelter Rock Elementary School** – An increase of one or more levels on DRA and other literacy assessments. An increase in student participation in mainstream classroom activities.
- **South Street School** – 42 Bilingual students have received Student of the Month awards, 2 Bilingual students will be representing Danbury in the State's Invention Convention. During writing celebrations at all grade levels, all of our Bilingual students utilize the 4 language domains by presenting their personal writing pieces. This included a variety of genres, such as persuasive speeches, poetry, nonfiction work, realistic fiction, and small moments. At times this is shared with a greater audience, such as parents, other classrooms, etcetera.
- **Stadley Rough Elementary School** - Student participation in all mainstream classes, student participation in after school clubs and activities (Running Club, Talent Show, Kindness and Compassion Club), student participation in field trips, student participation in all school concerts and music lessons, student participation in the summer reading program, student participation in summer school. Students and parents involved in Math workshop.

- **Western Connecticut Academy of International Studies Elementary Magnet School** - 14 of the 16 identified bilingual Spanish speaking students in grades 1-4 showed growth in English proficiency as measured by the LAS Links annual assessment. Overall growth in scores realized was just over 31%. All ELL students are actively engaged in learning experiences in their classrooms and participate fully with their native English-speaking peers. 8 of all 21 Spanish-speaking students are considered proficient in English based on results of the Spring 2015 LAS Links Assessments, including 1 kindergarten student who is also hearing impaired.
- **Broadview Middle School** – Bilingual student met exit criteria. Several students were accepted to Henry Abbott Technical School on an initial basis. Students honored at AAA (Achievement, Attitude, Attendance) by school principal.
- **Rogers Park Middle School** – Bilingual Education students have been successful in numerous school activities. There are students receiving school awards such as Pro Award (People Respecting Others) and Student of the Month. They have participated in school plays, chorus concerts, student teacher basketball/soccer games, field trips, and several other activities offered at Rogers Park Middle School.
- **Danbury High School** – During the 2014-2015 school year, bilingual students have been provided with alternate programming in certain disciplines in order to meet the students' individual needs. For example, one student who recently came from Brazil, was given the opportunity to work on an independent study in Biology class, and he has requested Honors Chemistry next year where accommodations are being made in order for this request to be fulfilled. We also have worked alongside WCSU to develop the Minority Pipeline Program, also known as the Teaching Fellows Program, in which DHS students, some of whom were previously bilingual students in the system, are learning how to become Bilingual/ESL teachers and assisting bilingual teachers in their classes. Moreover, one of our former bilingual students has become a teacher this year in the Danbury school system.

2. Based on data analysis, submit two recommendations for changes to district programs/services for 2014-2015 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

- a. The SIOP Model is the selected ESL Strategy and support for all ELLs in the district; in addition, SIOP coaches provide job-embedded support for grades 6-12.
- b. ESL curricula have been written for grades 6-8; texts and materials were chosen to align with the Common Core State Standards (CCSS) and language proficiency levels as determined by the state of Connecticut's mandated assessment (LAS Links); The new ESL curricula will be piloted at the middle schools to address the shifts required by CCSS with a specific focus on language:
 - i. Regular practice with complex text and its vocabulary
 - ii. Speaking and Literacy in order to work collaboratively and present ideas;
 - iii. Use of evidence from the text in reading, writing, and speaking.
- c. A Newcomers program housed at Rogers Park Middle School was created to address the unique needs of "SIFE" students at the middle schools.
- d. Due to the high number of English Language Learners at KSP, the bilingual program was restructured. This reorganization lowered the student to teacher ratio to effectively accommodate and improve student learning. The bilingual program emphasizes the importance of developing English skills. The program prepares students to handle the content material of their mainstream classes by providing instruction that is challenging and suited for each student's proficiency. It considers the students' background and their needs, as well as providing opportunities for the continued use of students' native languages. Based on this year's data we can conclude the program has been successful.

Recommendations:

- Additional support to meet the needs of current population of ELL students; additional planning time for ELL staff with classroom teachers.
- Offer parents' workshops with the Language Arts and Math specialists
- Provide multicultural awareness training for the school wide staff
- Increase multicultural materials in the school.
- Increase opportunities for parents of bilingual students to become more involved in the education of their children. Send home materials to support the development of literacy skills in Spanish. Research supports the benefits of building literacy skills in native language to enhance English language proficiency.

3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

- a. Students receive ESL along with Language Arts and Math support;
- b. SIOP classes taught by certified content area teachers who received training in SIOP;
- c. Transitional English, at Danbury High School, A double-period English course is offered, incorporating the skills included in the English II curriculum with those reading skills necessary for comprehension and interpretation of the required course material and subject matter. This double-period class is open to students who have successfully completed the ESL continuum to assure a smooth transition in their second-language acquisition progression. Students who successfully complete the Transitional English course earlier than Grade 12 will take subsequent English courses.

4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.

Not applicable.

5. (OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.

- a. **Ellsworth Avenue School** - Lee y Seras is offered for bilingual parents to support their understanding of literacy skills as they develop in young children.
- b. **Great Plain School** – The bilingual program at Great Plain Elementary School engages the parents and encourages participation through the following activities: Parent Reading, Writing and Math Night, Open House, concerts, PTO Meetings, and conferences based on student needs. Interpreters are provided to make sure parents are able to participate in conversations and discussions at school. All letters and notices are sent home in Spanish and Portuguese to parents. Parents are able to come to school for assistance with forms, notices, letters, etc. anytime during the school day.
- c. **King Street Primary School** – Individual written progress reports provided during the school year (November, March, and June); telephone calls and conferences with parents throughout the year; brochures in parents’ native language giving suggestions on how to help their children at home; Principal’s newsletter; weekly school messenger.
- d. **Mill Ridge Primary** - Parent notices are sent home translated in Spanish and Portuguese. Parents are invited to attend school functions such as musical concerts, PTO nights, and reading celebrations. Our Family Resource Center supports bilingual families with community outreach programs. Interpreters are used for Parent/Teacher conferences and/or other communication needs to make parents feel more comfortable in the school.
- e. **Morris Street School** – Bilingual teachers translate for conference in order to discuss the progress and language development of students; bilingual teachers provide the parents with a HOME REPORT in both English and the students’ native language and READING LINKS to support the reading development of the students in the Bilingual Program; parents of our bilingual students seem to be more involved in school functions – we had great parent turnout at our school events including Breakfast with Santa, and the Fall Harvest Festival – some parents have even volunteered to help teachers during K-1 lunch and recess duty; we have also started an Adult Literacy Workshop for Morris Street School parents who need help learning to communicate and read in English. The workshop takes place two nights a week and we have had about 30 parents sign up. Certified teachers also offer students homework help during that time while their parents are in class.
- f. **Shelter Rock School** – Phone and Email contact with parents; brochures in their native languages; Science Fair.
- g. **South Street School** – We have noticed greater parental involvement this year. For example, South Street School had a Bilingual Open House. About one half of the families of ELLs were in attendance. Other examples of improvement in ELL parental involvement was the great attendance in the lower elementary Reading Night (where most students are ELLs), SBAC Night, Math Night, Writing Celebrations, and the Poetry Slam. We also had close to 100% turnout at parent teacher conferences.
- h. **Stadley Rough School** – Activities to engage parents of students in the bilingual program include the following: Open House with special sessions for ELL/Bilingual parents, workshops related to the CCSS in literacy and math with translators, most pertinent written communications provided in Spanish and Portuguese, weekly informative phone calls made in Spanish and Portuguese, parent conferences with translators provided. Summer reading night, internet night, and math workshops during the day for parents.

- i. **Western CT Academy of International Studies Elementary Magnet School** – AIS provides the opportunity for all students to learn Spanish. Spanish is offered as an academic subject for students in grades K-5. Morning announcements are always delivered in both Spanish and English. Our Spanish speaking students can assist their English speaking peer in acquiring Spanish. Translation services are offered for parent meetings, questions, or student progress reports and conversation. Parents are always welcome to volunteer in the classrooms and often attend field trips with their children.
- j. **Broadview Middle School** – Parents were invited to an ESL Meet the Teacher Night where programming was explained as well as being taught to navigate the PowerSchool system and schedule Parent Teacher conferences. The ESL teacher met with parents during parent teacher conference week because the bilingual teacher was on extended medical leave. Parents were also included in the school wide Back to School nights. Parents were included in city-wide ESL classes if they chose to register. Parent contact in the home language, as well as home visits, was conducted as needed. Quarterly Newsletter is distributed from SIOP Coach updating parents on classroom learning.
- k. **Rogers Park Middle School** – A recommendation from last year was to create a Newcomers program to provide services for new students arriving into the classroom with little or no education that need to learn the basics and begin the acculturation process. This program was successfully established this year and it is meeting the unique needs of specific students. Parents were informed of the program and constant contact is maintained with parents to discuss their child’s progress. Spanish-speaking parents are also invited to meetings in the evening approximately every quarter to discuss school topics. Among the topics that have been are: parent-teacher conferences, how to use the student’s planner, how to help the students succeed in school, and what to do when requesting a meeting with a teacher. Parents were also invited to a Family Reading Night focusing on reading strategies to be used at home with their students.
- l. **Danbury High School** - As a school, we have promoted outreach workshops for the parents of our bilingual students. At these workshops, the parents have the opportunity to learn policies and procedures that are within the Danbury High School Student Handbook. They also learn how to use “PowerSchool” in order to look up their child’s grades on a daily basis. We have provided workshops in September and April and invited them to the school open house/parent conferences that take place three times throughout the school year. Danbury High School also established a Bilingual PLC. This PLC consists of bilingual teachers and guidance counselors who meet once a week to systematically work together to improve student learning. Because teachers and guidance counselors have the opportunity to discuss individual students on a weekly basis, they are able to contact parents more readily in order to meet the challenges of the students, which aids in the SRBI process as well.

read & responded
w/ initial approval email
9/12/14

**Connecticut State Department of Education
Turnaround Office
165 Capitol Avenue, Room 222
Hartford, CT 06145-2219**

Bilingual Education Grant Annual Evaluation Report for 2013-2014

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Goal 5: All students will graduate from high school.

School District: Danbury Public Schools, 034	Bilingual Education Program Manager: Augusto Gomes
Telephone Number: 203-790-2805	E-mail Address: gomesa@danbury.k12.ct.us
Date: May 30, 2014	Number of students in Bilingual Education Programs:

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success – Qualitative Examples

- a. Students have an increased level of self-confidence and academic skills, enabling them to assimilate and become active participants in the mainstream classrooms.
- b. Program allows students to adapt to culture and language change.
- c. Students increased participation during reading and writing workshops as reported by classroom teachers.
- d. Increased fluency skills as evidenced by assessments regularly administered.

Evidence of Student Success –Qualitative Examples (Continued)

- **Ellsworth Avenue School** – Students participated in CoDA, Soaring Eagle Awards, Annual ESL field trip, writing workshop celebrations, Student of the Month, and concerts by grade;
- **Great Plain Elementary School** - Students participated in all activities in school (concerts, awards day, field trips, fairs and graduation). 100% of the students that attend Great Plain in the Bilingual Program participate in activities listed above. Students participate in all intervention programs in reading and math including volunteer reader program. Kindergarten: 79% of the students attending 10 months in the bilingual kindergarten have met the benchmark on the district evaluations in language arts. 89% of the students in the kindergarten classroom will continue to the first grade bilingual classroom. First grade: 19% of the students who have completed 20-30 months of the program have met the state exiting requirement. 29% of the students are reading close to or at the district benchmark for first grade on the DRA2. 57% of the students will continue on to second grade bilingual classroom. 91% of the students scored a 3 or higher on the LAS links. Second/Third grade: 40% of the students who have completed 30 months of the program have scored proficient on the LAS. 50% of the students are reading close to or at the district benchmark for second grade on the DRA2. 9% of the students will continue in the bilingual program. Fourth/ Fifth grade: 17% of the students who have completed 30 months of the program have met the state-exiting requirement. 33% of the students are reading close to or at the district benchmark for fourth and fifth grade on the DRA2. 75% of the students will continue in the bilingual program.
- **King Street Primary School** - Students enhanced their phonological awareness and language skills through explicit and systematic instruction. Students have showed improvement on their yearly language assessment, as well as in their math assessment. Student’s work and participation improved. Students showed more interest and motivation for reading and writing.
- **Mill Ridge Primary School** - All students have shown improvement in their ability to communicate with teachers and colleagues –Students participated in all school activities such as musical programs, field trips, character education programs, concerts, kid marathons, enrichment programs, and after-school study groups
- **Morris Street School** – Students have achieved higher DRA scores. Students are participating more frequently in classroom discussions in reading, writing and math. Fluency and comprehension skills are improving. Overall attitude of the students has improved.
- **Park Avenue Elementary School** – Increase in LAS Links scores. Increase in DRA2 scores in retelling and summary, motivation for reading- Reading Log Celebrations, increase in Running Records scores. Bilingual Labrary – Students take home books in their native language for parents to support their reading.
- **Shelter Rock Elementary School** – An increase of one or more levels on DRA and other literacy assessments. An increase in student participation in mainstream classroom activities.
- **South Street School** - We have modified our instruction to provide “mini immersion” classes to the many newcomers who have recently entered our school. Our goals in these classes are to build vocabulary banks, using native language when appropriate, to support content taught in the regular classes, and to lower the affective filter through the use of small group instruction and SIOP strategies. Our newcomers have rapidly developed oral skills, which have enabled them to participate successfully in regular classrooms activities, such as reading and writing workshops and Reader’s Theater. Another example of student success is the large number of 5th grade bilingual students who attended Nature’s Classroom this year. Our ESL/bilingual team has developed a wonderful rapport with our bilingual/ELL families. This rapport helped lower the level of cognitive dissonance many of the non-English speaking families feel when deciding if their children should be away from home for five days. Our students, participated in a wonderful and unusual learning experience in Nature’s Classroom

- **Stadley Rough Elementary School** - Student participation in all mainstream classes, student participation in after school clubs and activities (Running Club, Talent Show, Kindness and Compassion Club), student participation in field trips, student participation in all school concerts and music lessons, student participation in the summer reading program, student participation in summer school.
 - **Western Connecticut Academy of International Studies Elementary Magnet School** – Of the 20 identified bilingual Spanish speaking students, 50% (10 students) achieved proficiency or above proficiency in English as measured by the LAS Links annual assessment; These students are eligible for dismissal from ESL services at the end of this school year. One of the kindergarten students entered our school as a beginning level of English proficiency has since surpassed grade level reading requirements as well as achieving an above proficiency level on the LAS Links. All ELL students are actively engaged in learning experiences in their classrooms and participate fully with their native English speaking peers.
 - **Broadview Middle School** – honor roll, chorus participants, attend cluster field trips, honored at principal's luncheon.
 - **Rogers Park Middle School** – Bilingual Education students have been successful in numerous school activities. There are students that are on the honor roll and receiving school awards such as Pro Award (People Respecting Others) and Student of the Month. They have participated in school plays, chorus concerts, student teacher basketball/soccer games, field trips, and several other activities offered at Rogers Park Middle School.
 - **Danbury High School** – Our bilingual students have been successfully utilizing technology in their classes. Students have been podcasting, accessing BrainPop for content reinforcement, and creating movie projects to demonstrate knowledge. This technology integration demonstrates 21st Century skills. One specific example is a video created by a group of bilingual chemistry students. The assignment was to write, perform, and record a video based on a chemical reaction experiment. The following video link shows a group that was of exceptionally high caliber.
<https://www.youtube.com/watch?v=PeHt5REtqdE&feature=youtu.be>
- 2. Based on data analysis, submit two recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.**
- a. The SIOP Model is the selected ESL Strategy and support for all ELLs in the district; in addition, SIOP coaches provide job-embedded support for grades 6-12.
 - b. ESL curricula have been written for grades 9-12; texts and materials were chosen to align with the Common Core State Standards (CCSS) and language proficiency levels as determined by the state of Connecticut's mandated assessment (LAS Links); On-going support was provided to the teachers during the first year of implementation of the new curricula (2013-2014); sample lessons based on the SIOP Model will be created. A new English Language Development (ELD) program is being piloted at the middle schools which addresses the shifts required by CCSS with a specific focus on language:
 - i. Regular practice with complex text and its vocabulary
 - ii. Speaking and Literacy in order to work collaboratively and present ideas;
 - iii. Use of evidence from the text in reading, writing, and speaking.

3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

- a. Students receive ESL support along with Language Arts and Math services;
- b. SIOP classes (taught by certified content area teachers who received training in SIOP).
- c. Transitional English: A double-period English course is offered, incorporating the skills included in the English II curriculum with those reading skills necessary for comprehension and interpretation of the required course material and subject matter. This double-period class is open to students who have successfully completed the ELL program to assure a smooth transition in their second-language acquisition progression. Students who successfully complete the Transitional course earlier than Grade 12 will take subsequent English courses.

4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.

Not applicable.

5. (OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.

Ellsworth Avenue School - Lee y Seras is offered for bilingual parents to support their understanding of literacy skills as they develop in young children.

Great Plain School – The bilingual program at Great Plain Elementary School engages the parents and encourages participation through the following activities: Parent Reading, Writing and Math Night, Open House, concerts, PTO Meetings, and conferences based on student needs. Also, most of the notices are sent home in Spanish, parents are assisted by school staff who speak Spanish when they come to school and students are integrated with other classes.

King Street Primary School – Principal's newsletter, weekly school messenger, brochures in their native language giving suggestions on how to help their children at home, Math Family Program Night, and conferences with parents.

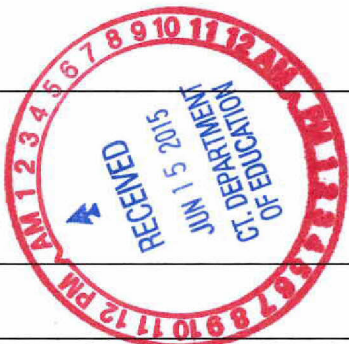
Shelter Rock School – Phone contact with parents, brochures in their native languages, Science Fair, Literacy parties.

Stadley Rough School – Activities to engage parents of students in the bilingual program include the following: Open House with special sessions for ELL/Bilingual parents, workshops related to the CCSS in literacy and math with translators, most pertinent written communications provided in Spanish and Portuguese, weekly informative phone calls made in Spanish and Portuguese, parent conferences with translators provided.

Western CT Academy of International Studies Elementary Magnet School – AIS provides the opportunity for all students to learn Spanish. Spanish is offered as an academic subject for students in grades K-5. Morning announcements are always delivered in both Spanish and English. Our Spanish speaking students can

assist their English speaking peer in acquiring Spanish. Translation services are offered for parent meetings, questions, or student progress reports and conversation. Parents are always welcome to volunteer in the classrooms and often attend field trips with their children.

Rogers Park Middle School – Spanish speaking parents are invited to meetings in the evening approximately every quarter to discuss school topics. Among the topics being discussed are: parent-teacher conferences, how to use the student's planner, how to help the students succeed in school, and what to do when requesting a meeting with a teacher. Parents were also invited to a parent workshop on setting high expectations.



**Connecticut State Department of Education
Academic Office
165 Capitol Avenue, Room 222
Hartford, CT 06145-2219**

Bilingual Education Grant Annual Evaluation Report for 2014-2015

If required, an evaluation report must be submitted as a hard copy with attachments via regular mail by Friday, June 19, 2015

CONNECTICUT STATE BOARD OF EDUCATION GOALS

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: Bridgeport Public Schools	Bilingual Education Program Manager: Ana Sousa-Martins
Telephone Number: (203) 275-1340	E-mail Address: amartins@bridgeportedu.net
Date: 5/22/2015	Number of students in Bilingual Education Programs: 3104 as of 5-15-2015

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2014-2015:

1. Evidence of Student Success – Qualitative Examples

- Evidence of student work exemplars
- Teacher observations
- On-going and embedded assessments and teacher-student interaction in daily classroom activities
- General education teacher’s positive feedback on the academic progress of recently mainstreamed or LTSS students through collaboration with the ESL teacher
- ELLs achieving National Honor Society membership

- Mary McCann Bradicich Scholarship for ELL graduating seniors achieving academic excellence
- Demonstration of science experiments/Science Fair and Science Expo
- Various writing contests- participants & winners
- COLT Poetry Contest
- Participation in afterschool organized sports
- Participation in District wide – Debate Team
- Participation in District wide – Math Team

2. Based on data analysis, submit two recommendations for changes to district programs/services for 2014-2015 based on the effectiveness of the present year’s program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

- Bilingual, ESL and mainstream teachers will be involved in training in an effort toward improving “Best Practices” and student achievement. Professional development will be provided in the implementation of Sheltered Instruction Observation Protocol (SIOP) instructional strategies for ELLs
- Bilingual, ESL and mainstream teachers will be involved in training to utilize LAS Links Assessment data to guide their instruction in order to improve student achievement

3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

- LTSS monitoring, support & tutoring by a certified ESL teacher in all content areas in collaboration with the ELLs general education teacher
- Tier II & Tier III SRBI support for identified ELL students. Site-based support and instruction by ESL staff, paraprofessionals, and other certified staff in reading and language arts
- At the high schools, LTSS students are provided ESL, and an LTSS tutoring class, to assist ELLs in achieving content-based academic benchmarks

4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes. N/A

5. (OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.

- School-based parent training sessions on literacy and numeracy initiatives
- Communication and collaboration with the District's Parent Advisory Council, Parent Center, and school-based Family Resource Centers
- Provide translation services at all district PAC meetings, District informational meetings, Superintendent Forums, & "Turn Around School" committee meetings
- Title I District PAC Conference-Parents attend workshops where native language (Spanish) translation is provided.
- Various committees were formed by all Bilingual staff to enhance curriculum, expand department procedures and policies, and improve instructional strategies
- Provided **Sheltered Instruction Observation Protocol (SIOP)** training to a cohort of ESL teachers to incorporate the SIOP model into their lesson design and delivery
- All ESL teachers in grades K-8 were trained in **"On Our Way to English (OWE)"** Program. Teachers implemented this research-based, comprehensive English language development program, which focused on academic language, vocabulary development, language skills, content-based instruction and differentiation
- Formed a Dual Language Revision Task Force to review and revise best practices and policies, and to create a handbook for Bridgeport's "Unidos" Dual Language Program

Rec. 1: bil, ESL mainstream Ts receive sheltered English PD
Bilingual Talented & Gifted Program

OK Read 8/6/14
responded 9/12/14
w/ grant approval
initial

**Connecticut State Department of Education
Turnaround Office
165 Capitol Avenue, Room 222
Hartford, CT 06145-2219**

Bilingual Education Grant Annual Evaluation Report for 2013-2014

**If required, an evaluation report must be submitted as a hard copy with attachments via regular mail by
Friday, June 13, 2014**

CONNECTICUT STATE BOARD OF EDUCATION GOALS

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: Bridgeport Public Schools	Bilingual Education Program Manager: Migdalia Bisch
Telephone Number: (203) 275-1340	E-mail Address: mbisch@bridgeportedu.net
Date: June 6, 2014	Number of students in Bilingual Education Programs: 2842 (as of 5-6-14)

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success – Qualitative Examples

- Evidence of student work exemplars
- Teacher observations
- On-going and embedded assessments and teacher-student interaction in daily classroom activities
- General education teacher's positive feedback on the academic progress of recently mainstreamed or LTSS students through collaboration with the ESL teacher
- ELLs enrolled in the Bilingual Talented and Gifted (TAG) program

- ELLs achieving National Honor Society membership
- Mary McCann Bradicich Scholarship for ELL graduating seniors achieving academic excellence
- Demonstration of science experiments/Science Fair and Science Expo
- ELLs participating in the Grade 5 & 6 Math Competition
- Various writing contests- participants & winners
- The Secretary of the State of CT 2014 PowerPoint Contest-The winner for Bridgeport's Congressional District was a former ELL
- COLT Poetry Contest
- Participation in afterschool organized sports

2. Based on data analysis, submit two recommendations for changes to district programs/services for 2014-2015 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

- Bilingual, ESL and mainstream teachers will be involved in training in an effort toward improving "Best Practices" and student achievement. Professional development will be provided in the implementation of "Sheltered English" instructional strategies for ELLs.
- Collaborate with newly appointed numeracy & literacy directors and coaches in delivering professional development to improve instruction and outcomes for ELLs based on student data and the CCSS.

3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

- LTSS monitoring, support & tutoring by a certified ESL teacher in all content areas in collaboration with the ELLs general education teacher.
- Tier II & Tier III SRBI support for identified ELL students. Site-based support and instruction by ESL staff, paraprofessionals, and instructional facilitator in reading and language arts.
- At the high schools, LTSS students are provided ESL to assist ELLs in achieving academic benchmarks.

4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes. N/A

5. (OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.

Parent Engagement:

- School-based parent training sessions on literacy and numeracy initiatives.
- Communication and collaboration with the District's Parent Advisory Council, Parent Center, and school-based Family Resource Centers.
- Provide translation services at all district PAC meetings, District informational meetings, Superintendent Forums, & "Turn Around School" committee meetings.
- Title I District PAC Conference-Parents attend workshops where native language (Spanish) translation is provided.

JUN 17 2013

need to update parent letter

Connecticut State Department of Education
 Division of Teaching, Learning & Instructional Leadership
 Bureau of Accountability & Improvement
 Bilingual Education Grant Annual Evaluation Report for 2012-2013

Evaluation report must be submitted as a hard copy with attachments, if required, via regular mail by June 14, 2013.

CONNECTICUT STATE BOARD OF EDUCATION GOALS

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.
Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.
Goal 3: All students will be taught by highly qualified teachers.
Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.
Goal 5: All students will graduate from high school.

School District: Bridgeport Public Schools	Bilingual Education Program Manager: Migdalia Bisch
Telephone Number (203) 275-1340	E-mail Address: mbisch@bridgeportedu.net
Date: 6/13/2013	Number of students in Bilingual Education Programs: 2746

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2012-2013:

1. Evidence of Student Success –Qualitative Examples

- Evidence of student work exemplars
- Content-Based Assured Experiences
- Teacher observations
- District wide Middle Schools Math Meet
- District, State and National Spelling Bee Participant
- Participation in the Bridgeport Public Schools Student Talent Show



- Participation in the afterschool organized sports
- Members of top 10% graduating class in 8th and 12th grades ✓
- COLT Poetry Contest
- Demonstration of science experiments/Science Fair and Science Expo
- Self-assessments, performance tasks measured with criteria charts, rubrics or checklists
- On-going and embedded assessments and teacher-student interactions in daily classroom activities
- General education teacher's positive feedback on the academic progress of recently mainstreamed or LTSS students through collaboration with the ESL teacher
- ELLs achieving National Honor Society membership
- Writing Contest Winners

2. Based on data analysis, submit 2 recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

- Bilingual, ESL and mainstream teachers will be involved in training in an effort toward improving instructional practices and student achievement. Professional development will be provided in the implementation of instructional strategies for ELLs based on Common Core State Standards ✓
- Bilingual, ESL and mainstream teachers will be provided professional development on ELL strategies based on students' LAS Links Levels in order to differentiate the instruction for ELLs in their classrooms

3. Provide a brief description of Language Transition Support Services (LTSS) including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

- LTSS monitor and support tutoring by a certified ESL teacher in all content areas in collaboration with the ELLs general education teacher
- At the high schools, LTSS students are provided ESL to assist ELLs in achieving academic benchmarks
- Support by ESL teachers and site-based support by literacy and numeracy coaches
- Implementation of individualized Student Success Plans

4. **If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes. N/A**

5. **Additional data describing bilingual education program observations from this past year. (OPTIONAL) You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**

Parent Engagement

- School-based parent training session on literacy and numeracy initiatives
- Communication and collaboration with the District's Parent Advisory Council, Parent Center, and school-based Family Resource Centers
- Provide translation services at all district PAC meetings , District Informational meetings and Superintendent Forums
- Community Family Literacy Night

Connecticut State Department of Education
 Division of Teaching, Learning & Instructional Leadership
 Turnaround Office

Bilingual Education Grant Annual Evaluation Report for 2012-2013

Evaluation report must be submitted as a hard copy with attachments, if required, via regular mail by
June 14, 2013.

CONNECTICUT STATE BOARD OF EDUCATION GOALS

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: Bristol	Bilingual Education Program Manager: Maria Groody
Telephone Number: 860-585-4368	E-mail Address: mariagroody@ci.bristol.ct.us
Date: June 5, 2013	Number of students in Bilingual Education Programs: 12

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2012-2013:

Three schools were designated bilingual: Bristol Central High School, Chippens Hill Middle School & South Side School. At South Side School, all students eligible for bilingual opted for ESL support services only. At Chippens Hill, 2 students participated and at Bristol Central, 10 students.

1. Evidence of Student Success –Qualitative Examples

At these schools, five students participated in sports, and 4 were in band/school play.

2. **Based on data analysis, submit 2 recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.**

Based on student data and information from the staff, two recommendations for the 2013/2014 school year include:

- (1) Revise ELL Math (Algebra & Geometry) Curriculum to align with Common Core, and respond to the instructional needs of ELLs.
- (2) Continue with Multicultural Club for students in World Languages and ESL to learn from each other at all secondary level schools in the district.

3. **Provide a brief description of Language Transition Support Services (LTSS) including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.**

There are no students who participated for 30 months.

4. **If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.**

The program was provided as outlined in the grant application

5. **Additional data describing bilingual education program observations from this past year. (OPTIONAL) You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**

Our students in general are quite successful when analyzing our data in comparison to the AMAO benchmarks.

Co-teaching with the ESL teacher and content area teachers with bilingual translation are provided in all CORE subjects at the high school. A specific ELL team of teachers meet regularly to discuss student progress and success at all schools.

Parents/siblings are encouraged to participate in the Multi-cultural Club at the high school, Open House events, and all school sponsored activities.

JUN 6 2013

Connecticut State Department of Education
Turnaround Office
165 Capitol Ave. Room 222
Hartford, CT 06145-2219

Megan Alubicki
Education Consultant-ELL/Bilingual

Telephone: (860) 713-6786, Fax: (860) 713-7023
Email: megan.alubicki@ct.gov

Bilingual Education Grant Annual Evaluation Report 2012-2013
Reminders

- Please use the attached template. Please submit your report by **June 14, 2013**
- Please remember that you **MUST** submit a report OR if you did not have a program due to parental refusals, then simply submit an email stating that you did not have a bilingual program due to parental refusals. If this is the case, ***please send a copy of each school's parent notification letter, so that we have this for our records.*** Otherwise, all districts are required to have bilingual programs regardless of whether or not they accepted the state funding. Additionally, if you have not implemented the bilingual program as you described it in the grant application, you must note the differences and why you made the changes in section number five of the Annual Evaluation Report template.
- The report (or the parent notification letter, if applicable) must be submitted via regular mail at the above address.

Thank you very much for your hard work and cooperation during these extremely busy and demanding times. If you have any questions or would like clarification, please feel free to contact me by phone or email.

Megan Alubicki Flick

Connecticut State Department of Education
 Division of Teaching, Learning & Instructional Leadership
 Turnaround Office

Bilingual Education Grant Annual Evaluation Report for 2012-2013

Evaluation report must be submitted as a hard copy with attachments, if required, via regular mail by
June 14, 2013.

CONNECTICUT STATE BOARD OF EDUCATION GOALS

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Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: Danbury Public Schools, 034	Bilingual Education Program Manager: Augusto Gomes
Telephone Number: 203-790-2805	E-mail Address: gomesa@danbury.k12.ct.us
Date: May 30, 2013	Number of students in Bilingual Education Programs: 1623

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2012-2013:

- 1. Evidence of Student Success –Qualitative Examples**
 - a. Students have an increased level of self-confidence and academic skills, enabling them to assimilate and become active participants in the mainstream classrooms.
 - b. Program allows students to adapt to culture and language change.
 - c. Students increased participation during reading and writing workshops as reported by classroom teachers.
 - d. Increased fluency skills as evidenced by assessments regularly administered.

Evidence of Student Success –Qualitative Examples (Continued)

Great Plain Elementary School - Students participate in all activities in school (concerts, awards day, field trips, fairs and graduation). 100% of the students that attend Great Plain in the Bilingual Program participate in activities listed above.

King Street Primary School - Students enhanced their phonological awareness and language skills through explicit and systematic instruction. Students have showed improvement on their yearly language assessment, as well as in their math assessment. Student's work and participation improved. Students showed more interest and motivation for reading and writing.

Mill Ridge Primary School - All students have shown improvement in their ability to communicate with teachers and colleagues -- Students participated in all school activities such as musical programs, field trips, character education programs, concerts, kid marathons, enrichment programs, and after-school study groups

Park Avenue Elementary School - Increase in DRA2 scores in retelling and summary, Motivation for reading- Reading Log Celebrations, Increase in LAS Links Scores, Participating in musical concerts, Huge participation in school wide Math and Reading Nights

Shelter Rock Elementary School - Increase in DRA2 scores in retelling and summary, Motivation for reading- Reading Log Celebrations, Increase in LAS Links Scores, Participating in musical concerts, Huge participation in school wide Math and Reading Nights

South Street School - Student of the week, writing workshop celebrations, singing and instrumental concerts at various grade levels, 4th and 5th grade poetry slam, teacher versus students basketball games, and kindergarten art and music show.

Stadley Rough Elementary School - Student participation in after school clubs (Homework Club, Running Club, Talent Show, Kindness and Compassion Club, Invention Convention), participation in Field Trips, participation in all school concerts and music lessons, participation in all mainstream classes.

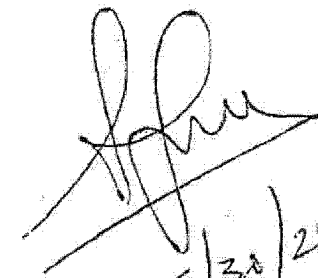
Broadview Middle School – honor roll, chorus participants, attend cluster field trips, honored at principal's luncheon.

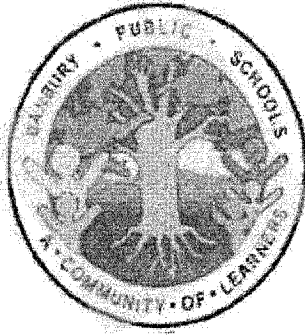
Rogers Park Middle School – ELL students have been successful in numerous school activities. There are students that are on the honor roll and receiving school awards such as Pro Awards and Student of the Month. They have participated in school plays, chorus concerts, student teacher basketball games and several other activities offered at Rogers Park.

Danbury High School – The curriculum has been rewritten for both the math and social studies department and is aligned with the Common Core. The students in the bilingual department are being taught and assessed on the same curriculum as the mainstream students. Historically, they have not been performing at the same rate as their English-speaking peers. This universal curriculum will ensure that the students are held to the same expectations. They will also continue to be monitored by the same benchmark assessments as the English-only classrooms with some modifications made to accommodate ELL needs

2. **Based on data analysis, submit 2 recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.**
- a. The SIOP Model will continue to be the selected ESL strategy and support for all ELLs in the district; in addition, SIOP coaches will provide job-embedded support.
 - b. ESL curricula have been written for grades 9-12; texts and materials were chosen to align with the Common Core State Standards (CCSS) and language proficiency levels as determined by the state of Connecticut's mandated assessment (LAS Links); On-going support will be provided to the teachers during the first year of implementation of the new curricula (2013-2014); sample lessons based on the SIOP Model will be created. The new ESL Curricula address the shifts required by CCSS with a specific focus on language:
 - i. Regular practice with complex text and its vocabulary
 - ii. Speaking and Literacy in order to work collaboratively and present ideas;
 - iii. Use of evidence from the text in reading, writing, and speaking.
3. **Provide a brief description of Language Transition Support Services (LTSS) including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.**
- a. Students receive ESL support along with Language Arts and Math services;
 - b. SIOP classes (taught by certified content area teachers who received training in SIOP.
 - c. Transitional English: A double-period English course is offered, incorporating the skills included in the English II curriculum with those reading skills necessary for comprehension and interpretation of the required course material and subject matter. This double-period class is open to students who have successfully completed the ELL program to assure a smooth transition in their second-language acquisition progression. Students who successfully complete the Transitional course earlier than Grade 12 will take subsequent English courses.
6. **If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.**
- Not applicable.

5. Additional data describing bilingual education program observations from this past year. (OPTIONAL) You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.


5/30/2013



DANBURY PUBLIC SCHOOLS
K-12 ELL and World Language
1 School Ridge Road
Danbury, Connecticut 06810-6211
Voice (203) 790-2805 Fax (203) 790-2809
E-mail: gomesa@danbury.k12.ct.us

"Danbury Grows in Many Languages"

Augusto G. Gomes, M.S., C.A.S.
Administrator

TO: Megan Alubicki Flick, ELL/Bilingual Consultant
Connecticut State Department of Education
Turnaround Office
165 Capitol Ave. Room 222
Hartford, CT 06145-2219

DATE: June 1, 2013

RE: Bilingual Grant Annual Evaluation Report – 2012/2013

Dear Mrs. Alubicki Flick,

Dear Megan,

Attached please find the completed Bilingual Grant Annual Evaluation Report for fiscal year 2012/2013.

If you have any questions, please contact me at (203) 790-2805.

Sincerely,

Augusto

Augusto G. Gomes

AG/jw

Attachment

NOV 21 10 11 AM '13
JUN 18 2013

Connecticut State Department of Education
Division of Teaching, Learning & Instructional Leadership
Turnaround Office

Bilingual Education Grant Annual Evaluation Report for 2012-2013

Evaluation report must be submitted as a hard copy with attachments, if required, via regular mail by
June 14, 2013

CONNECTICUT STATE BOARD OF EDUCATION GOALS

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 5: All students will graduate from high school.

School District: East Hartford Public Schools	Bilingual Education Program Manager: Debbie A. Kaprove
Telephone Number: 860.622.5104	Email Address: kaprove.da@easthartford.org
Date: 6.6.13	Number of students in Bilingual Education Programs: 355

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2012-2013:

1. Evidence of Student Success –Qualitative Examples (participation in school plays, honor roll)

Secondary:

EHHS: 2 students in the Top 20; 1 student received the \$2,000 American Savings College Scholarship; 3 students earned High Honors in Quarter 1, 2 students earned High Honors in Quarter 2, 3 students earned High Honors in Quarter 3; 10 students earned General Honors in Quarter 1, 7 students earned General Honors for Quarter 2, 11 students earned General Honors in Quarter 3.; 2 student received 22 awards in the 2013 State Dance Competition; 11 students participated in the Celebration, "Minute-to-Win-It" for earning High and/or General Honors in Quarters 1, 2, and 3; 23 students earned "Pride Night" ✓

Certificates for "Personal Responsibility in Daily Effort" from their classroom teacher(s); 2 students received Certificates of Achievement in Art at the Town-Wide Annual Art Show; 1 student received "The Most Improved Player in Soccer Award," 1 student received the Positive Behavior Support (PBIS) Award; 1 student received the Student of the Month Award for Service Learning; 7 students received the Grade 9 "Anderson's All-Stars Award; 4 students received the Positive Reinforcement Opportunity (PRO) Award; 2 students received the Student of the Month (SOM) Award in Math; 5 students received the Student of the Month (SOM) Award as a Student of Language; 10 students received "Celebration of Excellence" Award in Quarter 2; 9 students received "Celebration of Excellence" Award in Quarter 2 and 6 students received "Celebration of Excellence" Award in Quarter 3; 7 students participated in the Music Department's Choir; 1 student was the recipient of the ESL/Bilingual Student of the Year Award at the Honors and Awards Night in May, all students on Team 9 E participated in publishing the school's 2nd ESL Newsletter, "The News USA."

Woodland Alternative High School: 1 Grade 10 student's artwork was showcased at the State Capitol, 1 Grade 12 student received the Improved Behavior Award, 1 Grade 12 student's artwork was showcased in the District's Annual Art Show; 1 Grade 12 student's poetry was recognized and read at the School-Based Learning Night; 1 Grade 10 student received 3 Student of the Week Awards.

Middle:

EHMS: Grade 6 "Stars Award" = 1; Most Improved Student = 1; Presidential Academic Achievement & Excellence = 1; Student of the Month = 10; General Honors = 9; High Honors Quarter 1 = 5; High Honors Quarter 2 = 11; High Honors Quarter 3 = 17; Mathematics Academic Achievement Award = 2; Achievement in Art Award = 1; Physical Education = 1; Social Studies Award = 1; Most Conscientious Team Award = 1; Unified Arts Award in Technology = 2; Unified Arts Award in Health Quest = 1; Unified Arts Award in Art = 1; Academic Honors Award = 2; ESL/Bilingual Department Award = 5.

Elementary:

O'Brien School /STEM Academy: 6 Students Recognized & Named in the "Behavior Hall of Fame"; 1 Student received the Paw Pride Passport; 3 students were awarded "Student of the Month"; 57 students participated in the Annual STEM Science Fair; 3 students won trophies for their projects in the Annual STEM Science Fair.

Goodwin School: 1 student participated in instrumental lessons; 2 students participated in band; 2 students participated in the chorus; Student of the Month = 3.

O'Connell School: 7 students received Student of the Month Awards; 1 student received the Citizenship Award; 2 students received PBIS Cub Tickets at PBIS Assembly; 3 students participated in the O'Connell School Has Talent Show; 2 students were chosen to participate in Hershey Track; 3 students exited the program.

Silver Lane School: 5 students received Student of the month for positive character traits. They included trustworthiness, responsibility, respect, honesty and perseverance. Three were recognized with Student of the Month (SOM) Awards more than once. Each month students nominated for SOM, parents are called at home by the ESL teacher so that they can come to school to see their child receive their award.

Mayberry School: 18 students received Student of the Month award; 1 Grade 6 student's art work was selected and displayed in the Town's Annual Art Show; 11 students finished the school year reading at or above grade level; 5 students performed in the school band this year; 8 students were in the school orchestra; 4 students performed in the Mayberry Idol Show; 5 students met program exiting criteria; 1 student won the district's Flag Essay Contest.

Hockanum School: 19 students were honored as Students of the Month; 13 students were honored as Citizen of the Month, 1 student received the Art Award; 1 student received the Reading Post-Test Award.

Norris School: Student of the Month = 41; Citizenship Award =5; Academic Achievement Award=4; Academic Excellence Award=2; Physical Education PE Award= 13.

Langford School: 1 student moved from DRA Level 0 to DRA Level 4; 1 Grade 1 student moved from DRA Level 2 to DRA Level 18; 1 Grade 1 student moved from DRA Level 1 to DRA Level 14; 1 Grade 1 student moved from DRA Level 4 to DRA Level 16; 1 Grade 1 student moved from DRA Level 3 to Level 18; 1 Grade 2 student moved from DRA Level 18 to DRA Level 28.5; 1 Grade 2 student progressed from DRA 3 to DRA 24; 1 Grade 2 student progressed from DRA 16 to DRA 28.5; 1 Grade 3 student progressed from DRA 6 to DRA 14; 1 Grade 3 student progressed from DRA 16 to DRA 24; 1 Grade 4 student progressed from DRA 4 to DRA 20; 1 Grade 4 student progressed from DRA 20 to DRA 38; 1 Grade 4 student progressed from DRA 18 to DRA 30; 1 Grade 5 student progressed from DRA 4 to DRA 16; 1 Grade 6 student progressed from DRA 34 to DRA 50 Fiction; Student of the Week=2; 3 students are in the school band, and 16 students participate in the Langford Chorus. Art Award=3; Music Award=3; Physical Education Star Award=3; Daily Star Student=2; DRA Award=1; Honesty Character Trait Award=1; 2 students received RRAP Award; Respectful Traits Award=1; Responsibility Award=1; Star of the Week Award=1;

Pitkin School: 3 students participated in instrumental lessons; 3 students participated in band; 4 students participated in the chorus; Student of the Month = 5; 1 student was recognized for completing the school's summer packet.

Sunset Ridge School: 11 students received Student of the Month (SOM) Awards; 4 were SOM twice. 14 students used the smart board weekly to write poetry and to edit essays they wrote. All students at Sunset Ridge School participated in career day where they listened to, took notes and asked questions of people from many fields of work. All students participate in an extended day where they partake in programs of personal interests of each student for an hour after school. All bilingual students take small group instrument lessons and band and orchestra lessons. All students participate in "Town Hall" performances on Fridays during the day and many night performances where they may play a solo, sing a solo or in a group. Parents are included to come for all of these performances. Students may sing, play their instruments, read a poem or story they have written or collaborated with other students, or may perform group skits. All students have been showcased in music, art and theatrical performances. All students' artwork is highlighted throughout the school. Projects done in Chinese and Spanish are featured throughout the school and presented in Power Point presentations by the students to their peers, teachers, administrators and parents/guests; Chinese and Spanish celebrations are held several times which includes all students and teachers and those parents who attend as active participants. All students attend performances from outside professionals/groups in the arts and music (i.e.: Chinese Acrobats, Chinese musicians) who are invited to perform for the students. Students also go on many field trips to investigate the arts, history and other subject areas studied (interdisciplinary) at Sunset Ridge School. History is celebrated in many ways including a Civil War Reenactment on school grounds.

Woodland Alternative School: 1 Grade 1 student received the Student of the Week Award 8 times; 1 Grade 2 student received the Student of the Week Award 6 times; 1 Grade 1 student was awarded Artist of the Month; 1 student will be performing (dancing) in the Annual Talent Show.

2. **Based on data analysis, submit 2 recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.**
- To secure a more conducive atmosphere/location at various elementary schools to service children
 - To establish a co-teaching schedule (2 bilingual/TESOL teachers to 1 Grade 7 Team and 1 Grade 8 Team) to best support the learning needs ELLs across the disciplines
 - To schedule/plan more ESL/Bilingual Department time and PD for Bilingual/TESOL teachers to collaborate, share practices, strategies and materials with one another

- To plan PDs and presentations with the Bilingual/TESOL staff in order for them to professionally address the implementation of the CCSS with consideration given to ELLs to content area/classroom teachers in 2013-2014 (sharing out of ELL Frameworks as they are aligned to the Common Core Standards for English Language Arts)
 - To schedule/plan more teacher time built into the school's schedule for Bilingual/TESOL teachers to meet with classroom teachers to address ELLs' progress, performance and needs around literacy and numeracy
 - To continue to provide PDs to bilingual/TESOL and classroom teachers in the area of reading/literacy and differentiated instruction. The district will move forward with building capacity amongst teachers to service ELLs' needs through workshop attendance through the future workshops/professional development activities offered by CREC, CALI and other organizations to support ELLs in mainstream (content area) classes.
- 3. Provide a brief description of Language Transition Support Services (LTSS) including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.**
- Bilingual teachers, classroom elementary teachers, building principals/guidance counselors, content teachers, Literacy Coaches and support staff review and discuss student data, collaborate to design lessons, teaching strategies and other support services
 - Students receive 1 minimum of 1 period per day at the middle and secondary levels of enriched instruction (Language Arts/Study Skills) for increased opportunities for success in the regular education/core content classes
 - Students are scheduled to integrate with the full student body for most of the day. Integration increases as proficiency improves.
- 4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes. N/A**
- 5. Additional data describing bilingual education program observations from this past year. (OPTIONAL) You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**
- The Parent ELL Informational Meeting (to explain the program's entry and exit criteria and services) was held at 6PM at EHMS on November 14, 2012. The presentation was completed in English and Spanish by the Supervisor of the ESL/Bilingual Department. The EHPS Bilingual Education and English as a Second Language Handbook was distributed and reviewed at this meeting.

- The Bilingual teachers translated numerous notes home (from classroom teachers, principals and other staff members), made phone calls to parents/guardians and had impromptu conversations with parents in the halls and/or on school grounds before and after school and at PPT meetings. The Bilingual Department translated the updated Emergency Cards in Spanish to assist parents/guardians in completing the cards.
- The Community Resource Center at EHMS (in its 3rd year of operation) supported K-12 parents and families with bilingual services, translations, computer access to the Rosetta Stone software and proactively consulted with numerous local, state and government organizations to support families in need of various types of assistance (i.e.: housing, clothing, food stamps).
- Translators/interpreters are provided at K-12 PPTs, attendance hearings and parent/student meetings, as requested, by administrators and guidance counselors/support staff in the district. Parents & families were invited to attend the Holiday Celebration of the Community Resource Center in December. ELL parents were able to attend "Parents Night" at Goodwin, O'Brien, Mayberry, Norris and Sunset Ridge Schools where bilingual teachers, classroom teachers and support staff gave demonstrations and materials for helping their children at home.
- Translators/interpreters were present at parent-teacher conferences and school events for parents/families (arranged as needed by school/administration or as requested by parents/families).
- All schools sponsor parent involvement by sending home flyers that are translated in Spanish to events & activities beyond report card conferences and open house such as Family Fun Nights, Band & Orchestra Concerts, Choral Concerts, Science Fairs, Art Shows, Talent Shows, holiday celebrations and multicultural nights.
- The 4 elementary bilingual schools have parent involvement teams that are building/fostering a sense of community and cooperation with ELL parents.

JUN 13 2013

Connecticut State Department of Education
Division of Teaching, Learning & Instructional Leadership
Turnaround Office

Bilingual Education Grant Annual Evaluation Report for 2012-2013

Evaluation report must be submitted as a hard copy with attachments, if required, via regular mail by
June 14, 2013.

CONNECTICUT STATE BOARD OF EDUCATION GOALS

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: East Haven School District	Bilingual Education Program Manager: Claire Scalici
Telephone Number: (203) 468-3227	E-mail Address: cscalici@mail.east-haven.k12.ct.us
Date: 6/10/13	Number of students in Bilingual Education Programs: 19 currently eligible

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2012-2013:

1. Evidence of Student Success – Qualitative Examples

Evidence of student success includes: Unified Sports Competition, Honor Roll, a National Honor Society Inductee, 6th Grade STEM (Science Technology Engineering Math) Finals, Monthly Team Achiever Awards, and Annual Awards Ceremony Recognition.

2. Based on data analysis, submit 2 recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

1.) Our District will repost a position to hire a bilingual paraprofessional. We had hired a bilingual paraprofessional in the spring; however, she accepted a position in another district before working with our students.

2.) We recognize the need to have documents and signage available in at least two languages. We have some forms and information currently available, but each year we plan to update more.

3. Provide a brief description of Language Transition Support Services (LTSS) including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

We have one student who qualifies for LTSS at the Middle School. Since we do not have a steady bilingual program, we offered pullout ESL support. Our school was part of a pilot program this year as well. The pilot provided technology support in the classroom through the use of a Tablet.

Other supports include curriculum supplements in Spanish connecting with art, science, social studies, and research reference material.

4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.

We had planned on offering Spanish support during the school day, for any Spanish-speaking ELL who wanted clarification on assignment directions or further discussion regarding class content and day-to-day questions. We will continue to look for a good fit for our Spanish speaking ELLs and growing bilingual program.

The Middle School has a captivating selection of content-related resources and grade-level books of interest in Spanish now. We will include motivational posters in the upcoming year.

5. **Additional data describing bilingual education program observations from this past year. (OPTIONAL) You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**

We did not receive requests for our bilingual program, though we do reach out to parents and families. The Middle School offers nights such as: Project Night, National Honor Society Ceremony, Open House, and Conference Night. This year, the entire District was invited to the Superintendent's Back-to-School Picnic. The picnic included a table of free books, sponsored by the ESL/Bilingual Department.

To help staff and families with their conversational Spanish, we also offered Language Café Nights at our Adult Education Building. The goal was to help everyone feel more comfortable in any social setting.

The Town asked for feedback, as well, with a survey given to the Spanish speaking families at school. The survey responses will show the current feeling regarding the public library and how it can become more helpful and inviting.



EAST HAVEN PUBLIC SCHOOLS

English as a Second Language (ESL) Program



School: Joseph Melillo Middle School

Date: September 24, 2012

Dear Parent/Guardian:

Our school was identified by Connecticut's Department of Education as eligible to offer bilingual services for academic year 2012-2013. However, we did not qualify for these services for academic year 2013-2014. It is important that you know most bilingual programs are offered for three consecutive years.

With this in mind, we would also like to inform you that your son/daughter has been progressing in his/her English proficiency with our English as a Second Language services. Our English Language Learners show gains toward their English proficiency each year. We are very proud of their achievement! While improving upon speaking, listening, reading, and writing skills, your child is making essential connections to classroom lessons in math, language arts, science and unified arts. This approach offers support and success in schooling years to come.

Currently, we are researching programs other towns provide, so we can offer a strong bilingual program in the near future, especially once East Haven qualifies on a more consistent basis.

If you are interested in hearing more about bilingual services, please feel free to contact me at (203) 468-3227.

Sincerely,

A handwritten signature in cursive script that reads 'Claire Scalici'.

Claire Scalici
East Haven Schools
ESL Coordinator

JUN 13 2013

Connecticut State Department of Education
Division of Teaching, Learning & Instructional Leadership
Turnaround Office

Bilingual Education Grant Annual Evaluation Report for 2012-2013

Evaluation report must be submitted as a hard copy with attachments, if required, via regular mail by
June 14, 2013.

CONNECTICUT STATE BOARD OF EDUCATION GOALS

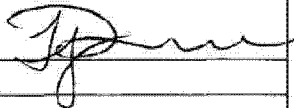
Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

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Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: Greenwich Public Schools	Bilingual Education Program Manager: Trudi Durrell	
Telephone Number: 203-413-8454	E-mail Address: trudi.durrell@greenwich.k12.ct.us	
Date: 05/24/13	Number of students in Bilingual Education Programs: 108	

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2012-2013:

1. Evidence of Student Success –Qualitative Examples

One bilingual student at Greenwich High School received the Greenwich Art Society “Junior Art Award” for his work.

Increased document and oral translation being requested by Central Office and individual schools and the establishment of a district committee on translations. Examples of translations requested:

- Board of Education meeting documents
- School handbooks (for parents)

- Language histories (for SRBI process)
 - Principal notes/newsletters
 - Curriculum Review Committee participation requests for parents/community members
1. • Various school events/programs

All GPS bilingual education program students have the opportunity to participate in the following:

- chorus (grades 4-12)
- band and orchestra (grades 3-12)
- before and after school PTA-sponsored programs, clubs, plays, Boy Scouts and Brownies, and site-specific before and after school programs.

One bilingual elementary school and the high school offer

- a homework club for ELLs with Spanish-speaking teachers available to assist students with their work
Collectively, approximately 30 bilingual students used this service on a weekly basis.

GPS bilingual students in all secondary schools have the opportunity to participate in:

- competitive and intramural sports
- dramatic performances
- a variety of clubs and school-based activities

2. Based on data analysis, submit 2 recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

1) Continue the new bilingual elementary program at New Lebanon School for grade 1 & add a new K cohort.

EVIDENCE: All the students in the Kindergarten cohort demonstrated improved oral language skills in both English and Spanish as evidenced by pre- & post-assessment data. Spanish PreLAS scores from Fall (August) 2012 to Spring (May) 2013 for this cohort demonstrated a minimum gain of 1 proficiency level, with 1/3 of the cohort increasing by 2 levels. Moreover, all students in this cohort also increased a minimum of 2 levels in their oral English skills, with one student increasing by 4 levels (evidenced by comparing their fall PreLAS scores with the oral subtests of the Spring 2013 LAS Links test). In addition, each of these bilingual program students also scored a 3 or 4 on the reading subtest of the spring LAS Links proficiency test.

Furthermore, by comparison, while other K students who were not in the bilingual program increased their oral proficiency in English, but the majority of these students only improved by 1 level, not 2 or more as the bilingual group.

2) Continue to expand the bilingual translations offered at the district & school level to increase parent involvement.

EVIDENCE: Fully 2/3 more requests came for translations this school year. Many of those were for documents, but there were additional requests for oral translations to improve the services provided to parents & families. Schools that translated their principal notes and had translators available for meetings noted improved participation from Spanish-speaking families. They also noted increased participation from other ELL families who did not speak Spanish at home, but who said they felt more welcome in school since noticing more notices coming home in 2 languages.

3. **Provide a brief description of Language Transition Support Services (LTSS) including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.**

At the conclusion of 30 months, eligible bilingual students not meeting the State English Mastery Standard (EMS) will exit the program and receive Language Transition Support Services (LTSS). These services include being enrolled in the school's ESOL program. Each student requiring LTSS is assigned a certified teacher who assesses the student's learning needs by reviewing various data including LAS Links scores, CMT/CAPT scores, grades/report cards, and other grade-level appropriate assessment or progress-monitoring data that is available.

Eligible students' LTSS is created based on the individual needs of the student and may include any of the following: ESOL classes, sheltered language instruction within the regular classroom, sheltered language content courses, before and after school tutoring, homework assistance and summer school. Service models are determined on a case-by-case basis by the ESOL and bilingual staff, professional assistants, building administrators and district coordinator.

Eligible students receiving LTSS must continue to participate in all annual assessments, including LAS Links and CMT/CAPT. Student progress is monitored by the district coordinator.

Parent outreach is provided in the native language and English as a way to assist students in achieving the English Mastery Standard.

4. If the bilingual education program has not been implemented in the way that it was described in the *Bilingual Education Grant Application*, please describe differences and rationale for the changes.

3. There were no differences.

5. Additional data describing bilingual education program observations from this past year. (OPTIONAL) You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.

Data:

- 100% of the eligible bilingual students in grades 1-5 who continued in Greenwich Public Schools from last year demonstrated growth in their English proficiency. Three of these students grew by over 200 points, and seven by over 100 points.
- At Greenwich High School, all of the continuing bilingual education students in grades 10 and 12 demonstrated growth in English proficiency. (Results for the other 2 grades were varied.)

Parent programs/activities:

- *Passport to Learning Saturday Program*

This program teaches ELL parents English skills and promotes language development for ELLs. The parent/child component is a highlight of this program; parents and children work together on projects that promote both language development and communication between parents and children. ESOL teachers teach parents; classroom teachers develop language/literacy projects/activities with students.

- *Seguimos Adelante*

Spanish-speaking parents of K-1 students and some invited newcomer families participate in this literacy program focusing on interactive read-alouds. Pre- and post home-visits are also conducted. These visits connect new ESOL families into the New Lebanon School community. ESOL and literacy specialists teach specific reading comprehension and decoding strategies currently used with students. One bilingual classroom teacher and ESOL assistant work with K-1 children on the same targeted skills the parents learn in their sessions. Each family receives bilingual books, Spanish books and literacy kits.

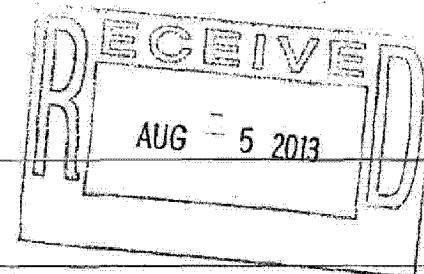
- *International Dinner*

Hosted by the bilingual parents at RV school, an international dinner was held to thank staff for their work with the bilingual children, and to demonstrate and share the cultures of the various countries represented among the students in the bilingual program. Students and parents presented demonstrations of games played in their countries, music and dances from Spain, Chile, Mexico and Argentina, and shared select food dishes, presented as tapas, for the families and staff in attendance.

- At the high school, GHS Hispanic Parent Meetings are held monthly. A GHS liaison is available as translator by parental request. Spanish language translations are available in the Main Office for pertinent student information.

Miscellaneous:

- At least one native-speaking teacher or professional assistant at each designated bilingual site.
- Parent Liaisons in the 2 Title I bilingual elementary schools assist with home-school communication.
- A Pre-K screening program, which assists in identifying students who may require ESOL or bilingual services in Kindergarten.



Connecticut State Department of Education
Division of Teaching, Learning & Instructional Leadership
Turnaround Office
Bilingual Education Grant Annual Evaluation Report for 2012-2013

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CONNECTICUT STATE BOARD OF EDUCATION GOALS

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|--|
| Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. |
| Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics. |
| Goal 3: All students will be taught by highly qualified teachers. |
| Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning. |
| Goal 5: All students will graduate from high school. |

School District: Groton Public Schools	Bilingual Education Program Manager: Maria Lozano
Telephone Number: Groton Public Schools	E-mail Address: mlozano@groton.k12.ct.us
Date: June 4, 2013	Number of students in Bilingual Education Programs: 21

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2012-2013:

1. Evidence of Student Success –Qualitative Examples

ELLs were reading ambassadors for our Read Across America afternoon who welcomed and directed reading dignitaries to their assigned rooms. They have participated in school musicals and classroom presentations. ELL students have received certificates and awards for completion of computer curriculum programs such as Math Masters, as well as making progress in Lexia, a computer reading program, as well as awards for Student of the Month, classroom work, in Spanish and English, have been displayed in the halls at every grade level.

2. **Based on data analysis, submit 2 recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.**

Based on data analyses of LAS Links, 47% of the students at the Catherine Kolnaski Magnet School (CKMS) have attained an overall proficiency level of 4 or 5 while 42% of the ELLs in grades K-4 scored a level 4 or 5 on the LAS Reading subtest.

The first recommendation the district will be addressing for the 2013-2014 school year is the need for another TESOL teacher. The addition of a new teacher will allow for more academic time with students in order to increase linguistic and literacy skills, as well as provide content and vocabulary support.

Second recommendation is that the program focus on the development and solidification of basic writing and grammar skills as these are not a part of the regular classroom curriculum in the upper grades. This recommendation is supported by the analysis of the LAS Links Writing subtest of CKMS students as well as students across the district.

3. **Provide a brief description of Language Transition Support Services (LTSS) including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.**

This year, only three ELLs were receiving LTSS English language support both in and out of the classroom as was needed in the content area. The focus was on building the students' study skills such as making outlines, creating content area organizers such as Bubble Maps (NUA) and student generated math problems. The district has implemented ST Math at CKMS. This higher level, cognitively challenging computer based math program uses Spatial-Temporal reasoning to teach concepts aligned to the CCSS. It is a language-independent research based program that adjusts to students' academic ability, regardless of language proficiency. Research has shown positive gains made for all students.

4. **If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.**

The program was delivered as specified in the grant application and dependent upon the individual needs of the students.

5. **Additional data describing bilingual education program observations from this past year. (OPTIONAL) You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**

Spanish speaking bilingual parents are sent home letters in both English and Spanish at the classroom, school and district level. A teacher is providing a 6 week parent literacy course to teach parents strategies how to read and write with their K-1 students at home. All handouts, as well as a certification of participation were translated into Spanish. Our district home page allows parents to have the web page content translated right on their computers in 11 different languages including Arabic, Spanish, Japanese, Korean, and Russian. Finally, the district has contracted a telephone translation service used any time a teacher has to communicate with parents in any language. The service is available as a phone conference or face-to-face interaction and allows parents to speak in their native language for ease of expression.

JUN 13 2013

Connecticut State Department of Education
Division of Teaching, Learning & Instructional Leadership
Turnaround Office

Bilingual Education Grant Annual Evaluation Report for 2012-2013

Evaluation report must be submitted as a hard copy with attachments, if required, via regular mail by
June 14, 2013.

CONNECTICUT STATE BOARD OF EDUCATION GOALS

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: Hamden Public Schools	Bilingual Education Program Manager: William Thomas
Telephone Number: 203-806-0172	E-mail Address: wthomas@hamden.org
Date: 6/10/13	Number of students in Bilingual Education Programs: 31

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2012-2013:

1. Evidence of Student Success –Qualitative Examples

- Students nominated for student of the month, students included in district art show, students included in district publications, and students have been the superintendant student of the month,

2. Based on data analysis, submit 2 recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.
 - Recommendation - Work with the building staff in order to embed bilingual ed/ESOL strategies into other supports the building is rolling out for students.
 - Recommendation – Increase tutor communication with teachers.
3. Provide a brief description of Language Transition Support Services (LTSS) including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.
 - NA
4. If the bilingual education program has not been implemented in the way that it was described in the *Bilingual Education Grant Application*, please describe differences and rationale for the changes.
 - NA
5. Additional data describing bilingual education program observations from this past year. (OPTIONAL) You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.
 - Parents are invited to an information night. Parents are in contact with the adult ed program in the building which offers English language development for parents and coordinates events for families.

William Plummer

6/10/13

JUN 10 2013

Connecticut State Department of Education
Division of Teaching, Learning & Instructional Leadership
Turnaround Office

Bilingual Education Grant Annual Evaluation Report for 2012-2013

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Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: Hartford	Bilingual Education Program Manager: Teresita Galarza
Telephone Number: 860-695-8647	E-mail Address: Teresita.Galarza@hartfordschools.org
Date: June, 13, 2013	Number of students in Bilingual Education Programs: 1783

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2012-2013:

1. Evidence of Student Success –Qualitative Examples see attached.
2. Based on data analysis, submit 2 recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

1. The Office for English Language Learner Services provided several support staff members with an opportunity for professional development in the area of the use of technological resources to support language learning. However, this experience was not enough to impact current instructional practices. As a result, for the 2013-2014 school year the Office for English Language Learner Services will purchase technological (hard and software) devices to support and promote English language development. The resources will include laptops, laptop carts, and iPads. Opportunities for professional development implementing these resources will be provided.

2. The Office for English Language Learner Services provided our families with opportunities to strengthen their support at home with their child. ESL teachers and ELL Facilitators at the district level invited parents to attend parent literacy workshops to share effective instructional strategies. The Director presented information concerning the Common Core State Standards (CLOSE Read process) and its impact on ELLs and language acquisition to Family Resource Aids. The Family Resource Aids then “turn-keyed” their learning with parents at the school level. “Parent Focus Groups” were initiated inviting parents to provide their input and feedback concerning identification and registration process, support services, and perceptions concerning the program. Although we made efforts to meet the needs of our families next school year the Office for English Language Learner Services will create and implement family friendly literacy and language development modules for parents of our students. In addition, based on the Parent Focus Groups the Office for English Language Learner Services will develop and implement a plan for effective communication with families who speak a language other than English.

3. Provide a brief description of Language Transition Support Services (LTSS) including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming

Throughout the Hartford Public School district school-based data team meetings are regularly conducted. During data team meetings bilingual students struggling with academic, social or emotion/behavioral grade level standards are discussed. Their performance data is assessed and analyzed. Based on the data analysis, an intervention is provided to specific bilingual students. Tier II interventions may include (but not limited to) small group tutoring support; systematic and explicit instruction with modeling, multiple examples and feedback, frequent structured opportunities to develop oral language, specific literacy and numeracy support, strategically selecting academic vocabulary terms to meet individual instructional needs, and increased opportunities to discuss assignments with extended allotted time for submission. When Tier II intervention data does not reflect progress Tier III intervention support is provided. Tier III intervention may include but are not limited to more intensive and individualized support.

ESL and general education teachers received a two-day professional development opportunity provided by the Hartford Public Schools' Early Literacy and Parent Engagement from the Center for Applied Linguistics, CAL (titled *Teaching Academic Literacy in the Content Areas to Long Term ELLs*). The professional development experiences focused on support to our district's bilingual students after they exit the bilingual program.

Technological devices are also used to support the individualized instructional needs of bilingual students exited from the program. Technological tools such as iPads, laptops are incorporated into the core curriculum to support language development and provide instructional experiences at the specific language proficiency level of the student. In addition, Read 180 and Successmaker are software programs that provide literacy experiences for students specific to their academic needs.

4. If the bilingual education program has not been implemented in the way that it was described in the *Bilingual Education Grant Application*, please describe differences and rationale for the changes. Bilingual programming was implemented according to the Bilingual Grant Application.

5. Additional data describing bilingual education program observations from this past year. (OPTIONAL) You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.

This summer the Hartford Public Schools will provide additional opportunities for professional development that include a summer institute. During this one-week summer institute district and school-based ELL Coaches will participate in experiences that will strengthen their skills and knowledge as peer coaches and increase their skills with instructional literacy practices to promote language development. The ELL Coaches will also have increase opportunities for professional development during scheduled monthly meetings to collaboratively generate and implement a school based plan to support student language development. An ELL coaching framework will be generated in which ELL coaches will model and support the implementation of effective instructional practices for general education and bilingual teachers. Based on the aforementioned experiences the Office for English Language Learner Services will create a plan on how to appropriately assess language growth for our students. This analysis of data will promote our ability to provide appropriate intervention support and establish expected gains in language development.



Where the future is present

Office for English Language Learner Services

1As possibly 03s for 2013-14 school year....

School Name	Grade											Total
	3	4	5	6	7	8	9	10	11	12		
America's Choice at Sand	1	3	1	1								6
Batchelder Elementary School				1		1						2
Bellizzi Middle School						3						3
Betances Elementary School	1											1
Bulkeley Lower High School							1	1				2
Bulkeley Upper High School										1		1
Burns Latino Studies Academy	2	2	1	1	1							7
Burr Elementary School				1	1	2						4
Clark Elementary School			1			1						2
Culinary Arts Academy							1		2			3
Dwight Elementary School	3			1	1							5
Hartford Magnet Trinity College Academy				1		1						2
High School Inc								1				1
Hooker Environmental Sciences Magnet School	1											1
HPHS Engineering and Green Tech. Academy							4	1		1		6
HPHS Nursing Academy							1		1			2
Jumoke Academy at Milner	1	1										2
Kennelly Elementary School				1		1						2
MD Fox Elementary School		1		1		1						3
Naylor Elementary/CCSU Leadership Academy	1	2	1	1	1							6
Parkville Community School	3	2										5
Rawson Elementary School					1							1
Sanchez Elementary School			1									1
Sport and Medical Sciences Academy				1	1							2
West Middle Elementary School	3	1			2	1						7
Wish Elementary School	1		1			1						3
Grand Total	17	12	6	10	8	12	7	3	3	2		80

Student Information Redacted

Student Information Redacted

Student Information Redacted

Student Information Redacted

Student Information Redacted

Student Information Redacted

Hartford Public Schools

██████████ from Hartford Public High School's Law & Government Academy won the Hartford Youth Art Renaissance portfolio competition. She won a full scholarship, stipend and money for art supplies for the Hartford Art School summer program.

Hartford Youth Art Renaissance, student recognition and awards

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JUN 12 2013

Connecticut State Department of Education
Division of Teaching, Learning & Instructional Leadership
Turnaround Office

Bilingual Education Grant Annual Evaluation Report for 2012-2013

Evaluation report must be submitted as a hard copy with attachments, if required, via regular mail by June 14, 2013.

CONNECTICUT STATE BOARD OF EDUCATION GOALS

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Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: <u>Manchester</u>	Bilingual Education Program Manager: <u>Karen Lapuk</u>
Telephone Number: <u>860-647-3539</u>	E-mail Address: <u>b11klapu@manchesterct.gov</u>
Date: <u>June 2013</u>	Number of students in Bilingual Education Programs: <u>26</u>

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2012-2013:

1. Evidence of Student Success –Qualitative Examples

Students at the high school participated in soccer and in swimming. They were well represented in art competitions, winning ribbons in the school wide art show. Students in the elementary school were recognized for PBIS awards. Again, this year, I have three 5th year seniors (LTSS) who will graduate, making us incredibly proud of their perseverance and desire to meet the goal of graduation. For the first time, an exited male bilingual student will be attending a 4 year college with scholarship monies. He is the first Latino male from our program to go directly to a four-year program from MHS.

Success, yes, but it raises the bar for future students. Another student participated in an internship as a translator, working with middle school families to encourage them to come to conferences and awards assemblies. An LTSS student will be participating in the new medical careers academy at MHS next year.

- 2. Based on data analysis, submit 2 recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.**

While we increased the number of events for the bilingual parents as well as the ELL parents, we still do not get the turnout that we want. I plan to work with those who come regularly to glean what makes the difference in terms of coming to events and not attending- trying different times, days, events.

We are also collaborating with the Adult School to provide ESL classes for parents at the school sites during the school day. This has been an on-going need and a community request. We are hoping that our parents will participate. Continuing the bilingual tutor position (this year funded from Alliance monies) is a request from principals, tutors and teachers as well as families. We have had great feedback from our neediest families that they often need support in learning how to do American school.

- 3. Provide a brief description of Language Transition Support Services (LTSS) including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.**

As our numbers overall are small and the high school is the only place with LTSS students, a greater percentage of whom are special education students, our Transition students have a similar program with more intensive English and less Spanish. Generally, after three years of bilingual education, our students do not need the extensive Spanish support. Two thirds of our LTSS students are special education students and the third is new from another district's program. The LTSS students come during study hall for support and before or after school as needed. They continue to participate in the ELD classes as well. In our elementary school program, students very rarely need the Spanish support offered to them. The parents are often the ones who benefit from the language support. It is a conundrum that we have pondered year after year.

- 4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.**

5. **Additional data describing bilingual education program observations from this past year. (OPTIONAL) You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**

We provide Spanish speaking tutors and teachers at our parent conferences with families who are Spanish dominant. Additionally, this year we employed the services of an itinerant bilingual tutor who worked with Spanish speaking children throughout the district as well as in our bilingual schools. (We also had Bengali and Twi speaking tutors). These tutors reached out to our Spanish dominant families and worked with them to communicate with the teachers and the schools. This was a home-school connection that we forged and will continue to make a priority.

We had a Family Read-In in December at Verplanck School with member of the high school program serving as organizers for their community service projects. There were 10-15 high school students and 15-20 members of the Verplanck School ELL/Bilingual program. Students had workshops for the children and everyone took home a book (or two or three) for himself or herself.

We had a poetry night this year with Spanish speaking mothers of families with a bilingual Puerto Rican poet. Naomi Ayala worked with the students during the day and then, met with a small group of mothers and former students from the bilingual program from the community to write poetry. It was a very powerful evening, bringing together families that were from different Spanish speaking countries (Puerto Rico, Nicaragua, Honduras, El Salvador and Colombia). They shared stories and tears and felt connected in ways that I do not think they had previously.

JUN 17 2013

Connecticut State Department of Education
Division of Teaching, Learning & Instructional Leadership
Turnaround Office

Bilingual Education Grant Annual Evaluation Report for 2012-2013

Evaluation report must be submitted as a hard copy with attachments, if required, via regular mail by
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CONNECTICUT STATE BOARD OF EDUCATION GOALS

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Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: Meriden Public Schools	Bilingual Education Program Manager: Fernando M. Tiago
Telephone Number: (203) 630-4192	E-mail Address: Fernando.tiago@meridenk12.org
Date: June 6, 2013	Number of students in Bilingual Education Programs:

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2012-2013:

1. Evidence of Student Success –Qualitative Examples

- Twelve students at Maloney High School were recognized as Students of the Month. A few were recognized multiple times.
- One student in high school have been accepted to Middlesex Community College.
- Thirteen BE students in high school were recognized for excelling in their respective content areas classes.
- From the elementary schools, 37 BE students were honored at the Achievers of the Year Ceremony during the spring 2013.
- One student from grade 5 at Hanover Bilingual Education Program was selected to receive the Bilingual Prize Fund Award.

2. **Based on data analysis, submit 2 recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.**
- Continue to maintain the one elementary school to house the new arrivals (Thomas Hooker – grades K-2) and the other school to house the transitional students (Hanover School – Grades 2-5, and new arrivals from grade 3-5). In this manner, Meriden meets the “spirit” of the Bilingual Education Statute and adheres to the 30-month rule and the annual percentage increase of English proficiency.
 - The district is continuing to support the education of ELLs and the **Impact of ELLs in the Meriden Public Schools Committee** is still very active. This Committee addresses data regarding the linguistic and academic growth of ELLs and the effectiveness of the delivery of services of these students. This on-going committee has met 4 times this year and will continue to be a focal point of research analysis and recommendations for the next school year (12-13). The committee will monitor of the District –Wide implementation of SRBI and the impact it may have on the delivery of additional services under Tier2 and Tier 3 for students within the Bilingual Education Program.
 - Central Office decided to conduct a BE/ESOL program review during the spring of 2013. This review was conducted by the Educational Development Center (EDC) from Mass. Once the report is submitted (end of June 2013), we will review its recommendations and begin the implementation and modifications as necessary.
 - For the 2012-13 school-year, additional focus and support will be given to Hanover School ELLs in grade 3-5. Hanover has been identified as a school with High Needs, by the State Department of Education. This is mostly due to the ELL Subgroup. We will continue to address the specific needs of the BE students at Hanover for the 2013-14 school year.
3. **Provide a brief description of Language Transition Support Services (LTSS) including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.**
- All ELLs at the elementary level (K-5), who have reached their 30 month stay in the Bilingual Education Program, are moved to their district-based school. While there, they continue to be supported through ESOL services until they meet the SDE linguistic and academic standards.

- At Lincoln Middle School, LTSS services are provided to all eligible ELLs by a tutor (certified teacher) three times per week. The students work on language skills, as well as on content area subjects as needed. These students are scheduled to meet with the tutor during non-instructional periods.
 - At Maloney High School, Sheltered Instruction courses, ESOL, and Alternative English classes assist the students in LTSS to narrow the gap to meet the SDE rigorous standards to exit language acquisition support. As support for Tier 2, students are scheduled for Scholastics System 44 and/or Read 180.
 - Additionally, after-school tutoring has been set-up at both Elementary Schools (Thomas Hooker and Hanover Schools), where the Bilingual Education Program is housed. This tutoring assists ELLs, in grades 2-4, who attend the Bilingual Education Program, as well as those who have exited after 30-months.
4. **If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.**

Not Applicable

5. **Additional data describing bilingual education program observations from this past year. (OPTIONAL) You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**
- At Hanover School two teachers stay for after-school tutoring with their students. This tutoring focus on reading related activities within Science and Social Studies. These are hands-on sessions to enhance comprehension and address specific areas of difficulty that the students are encountering. Parents are contacted and arrangements are made for them to pick up their children after school hours (three to four day per week). Two field trips were scheduled where the parents were invited to participate. The payoff is quite evident in the LAS-Links scores at grades 2 and 3 at Hanover School.
 - There are two major District-Wide events where all Bilingual Education parents in grades K-5 are invited to attend: The Learning Expo! (November 2012) and the Achievers of the Year Ceremony (May 15, 2013). During the Learning Expo! the teachers in the BE and ESOL programs display projects and demonstrate learning activities for parents and students. These activities are easily replicated at home. They assist the parents with skills to help their children with homework and with strategies for reading. During the Achievers of the Year Ceremony, the parents and extended families are invited to celebrate the achievements of their children. Up to 85 children are honored that evening. These

students are honored from a variety of programs, among them: Bilingual Education, ESOL, Mathematics, and Reading. The parents also have a chance to engage with the teachers in a reception after the awards ceremony over refreshments. A few elementary schools are replicating the Achievers of the Year concept and having their own ceremony. ELLs are also recognized at such events in their schools.

- In order to facilitate the initial assessment of students entering the Meriden Public Schools, an Intake Center has been created in the Public Library for 6 weeks (2 weeks before school starts, and during the month of September). Parents bring their children to the Intake Center and, by appointment, all students needing the Language Dominance and Proficiency assessment are screened and placed. Parents are given the programming options for their children. Once parental permission is secured, the students are placed in a Bilingual Education setting in a school housing the District-wide Bilingual Education Program at the appropriate grade level, or placed in an ESOL setting at the neighborhood school (if parent refuses the Bilingual Education Program).
The District is planning to open a center for all students to be opened year-round. All students would be 'filtered' through the Center before going to any of the Meriden Public Schools. Before leaving the Center the students would be already registered, medical issues checked out, bus assigned (if necessary), linguistically processed (entry criteria administered and analyzed- if necessary), etc. This would create uniformity of the registration process throughout the Meriden Public Schools.
- Small groups of teachers at the elementary and secondary levels have organized multiple Parent-Teacher meetings with groups of parents whose children attend the Bilingual Education Program. Within these meetings, the teachers discuss many reading and math strategies. Also discussed is how the parents can assist and support their children with homework and to encourage their children perform better in schools by being more active in their children's educational lives. Many other school related topics, such as, homework assistance, attending report card meetings, questions to ask at such meetings, tutoring, after school programs and many other themes within the content areas of science and social studies are also addressed. The attendance for these meetings has increased each time a new meeting is scheduled. The Bilingual Education teachers and the Instructional Assistants lead the presentation and discussion in native language, as necessary.

MERIDEN PUBLIC SCHOOLS
Office of Bilingual Education and ESOL Programs
164 Centennial Avenue – Suite 1306
Meriden, CT 06451
(203) 630-4192 FAX: (203) 630-4217
email: fernando.tiago@meriden.k12.ct.us

June 13, 2013

Megan Alubicki
Education Consultant – ELL/Bilingual Education
CSDE – Turnaround Office
165 Capitol Avenue – Room 222
Hartford, CT 06145-2219

JUN 17 2013

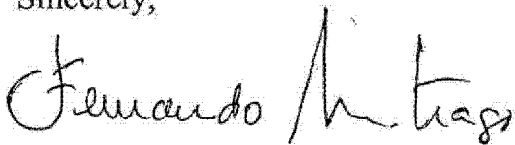
Re: Annual Bilingual Education Grant Evaluation Report 2012-13

Dear Megan,

Enclosed, please find the completed Annual Bilingual Education Grant Evaluation Report for 2012-13 School Year.

Should you require any additional information, please do not hesitate to contact me.

Sincerely,



Fernando M. Tiago
Supervisor of Bilingual Education and ESOL Programs

JUN 12 2013

**Connecticut State Department of Education
Division of Teaching, Learning & Instructional Leadership
Turnaround Office**

Bilingual Education Grant Annual Evaluation Report for 2012-2013

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Goal 5: All students will graduate from high school.

School District: Consolidated School District of New Britain	Bilingual Education Program Manager: Cynthia Cassada
Telephone Number: 860-827-2261	E-mail Address: cassada@cstdnb.org
Date: June 14, 2013	Number of students in Bilingual Education Programs: 745

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2012-2013:

1. Evidence of Student Success –Qualitative Examples

- **Student of the Month** 49
- **ESL Student of the Month** 2
- **Social Studies Student of the Month** 1 New Britain High School
- **ESL Tech Ed Student of the Month** 1 New Britain High School
- **Perfect Attendance** 16

- Physical Education Student of the Month 1
- Recognition Award 14
- Superintendent Student of the Month 2
- Effort Recognition 4
- Most Improved 8
- Leadership Officer Program 2
- Star Student 6 Elementary School
- Safety Patrol 6 Elementary School
- Star Scholar 11 Elementary School
- Academic Celebration 6
- Scholarship 2
- Reading on Level 3
- Citizenship 4 Elementary School
- Honors 25 New Britain High School 54 Middle School
- High Honors 1 New Britain High School 6 Middle School
- ESL Excellence Award 4
- Rising Star "Good Effort in Academics" 1
- Tiger Striver 4 Elementary School

2. Based on data analysis, submit 2 recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

What is Spanish Language Development (SLD)?

For students to have grammatically accurate conversational skills in any language requires that they understand and are able to apply basic elements of language structure, pronunciation, vocabulary choice and usage and verb tenses. The language teaching at DiLoreto will feature both direct instruction of critical grammar components together with structured opportunities for student practice. All of

the teaching methods utilized are highly interactive and involve a great deal of student language production. In this way, students' conversational skills in the new language are practiced immediately after learning a new element of the language.

Students in one through eight will be administered a Spanish placement in September 2013.

The Spanish Language Development (SLD) method can best be understood as an **extended amount of time beyond the school day** where Native English speakers (have little or no proficiency in Spanish) as well as Spanish Heritage Speakers (have some proficiency in Spanish) are taught Spanish. Much like the English Language Development method, this program seeks to substantially accelerate the rate of Spanish learning for students.

The Spanish Language Development is grounded on the premise that academic competence in two languages is beneficial; academically, socially and economically.

Students learn Spanish through direct instruction in and about that language that is organized from simple to complex, thus allowing students, parents and teachers to know what students are learning in the new language and how well they are learning it.

The goal of the Foundational SLD is to rapidly develop all students' Spanish listening, speaking, reading, and writing skills that are necessary for reading comprehension and academic writing. An emphasis is placed on the teaching of discrete Spanish grammar skills, like forming sentence, pronunciation, verb conjugation and vocabulary. The Foundational SLD is an accelerated Spanish-language program that seeks to build a solid linguistic foundation so students are able to do grade-level core content as soon as possible. Students who are placed in Foundational SLD receive the basic elements of the new language, including pronunciation, simple sentence structure, present, past and simple future tense verbs, classroom and environmental elements for classroom interactions.

The Academic SLD class features a grammar-based instruction that follows a clear sequence of instructional goals, methods and materials. Students placed in an Academic SLD are at the intermediate level of Spanish and focus on challenging pronunciation issues, complex and compound sentence structures, advanced verb tenses and conjugations, and content areas vocabulary categories.

It is the intent to identify 3 to 5 SLD specialists (Bilingual Teachers) during the 2013-2014 school year from the district to work under the direction of the Bilingual and ESOL Department, to become trainers of trainers (coaches) to meet the needs of Spanish Language Development of the district next year.

K-12 English Language Development

What is ELD?

English Language Development (ELD) is a systematic instructional model designed to develop the English language proficiency of English language learners. ELD instruction emphasizes the development of all four language domains: reading, writing, listening, and speaking.

The data collected from the placement examination will determine students' language ability and placement for the 2013-2014 school year. Students will be placed into a Foundational English Language Development class or an Academic Language Development class.

The goal of the Foundational ELD is to rapidly develop students' English listening, speaking, reading, and writing skills that are necessary for reading comprehension and academic writing. An emphasis is placed on the teaching of discrete English grammar skills, like forming sentence, pronunciation, verb conjugation and vocabulary. Students in Foundational ELD work on core content at their language ability level. ELD teachers must understand the order of the goals. The Foundational ELD is an accelerated English-language program that seeks to build a solid linguistic foundation so students are able to do grade-level core content as soon as possible. Students who score at the lowest two levels of the state required LAS Links Assessment are typically placed in a Foundational ELD class can receive up to three hours of daily instruction.

Secondary level students (grades 6-8) in the Foundational ELD class will be placed in three courses; *conversational and content vocabulary, grammar and writing, and reading*. Courses in the Foundational ELD class range from levels 1 to 3. A benchmark assessment is administered every eight weeks in each class to all students. The benchmark assessment dictates placement levels and movement from class to the next. Students do not advance to an Academic ELD until all benchmark criteria for Foundational has been mastered.

The Academic ELD class is for English Language Learner's at high levels of the LAS Links Assessment, but who have not met the exit criteria for reclassification as a fluent-English proficient student. The program features a grammar-based instruction that follows a clear sequence of instructional goals, methods and materials. In addition, students study-grade-level core content that is modified by teachers who use instructional methods commonly known as Sheltered Instruction (SI). Students who score at the highest three levels of the state required LAS Links Assessment and are placed in an Academic ELD class, can receive up two hours of daily instruction.

This time would be dedicated to teaching advanced English language skills that are a requisite for content area studies, including advanced verb tenses, sentence structure and specialized vocabulary.

Secondary level students (grades 6-8) in the Academic ELD class will be assessed and placed into a grammar and writing course. Grammar and writing classes consists of four levels (4A-4D). A benchmark assessment is administered every eight weeks in each grammar and writing class to all students. Students do not advance to the next level of grammar and writing until all benchmark criteria for has been mastered.

The amount of instructional time for Foundational and Academic ELD is determined based on individual school need, in most cases.

ELD teachers are provided with intensive professional development training and embedded coaching. Teachers are provided clear guidance in the skills and methods to be used for this instructional time. The district is finalizing a simple, easy-to-use guide for teachers that lists the discrete English language skills students should be taught based on their levels of proficiency along with program design for next school year. In this way, language instruction becomes more sequential and easier to plan.

The intent for the 2013-23014 school year is to identify, provide embedded training and coaching and to K-12 mainstream teachers in ELD methodology to be able to understand the needs of bilingual students, provide a systemic instructional program and allocate more time during the school day to learn English.

It is the intent to identify 3 to 5 ELD specialists (Bilingual Teachers/ TESOL) during the 2013-2014 school year from the district to work under the direction of the Bilingual and ESOL Department, to become a trainer of trainers (coach) and meet the needs of English Language Development of the district next year.

3. Provide a brief description of Language Transition Support Services (LTSS) including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

Due to low enrollment at the middle schools this school year, the Bridge Program (LTSS) was eliminated. LTSS students currently receive ESL services from an ESL specialist. ESL services are provided to students who have not met the standard on the annual assessment after their 30 month tenure in the Bilingual Education Program or have less than 30 months but have obtained a level 4 or 5 on the LAS Links along with other academic indicators to verify their proficiency levels in English. The program enables

students to continue progressing in such areas as English literacy, academic language development and content-area achievement. The district has two bridge instructional models. Middle schools have an ESL/Sheltered support model. In the high school we have an ESL/Sheltered departmentalized model. Language support is provided in Spanish, Polish and Arabic.

4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.

DiLoreto's dual language program has been modified this year based on the Commissioner's Network Operational and Instructional Audit. Spanish reading is being taught in grades k-6 while grades 7 & 8 art taught Spanish through Science and Social Studies. The school has partnered with the Commissioner's Turnaround Network. Although Spanish is currently being taught at the school, the Commissioner's Network Turnaround Committee has proposed an extension of the school day in order to allot more time for Spanish instruction, professional development (methodology), and embedded coaching.

5. Additional data describing bilingual education program observations from this past year. (OPTIONAL) You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.

Jefferson Elementary School is an Arabic Bilingual Center. The following parent activities and workshops were held at Jefferson Elementary School. The School Principal along with the Arabic Language Support Assistant, Family Resource Center personnel, and Literacy Tutors and Adult Education personnel has collaborated with community resources to provide the following:

- January 31, 2012, the Arabic Language Support Assistant with Principal held a workshop for the Adult Education class (FRC) regarding school expectations - behavior, homework, getting enough sleep etc.
- August 22, 2012, the Arabic Language Support Assistant conducted a workshop for the Human Resource Agency (HRA) staff regarding the Yemeni culture. The Yemeni culture is different given that the majority of our student population is of Hispanic or Latin descent. The intent of the workshop was to raise an awareness of the Yemeni culture and differences and how they relate to the school setting.
- February 14, 2012, the Arabic Language Support Assistant translated for the Director of Adult Education regarding the rules and responsibilities for attending ESL classes at Jefferson.
- February 14, 2012 I translated for Kim Jackson at FRC regarding playground registration and the rules that apply to the program.

- April 23, 2012, the Arabic Language Support Assistant translated for both the Director of the Discovery Center and grade 4 students attending a field trip.
- April 24, 2012, the Arabic Language Support Assistant repeated same presentation for Grade 5.
- September 25, 2013, the Arabic Language Support assisted with translation and registration of parents for the Adult Education ESL classes at Jefferson.
- April 15, 2013, the Arabic Language Support Assistant presented at the Literacy Volunteer Annual meeting regarding the importance of Literacy tutors for the Yemeni community.

DiLoreto School:

- The primary ESL teacher (grades K-5) and the Reading Resource teachers conducted a sight word based workshop for parents during the three day spring conferences. It was a make-and-take activity for K-2 parents.
- The secondary ESL teacher (grades 6-8) held a Connecticut Human Rights and Opportunities meeting along with the secretary from CHRO for DiLoreto parents to discuss the organization's mission. The ESL teacher is a commissioner for CHRO and informed parents that she is a contact person in the event anyone needs assistance.

Slade Middle School:

- The ESL teacher translated student academic/ Special Education/ expectations and overall progress to parents: November 15th, 19th, and 20th and April 8th, 9th, 10th, and 11th (parent conferences).
- At various classroom teachers' requests, the ESL developed behavioral/academic improvement check sheets in English and Spanish and explained the behavioral/academic improvement plan(s) to parents. (This is ongoing, and has no specific date.)
- On June 4th, the ESL met with parents of ESL students who will be attending Slade School this coming fall to discuss ESL levels, what the specific levels may mean for their child's class schedule next year, and how they can assist in their child's English language development.

Chamberlain Elementary School:

- The ESL teacher facilitated parent conferences for students' whose parents do not speak English. Conferences were on, November 15th, 19th, and 20th and April 8th, 9th, 10th, and 11th (parent conferences).
- The ESL teacher presented ELD methodologies (Language Warm-up and Verb Tense Study) to Chamberlain staff during a faculty meeting that was held on February 2, 2013.

JUL 19 2013

Connecticut State Department of Education
Division of Teaching, Learning & Instructional Leadership
Turnaround Office

Bilingual Education Grant Annual Evaluation Report for 2012-2013

Evaluation report must be submitted as a hard copy with attachments, if required, via regular mail by
June 14, 2013

CONNECTICUT STATE BOARD OF EDUCATION GOALS

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 5: All students will graduate from high school.

School District: New Haven Public School	Bilingual Education Program Manager: Pedro Mendia-Landa
Telephone Number: (203) 946-8685	Email Address: pedro.mendia@new-haven.k12.ct.us
Date: 6/14/2013	Number of students in Bilingual Education Programs: 2,572

*This number reflects the January PSIS collection enrollment for mandated bilingual program students

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2011-2012:

1. Evidence of student success - Qualitative examples.

- Five ELL High School students received the Yale English Language Institute Scholarship
- One student [REDACTED] from the [REDACTED] will be recognized by the [REDACTED] Consulate in New York City for his academic achievement.
- [REDACTED] a former EL student has received a \$31,000 scholarship for [REDACTED] University this fall and is hoping also to attend on a full scholarship.

- Over 20 ELL students were winners or received special awards or honorable mentions at the 2013 COLT (Connecticut Council of Language Teachers) Poetry Recitation Contest.
- At James Hillhouse High School 77% of ELL students who participated in the ACCELL ESL program received honors and awards. Among them were COLT Poetry Winners, High Honors, Spanish National Exam , etc. (See attached addendum)
- From John C. Daniels two EL 8th graders received (1) ART Inc. grant to continue singing studies and (2) 2nd Place in Yale Soloist competition.

2. Based on data analysis, submit 2 recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

- Implementation of an ELL portfolio of schools and programs to address the needs of eligible bilingual students and other ELLs in the district. This portfolio of schools will add to the current Transitional Bilingual and Dual Language programs, the creation of a new Dual Language immersion program (Spanish/English) starting with two kindergarten classes at Clinton Ave. K-8 School; an English immersion program at two elementary schools (starting with kindergarten during SY2013-2014; and a pre-K dual language program in its second year of implementation.
- Professional development targeting instructional practices will shift from the historical paradigm of teaching content and language, focused mainly on vocabulary and grammar, to teaching content and language by focusing on such language constructs as discourse, complex text, explanation, argumentation purpose, typical sentence structures, and vocabulary practices, as required by CCSS.
- Expand the intervention plan targeting students in Kindergarten and grade 1 with need of more intensive literacy instruction aligned to SRBI process. Spanish Literacy Intervention (SLI) program will continue to be implemented in nine schools and will service about 125 ELL students.

3. Provide a brief description of Language Transition Support Services (LTSS) including types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

- ESL "pull-out" and "push-in" services continue to be provided for students classified as LTSS. Services are provided by ESL tutors, certified ESL staff, instructional and literacy coaches, and other staff who have received intensive ELL training.
- Sheltered Content Immersion Instruction courses- these content area classes continue to provide LTSS students with a supported and rigorous learning environment in which students can feel success in both content and English language learning.

- Bilingual, Instructional, and Literacy Coaches will continue to support regular education classrooms where LTSS students are enrolled. Teachers have received intensive and ongoing training in Sheltered Instruction (SI) and ELL strategies. The NHPS and the Bilingual and ESL Department strongly recommends that all regular education teachers are trained in SI and ELL strategies that support LTSS students both academically and linguistically. PD in the areas of differentiated instruction, literacy Tier I and II Interventions, SI, and ELL strategies aligned to CCSS and Connecticut ELL Frameworks will be the focus during the 2013-2014 school year.

4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.

N/A

5. Additional data describing bilingual education program observations from this past year. (OPTIONAL) You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.

- Parent University was presented district wide. Parent University is a parent out reach program which conducted parent resource workshops addressing housing issues, social networking and bullying, who to talk to what to talk about and how to talk about school issues; among many others. Two specific workshops were conducted: *Enrolling Your Child in an ELL Program: How to Advocate For and Support Your English Language Learner* and *The Power of Language: Growing Up with a Bilingual Brain*. In addition workshops 'How to enroll your child in an ELL program' and how to support your English Language Learner. Parent University takes places twice a year district wide in an ongoing basis at the neighborhood level. Sessions were conducted in English and Spanish translation was provided to all who needed it.

Feb M. L. 7/18/13
Supervisor, ELL Department

ADDENDUM I

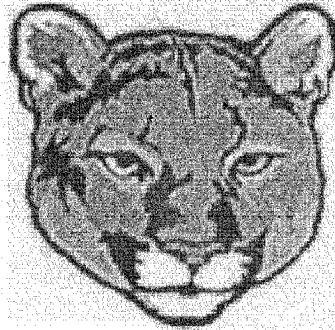
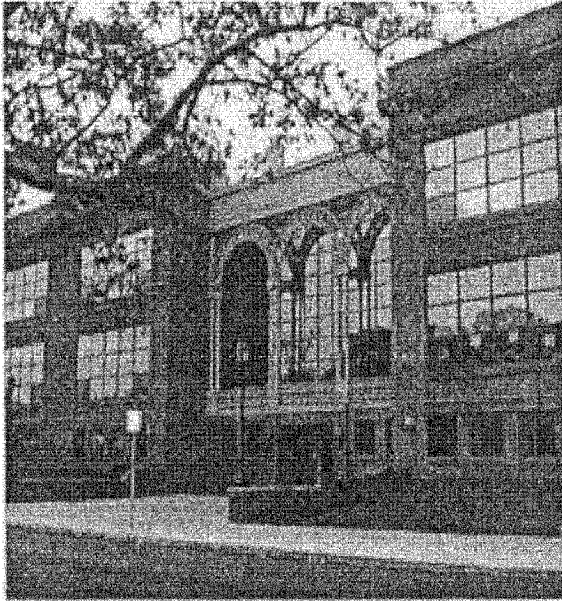
2. Recommendations 2013-2014

Dual Language Program – Clinton Avenue School

Dual Language Program Pilot – Pre K

Sample – Professional Development - Action Plans for 2013-2014

Clinton Avenue School



Clinton Avenue Students...

Strive for Excellence

Take pride in their school

Act the way they want to be treated

Respect themselves and others

SUCCEED!

DUAL LANGUAGE PROGRAM

Voyage to Discovery

Clinton Avenue School

Clinton Avenue School

293 Clinton Avenue
New Haven, CT 06513

Web site address

Tel. 203-691-3300

Dual Language Program Application

Clinton Avenue School – A Dual Language School
 Address: 293 Clinton Avenue Tel.: (203) 691-3300
 Principal: Ana Rodriguez-Robles Assistant Principal: Sandra Kalisewski

SCHOOL MISSION

The mission of Clinton Avenue School is to put "Kids First" by preparing them to become responsible citizens, problem solvers, and self-motivated achievers. In collaboration with parents and the community, we strive to foster students who are responsible citizens, appreciate themselves, and demonstrate respect and tolerance of each other. In our efforts to promote a love of learning, every child will acquire the skills needed to succeed in our continually changing and challenging world.

VISION

Join forces with all stake holders in order to develop bilingual brains through academic discovery by ensuring consistency in our school structure. This will be achieved through a code of conduct, active collaboration and pride in the ability to communicate and learn in two languages.

GOALS

- Develop in both languages literacy and oral fluency
- Ensure academic success in all content areas
- Develop social skills in a multi-cultural environment
- Provide opportunities for parents to be fluent in both languages
- Provide opportunities for educational and social encounters among cultural groups in our community

ELIGIBILITY

Parents who wish to enroll their children in the Dual Language Program must secure an application. Students will be selected on a first come first serve basis.

Siblings of current Dual Language students and neighborhood children who live in the Fair Haven area will have priority for placement in the program.

REQUIREMENTS FOR PARENTS

Participation in Workshops and Meetings:

- Attend an orientation
- Monthly meetings
- Opportunities for parents to develop fluency in both languages

FUNCTIONS

Parents

- Will commit to the mission and goals of the program
- Will support children with all academic work
- Will commit to effective communication with the school
- Will attend all required school meetings

Faculty

- Will foster effective communication between parents and the school
- Will help parents support and enhance their child's academic success
- Will continue to develop and increase their skills in Dual Language instruction

Student Name _____ Grade _____

Address _____

Home Phone _____

Emergency Phone _____

Prior School/program _____ Grade _____

Dominant Language

Spanish English

Siblings in DL Program _____

I understand the eligibility requirements and the parent/guardian responsibilities as explained in this brochure.

I also understand that I will be required to attend a Parent Orientation, where I will be given further information.

Parent/Guardian Signature _____

Date _____ Email _____

Child's date of Birth: _____ / _____ / _____



Dual Language Pilot Project

Program Description

A Dual Language Program is characterized by comprehensive program instruction given to ELLs and English only students in both Spanish and English on assigned days. **Project Design/Classroom:**

Monday: English only classroom coaching

Tuesday: English only instruction by teachers

Wednesday: Spanish only classroom coaching

Thursday: Spanish only instruction by teachers

Friday: no classroom coaching, teachers apply and practice teaching techniques

Project Design/Family Workshops

Family workshop are held on Friday mornings for am class and afternoon for pm class

Literacy lessons taught covering school readiness concepts in language acquisition, early numeracy, letter recognitions, simple science and social emotional development. Each book is accompanied by a literacy prop and to extend the core concept

Project Goals:

1. **Teacher Competencies:** Teachers demonstrate their applied understanding of second language acquisition

Evaluation Tools: Early Language and Literacy Classroom Observation (ELLCO): 3 categories 1) classroom environment, 2) general classroom environment and 3) language, literacy and curriculum
The Adapted ECE Classroom Observation Instrument: 25 competencies that focus on the delivery of instruction, lesson structure and organization

2. **Child Competencies:** Children demonstrate that they have the foundation of language acquisition and ready to succeed in kindergarten

Evaluation Tools: Pre-test: PreLas and NHPS Literacy Assessment in June

3. **Family Competencies:** Parents have the information they need to support their child's early learning

Evaluation Tools: weekly parent surveys, attendance

Project Data:

Family Workshops: Sandy Malmquist and Carmen Rivera: English and Spanish Literacy Consultants	
Family Competencies: Family Workshops/baseline General information/self-reported	
MORNING	AFTERNOON
78% attendance	90% attendance
90% Spanish home language 10% English	55% Spanish home language 20% English home language 25% English/Spanish
27% read 1 book/day	50% read 1 book/day
45% read 2 – 3 books/day	50% read 2 – 3 books/day
60% read books in English	75% read books in English
90% read books in Spanish	80% read books in Spanish
81% did not have a library card	65% did not have a library card
CLASSROOM OBSERVATIONS: Tomas Miranda Bilingual Ed. Consultant:	
Teacher Competencies :Early Language and Literacy Classroom Observation (ELLCO)	



MORNING	AFTERNOON
Literacy Environment/book area, book selection, book use, writing materials: 53.6%	Literacy Environment/book area, book selection, book use, writing materials: 53.6%
General Classroom Env./organization, contents, technology, child choice: 60%	General Classroom Env./organization, contents, technology, child choice: 60%
Language, literacy and curriculum/oral language, presence of books, instruction, writing opportunities: 60%	Language, literacy and curriculum/oral language, presence of books, book instruction, writing opportunities: 58%
Literacy Activities/ book reading/writing: 23%	Literacy Activities/ book reading/writing: 23%

Teacher Competencies: The Adapted ECE Classroom Observation Instrument

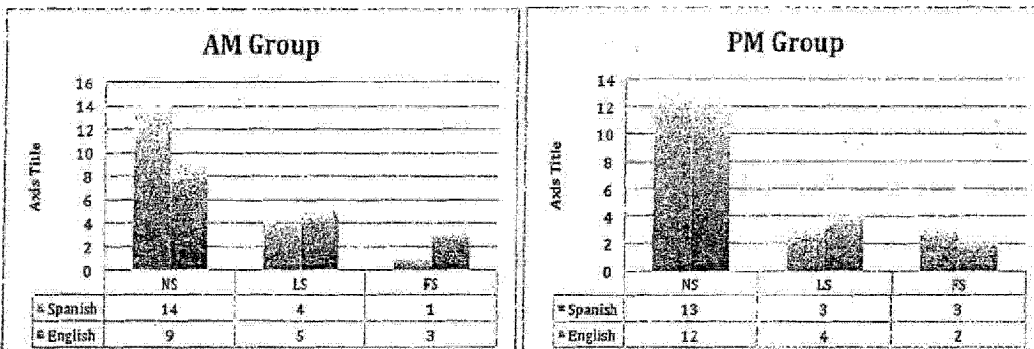
MORNING	AFTERNOON
25 competencies focusing on instruction, lesson structure, planning, environment, rapport with students, language modeling, positive affirmation: Less than 75 points/fair some evidence. Goal is a score of 100 - 125	25 competencies focusing on instruction, lesson structure, planning, environment, rapport with students, language modeling, positive affirmation: Less than 75 points/fair some evidence. . Goal is a score of 100 - 125

Teacher Competencies: Teachers understanding of how young children acquire language

Each classroom teacher has a fair understanding of 1st and 2nd language acquisition. Teachers and associate teachers demonstrate the application of the major concepts on language acquisition presented and coached and a FAIR understanding of the key concepts:

- 1) Language acquisition takes place simultaneously or sequentially as affected by culture and experiences,
- 2) receptive language comes before expressive language,
- 3) the need to separate languages for purposes of exposure and instruction

Child Competencies: Susana Negron/Bilingual Assessor



NS=Non-(English/Spanish) Speaker
 LS=Limited (English/Spanish) Speaker
 FS=Fluent (English/Spanish) Speaker



Achievement in High ELL Incidence Schools

AGENDA

12/4/12

1. Welcome and Introduction Pedro Mendia
 - a. Aims of session
 - i. Explain the district position regarding achievement
 - ii. Share and understand the issues affecting the schools
 - iii. Share schools action plans
 - iv. Outline possible alternatives
 - v. Agree ways in which the district can support
 - b. District Overview of ELL Achievement – LAS-Links, CMT, SPI
2. School presentations and discussion Individual Schools
3. Ways forward and alternative strategies for schools to consider Pedro Mendia
4. How the District can support and monitor Pedro Mendia

NHPS Department of English Language Learners

Achievement in High ELL Incidence Schools

December 4, 2012

*Department of English Language Learner Programs
Pedro Mendia-Landa
Supervisor*

ELL District Goals

To meet grade level norms in reading, writing, mathematics, science and other content areas

To meet or surpass English Language Proficiency according to the Annual Measurable Achievement Objectives (AMAO)

To decrease the achievement gap between ELLs and mainstream population

Annual Measurable Achievable Objectives (AMAO)

Districts must report progress on the following Annual Measurable Achievement Objectives (AMAO)

1. Yearly progress in learning the English Language as measured by LAS Links
2. Attainment of English language proficiency level as measured by the Language Assessment Scales (LAS Links)
3. Academic standards in English language arts and mathematics as measured by CMT/CAPT

12/4/12

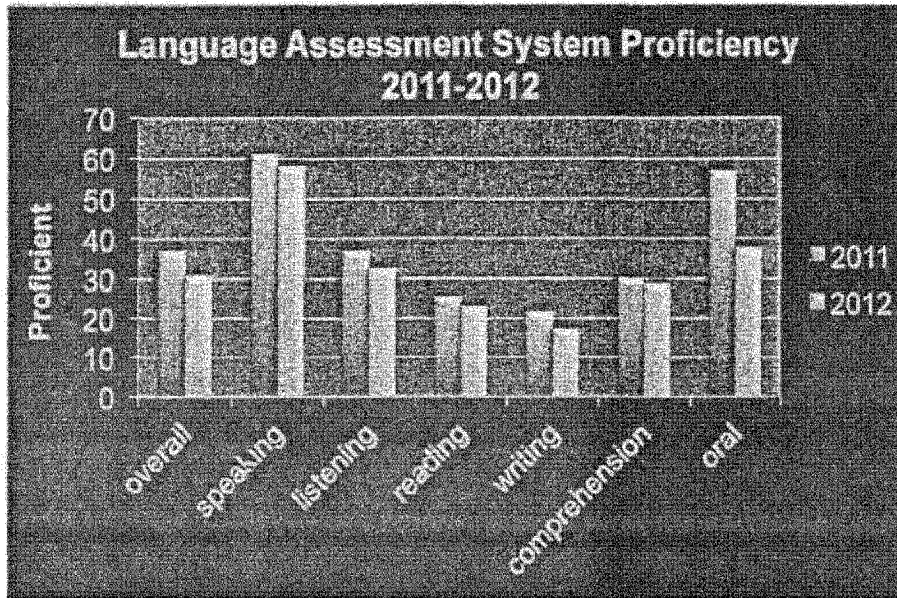
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ELL LAS Links Performance 2011-2012

12/4/12

4

LAS-Links Proficiency



12/4/12

5

LAS-Links Proficiency

	Overall Proficiency Level					Total
	Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient	
CLINTON AVENUE	25	32	58	38	1	154
	16.20%	20.80%	37.70%	24.70%	0.60%	25.30%
FAIR HAVEN	101	71	106	81	12	371
	27.20%	19.10%	28.60%	21.80%	3.20%	25.00%
HILL CENTRAL	30	50	50	38	4	172
	17.40%	29.10%	29.10%	22.10%	2.30%	24.40%
JOHN S MARTINEZ	19	28	65	60	0	172
	11.00%	16.30%	37.80%	34.90%	0.00%	34.90%
STRONG KG	76	28	15	5	0	124
	61.30%	22.60%	12.10%	4.00%	0.00%	4.00%
TRUMAN SCHOOL	39	37	70	48	0	194
	20.10%	19.10%	36.10%	24.70%	0.00%	24.70%
New Haven	476	469	826	722	60	2553
	18.60%	18.40%	32.40%	28.30%	2.40%	30.70%

12/4/12

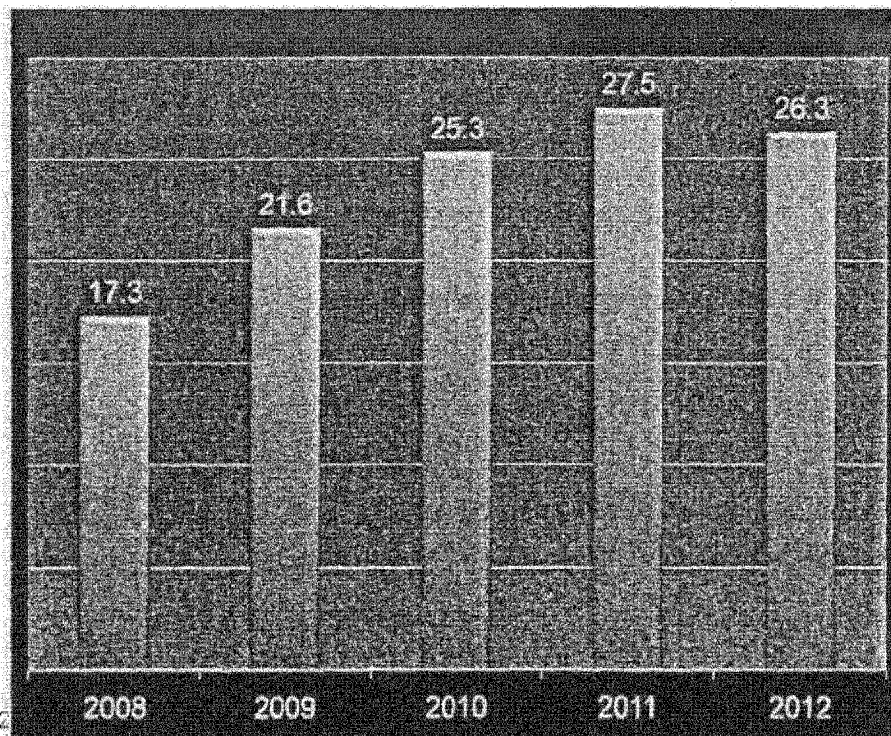
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ELL CMT Performance 2008-2012

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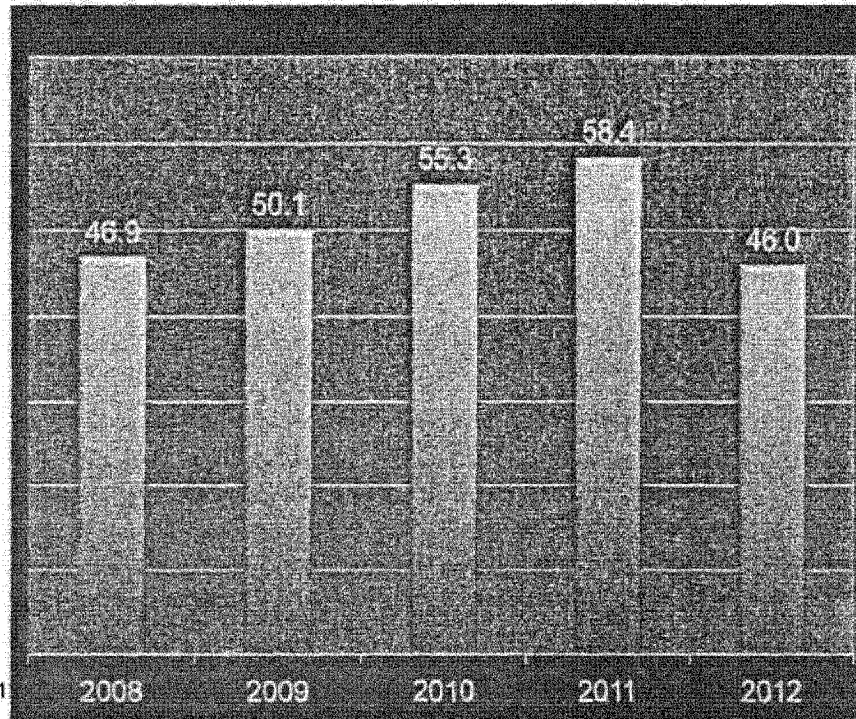
ELL ACHIEVEMENT READING



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ELL ACHIEVEMENT MATH



12/4/11

9

District and School Performance Indexes and Targets 2009 - 2012

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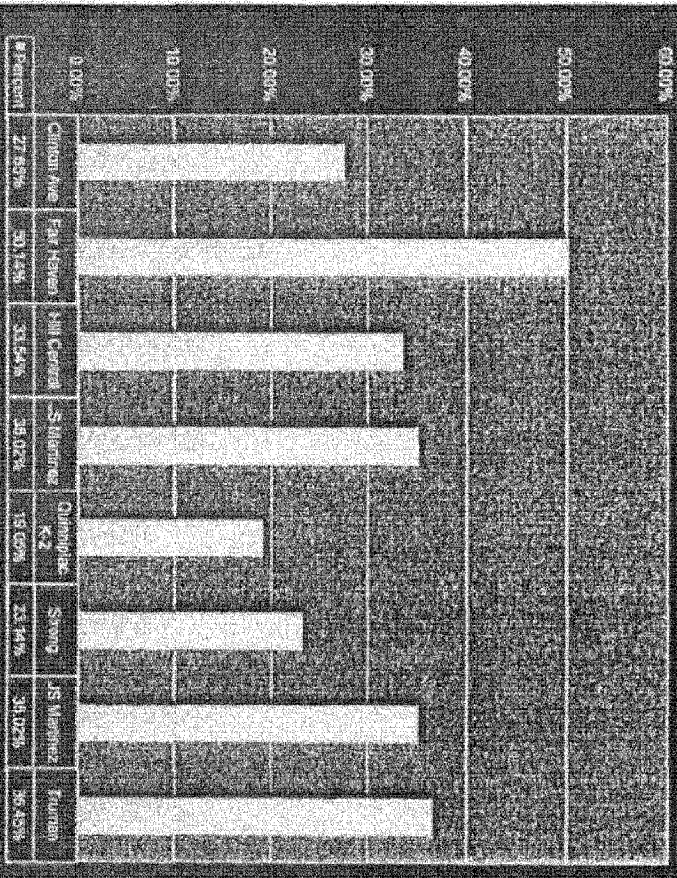
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DPI and SPI

District Performance Index	DPI 2009-10	DPI 2010-11	DPI 2011-12	Baseline	Target (2012-13)
New Haven	57.3	59.4	60.8	59.2	61.6
ELL	41.4	43.1	41.2	41.9	44.9
Gap	15.9	16.3	19.6		
School Performance Index	SPI 2009-10	SPI 2010-11	SPI 2011-12	Baseline	Target (2012-13)
Clinton Ave.	51.6	55.1	54.7	53.8	56.7
ELL	45.2	48.7	46.2	46.7	49.7
Gap	6.4	6.4	8.5		
F.Haven	43.3	48.8	44.6	45.6	48.6
ELL	32.1	33.4	29.2	31.6	34.6
Gap	11.2	15.4	15.4		
H. Central	37.1	41.9	44.2	41.1	44.1
ELL	32	35	37.5	34.8	37.8
Gap	5.1	6.9	6.7		
J.Martinez	50.6	51.7	55.8	52.7	55.7
ELL	39.5	40.7	45.4	41.9	44.9
Gap	11.1	11	10.4		
Truman	44.5	49.2	50.1	47.9	50.9
ELL	33.2	42.1	40.4	38.6	41.6
Gap	11.3	7.1	9.7		

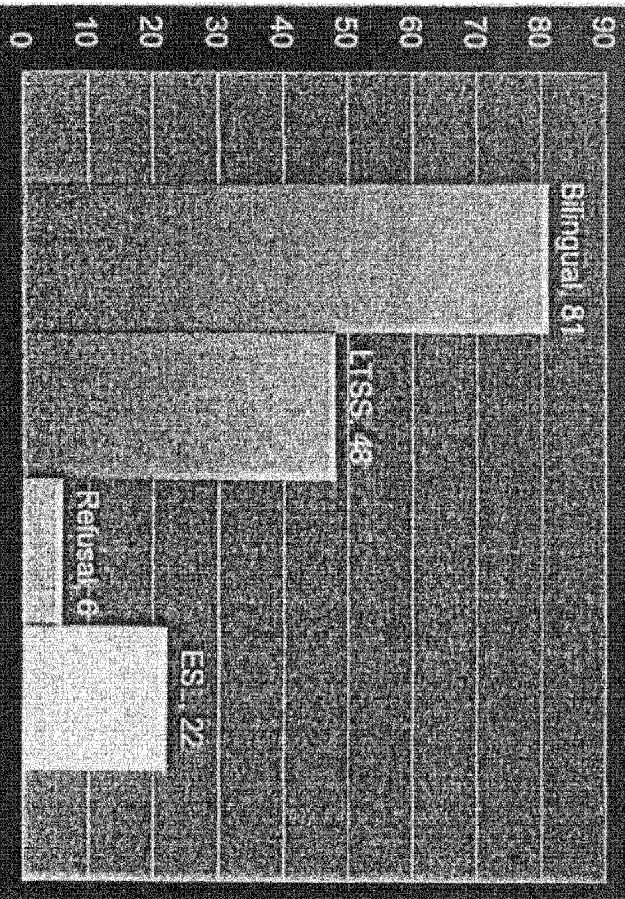
School Presentations

High ELL Incidence Schools

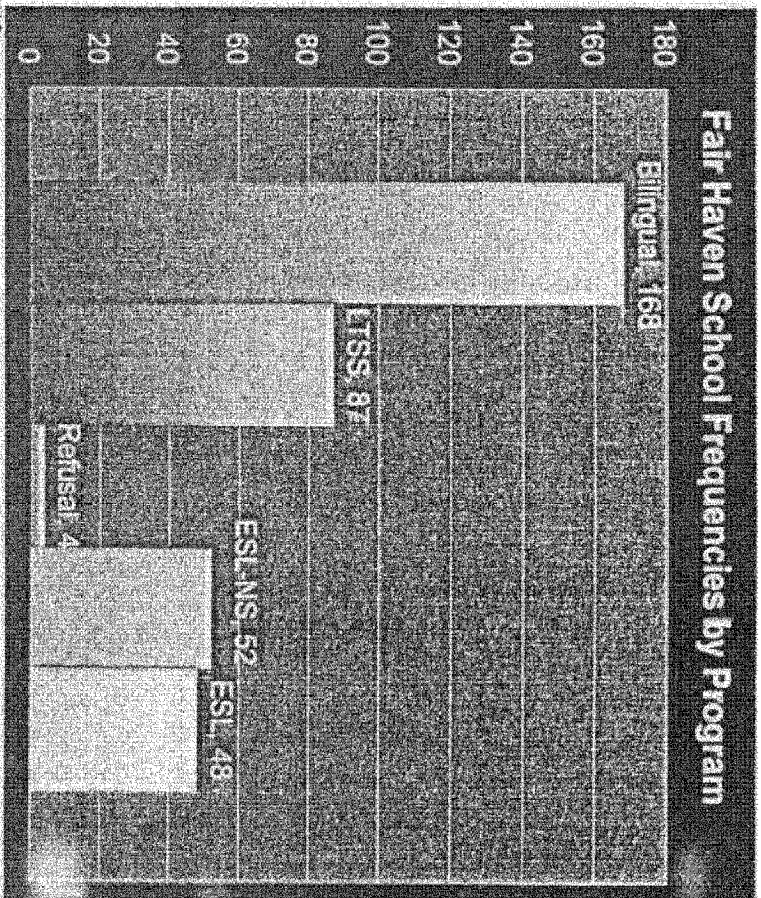


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Clinton Ave. School Frequencies by Program

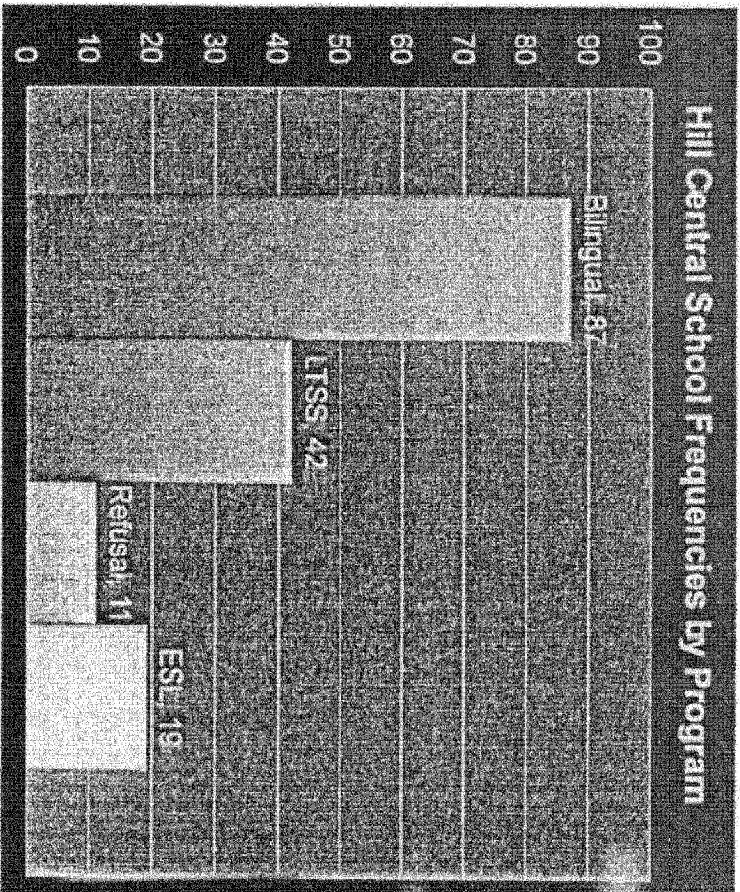


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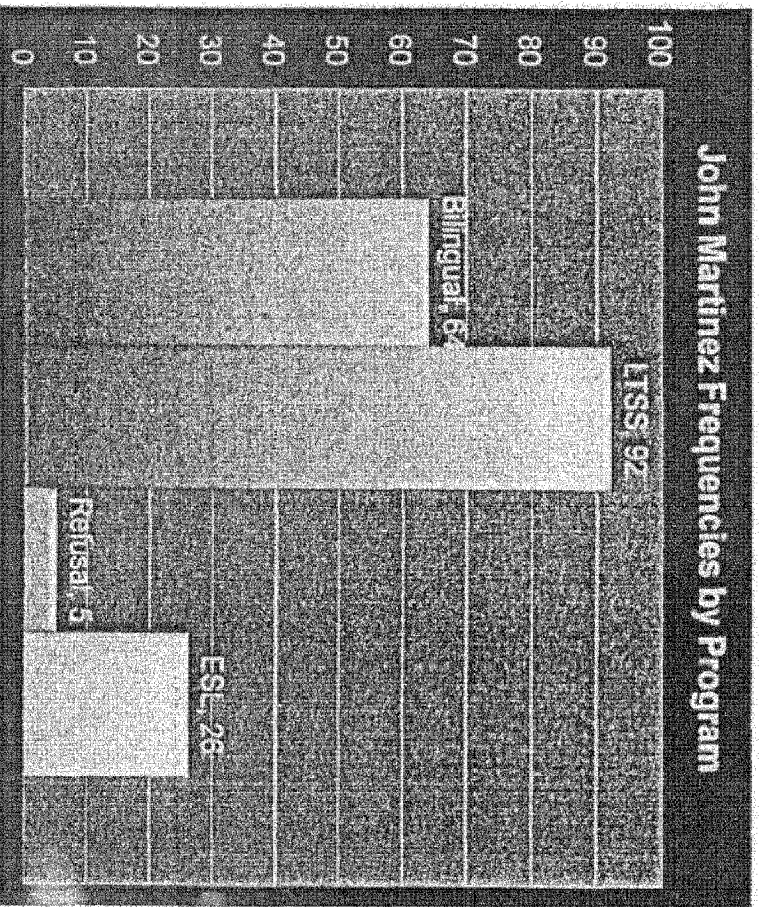
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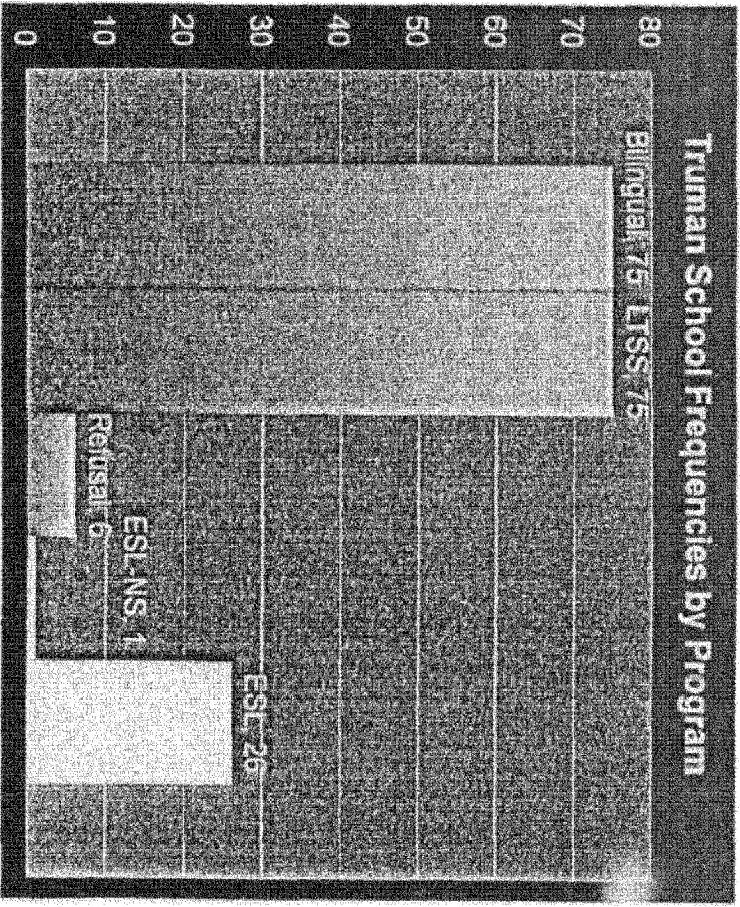


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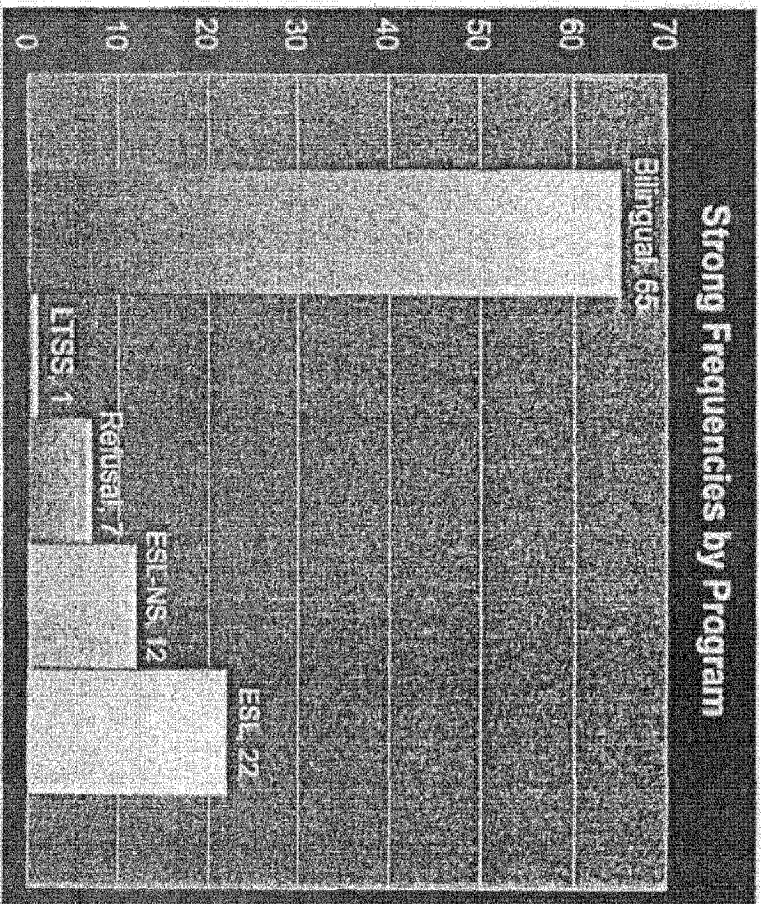
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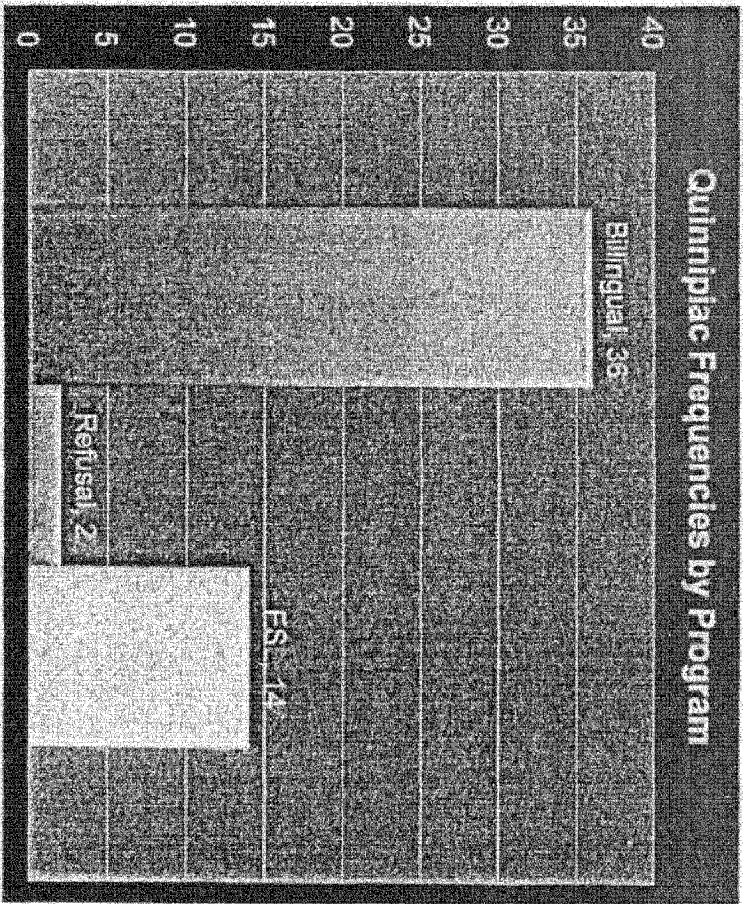
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ELL and Programmatic Options

- Transitional Bilingual Education
- Language Transition Support Services
- English as a Second Language
- Dual Language – Two-Way Bilingual Education
- Sheltered Immersion
- Sheltered Instruction

Bilingual State Statute

Sec. 10-17e. Definitions. Whenever used in sections 10-17 and 10-17d to 10-17g, inclusive:

(1) "Eligible students" means students enrolled in public schools in grades kindergarten to twelve, inclusive, whose dominant language is other than English and proficiency in English is not sufficient to assure equal educational opportunity in the regular school program;

Bilingual State Statute

- (2) "Program of bilingual education" means a program that:
- (A) Makes instructional use of both English and an eligible student's native language;
 - (B) enables eligible students to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, so as to meet appropriate grade promotion and graduation requirements;
 - (C) provides for the continuous increase in the use of English and corresponding decrease in the use of the native language for the purpose of instruction within each year and from year to year and provides for the use of English for more than half of the instructional time by the end of the first year;
 - (D) may develop the native language skills of eligible students; and
 - (E) may include the participation of English proficient students if the program is designed to enable all enrolled students to become more proficient in English and a second language.

Bilingual State Statute

Sec. 10-17e. Definitions. Whenever used in sections 10-17 and 10-17d to 10-17g, inclusive:

- (3) "English as a second language program" means a program that uses only English the instructional language for eligible students and enables such students to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, so as to meet appropriate grade promotion and graduation requirements.

TRANSITIONAL BILINGUAL PROGRAM

Transitional Bilingual Education (TBE) Programs

ELLs in a Transitional Bilingual Education Program are taught the regular curriculum and academic content through native language instruction and instruction in English by a certified Bilingual teacher. Over time, the amount of native language instruction/use is decreased, and the amount of English instruction/use is increased, as the students' English proficiency increases. The goal of TBE programs is to "transition" students into all-English instruction in the mainstream as quickly as possible. Hence, Transitional Bilingual Education Programs have also been called "Early-exit Bilingual Programs." In Connecticut, students must be exited from all Bilingual Programs within three years (CGS, Section 10-17e-j). Bilingual education students who have not met the ELL exit criteria as set by the CSDE after three years in a bilingual program must transition into Language Transition Support Services (LTSS).

12/4/12

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LANGUAGE TRANSITION SUPPORT SERVICES

Language Transition Support Services (LTSS) in Connecticut – not necessarily a program in itself, unless a district has developed one with this specific title/name. LTSS are support services that former Bilingual Education program students transition into if they do not meet all ELL exit criteria within three years in the Bilingual Program.

The goal of LTSS is to transition students out of the Bilingual Program and into other support services and the all-English mainstream. Language Transition Support Services may include: ESL/ELD support or classes, Sheltered content classes by the Bilingual/ESL teacher and the mainstream teacher, reading or language arts support or intervention, mathematics support or intervention, enhanced academic instruction (e.g., language, writing, science, and technology labs) and all other services and educational programs offered in the mainstream program (e.g., gifted and talented classes, guidance, library services, etc.).

12/4/12

26

English as a Second Language

English as a Second Language (ESL) – traditional model of language instruction/development/support. Often, ESL is offered in a pull-out form, i.e., students are pulled of the mainstream classes usually for a period or more per day to work specifically on their English language vocabulary, grammar, and skills with an ESL/TESOL certified teacher.

Students may work one-on-one with the ESL teacher or in small groups of student from the same or from a variety of grades and classrooms.

Instruction may be English language-based or content-based. ESL is sometimes called English to Speakers of Other Languages (ESOL) as well. Use of the term “ESOL” acknowledges the fact that many of our ELLs are learning not as a second language, but as a third or fourth language.

12/4/12

27

Pull-out – one way of delivering ESL/ELD support services or instruction. Students are pulled out of their mainstream classes usually for a period or more per day to work specifically on their English Language Development with an ESL/TESOL certified teacher. Pull-out support is a service delivery model and is not an ESL/ELD program in and of itself.

Push-in – one way of delivering ESL/ELD support services of instruction. ESL/TESOL certified teachers, tutors, and paraprofessionals “push” into mainstream classes to support the second language development and needs of ELL students. Push-in support is a service delivery model and is not an ESL/ELD program in and of itself.

12/4/12

28

Dual Language/Two-way Bilingual Education Program

Dual Language/Two-way Bilingual Education Programs

A Dual-language Bilingual Education Program is a Developmental Bilingual Education Program in which the goal for all participating students is to develop proficiency in two languages.

In Dual-language or Two-way Bilingual Programs, native English-speaking students and students who speak another native language participate in classes together, with the goals of bilingualism and bi-literacy being the same for all students. This approach is additive in nature and founded on a value of bilingualism as an advantage for all students.

12/4/12

29

Dual Language/Two-way Bilingual Education Program

There are variations in the implementation of this model. Some variations of this program keep the languages separated during instruction, and the length of time spent in instruction in the two languages varies. Some Two-way Bilingual Programs use a 50-50 model, in which teachers teach all subjects in both languages for equal amounts of time; some use the 90-10 model that resembles the gradual shift over time much like the shift in stages used by Developmental Bilingual Education Programs; some begin the target language instruction in certain subject areas first; some separate native language speakers for language arts. Ideally, each class population would be composed of 50 percent native English speakers and 50 percent Target Language native speakers to ensure peer modeling and support.

12/4/12

30

Dual Language/Two-way Bilingual Education Program

Programming and implementation of Dual-language/Two-way Bilingual Education Programs and LTSS services in Connecticut may be complex. NCLB Title III AND the Connecticut Bilingual Education Statute both encourage the development and implementation of Dual-language/Two-way Bilingual Education Programs.

Dual-language Program students may remain in the program indefinitely and are not subject to the 30-month limit in the Bilingual Education Statute. All other Bilingual Education Programs are subject to the 30-month limit.

12/4/12

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Sheltered Immersion

Sheltered Immersion Classes – usually these classes function as “newcomer” classes, are in an isolated classroom, are non-graded, and provide extended learning times for students to adjust to cultural differences and the new culture.

In Sheltered Immersion classes, students receive English language Development (ELD)/English as a Second Language (ESL) instruction, as well as Content-based ESL/instruction. Students spend most of their academic day in this self-contained classroom and attend the mainstream for nonacademic classes/periods, e.g., Physical Education, Library, Art, Music, and social activities in grade-level classrooms, etc.

12/4/12

32

Sheltered Instruction

Sheltered Instruction (SI) – a program model in which both content instruction (knowledge and skills) and English Language Development (ELD) are goals within the mainstream classroom.

The core grade-level curriculum is used; there is no separate curriculum. Specific ESL/sheltered strategies are used by general education teachers in the regular classroom. Certified general education and content area teachers have training in Sheltered Instruction methodology.

Both the content area standards and the ELD/ELL standards drive instruction. Students may also receive ESL pull-out/tutorial support at a specific time of day. For instance, new arrivals with little or no English will benefit from a combination of Sheltered Instruction and ESL support. The Sheltered Instruction Observation Protocol (SIOP) Model is one model of Sheltered Instruction.

12/4/12

33

SOURCES

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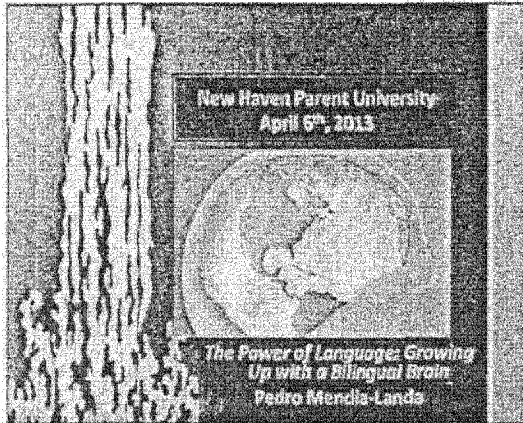
12/4/12

34

ADDENDUM II

5. Parent Participation

Parent University Presentations



A Gift Parents Can Give Children that Money Can't Buy

BILINGUAL BRAINS – SMARTER & FASTER

Bilingualism

Consequences for Language Acquisition, Development, and the Brain

Knowledge of bilingualism suggests the following linguistic, cognitive, and neurophysiological differences between bilingual and monolingual speakers:

Linguistic differences

- Bilingual children develop an earlier understanding of taxonomic relationships than their monolingual peers (e.g., car and bus are vehicles). This understanding is not dependent on vocabulary size, but could be influenced by the structural features of the speaker's language.
- Bilingual adults are better than monolingual adults at learning new words. Bilinguals use a variety of word-learning strategies with similar efficiency and are less susceptible to interference from conflicting orthographic information during word-learning.
- Linguistic input co-activates both languages in bilinguals; when bilinguals hear or read words in one language, partially overlapping linguistic structures in the other language also are activated.

An active brain

Linguistic, Cognitive and Neural Differences

Cognitive differences

- Bilinguals may be able to inhibit irrelevant verbal and nonverbal information with greater ease than monolinguals. Inhibitory control ability is slower to decline with age in bilinguals than in monolinguals.
- The average age of dementia onset is later in bilinguals than in monolinguals.
- Bilingual children have been found to exhibit superior performance in divergent thinking, figure-ground discrimination, and other related meta-cognitive skills.

Neural differences

- Bilateral processing of language (and other nonverbal tasks) is most likely to occur only in early bilinguals.
- Monolinguals and bilinguals use similar neural regions for language processing. However, late bilinguals are likely to activate the LIFG differentially for processes in which the LIFG plays a crucial role, such as phonological and syntactic processing.
- Bilinguals have greater gray matter density than monolinguals in certain left hemisphere regions.

An active brain

How to Nurture the Brain Development of Your Child

- You are who your child instinctually looks to for about the new and exciting world!
- The more interaction an infant gets, or rather, the more stimuli there is to engage his or her seven senses, the more synapses will be activated in the brain.
- Language is fundamental to almost all stages of cognitive development so talking and listening to children is especially important during their critical brain-building years.
- Be sure to engage them, ask questions and encourage imaginative responses. Remember, self-exploration is always the best way of learning.
- Language as a form of stimulation has been scientifically proven to make a difference. Infants and children who engaged in various forms of verbal interaction show more advanced linguistic skills than children who haven't.

An active brain

How to Nurture the Brain Development of Your Child

- Language is fundamental to almost all stages of cognitive development so talking and listening to children is especially important during their critical brain-building years. Be sure to engage them, ask questions and encourage imaginative responses. Remember, self-exploration is always the best way of learning.
- Language as a form of stimulation has been scientifically proven to make a difference. Infants and children who engaged in various forms of verbal interaction show more advanced linguistic skills than children who haven't.
- It is never too early to introduce your child to books. Nurturing the emergent literacy of your child from infancy through preschool is extremely important.

Being bilingual boosts brain power

Second language brain benefits start in early childhood

People who are bilingual have an advantage over the rest of us, and not just in terms of communication skills. The bilingual brain develops more densely, giving it an advantage in various abilities and skills, according to new research.

The brain has two types of tissue visible to the naked eye, termed gray and white matter. Gray matter makes up the bulk of nerve cells within the brain. Studies have shown an association with gray matter density (or volume) and intellect, especially in areas of language, memory, and attention. Bilinguals showed that bilingual speakers had denser gray matter associated with neurological performance.

The difference was especially significant in the brain's left side - an area known to control language and communication skills. The right hemisphere of bilingual speakers also showed a similar trend.

The researchers say that although language is thought to be mediated by functional changes in the brain, they show that being bilingual structurally changes the brain. Their study shows the effect was strongest in people who had learned a second language before age 5.

In a second trial, 20 researchers studied 12 native Italian speakers who had learned English as a second language between ages 2 and 54. Those who had learned English at a young age had greater proficiency in reading, writing, talking, and understanding English words.

At the first test, there was a gray matter density in the brain's left region was linked to age at which a person became bilingual. The native second language learners had the denser gray matter in that part of the brain.

"Our findings suggest that the structure of the human brain is altered by the experience of acquiring a second language," write the researchers in the October issue of the journal *Nature*.

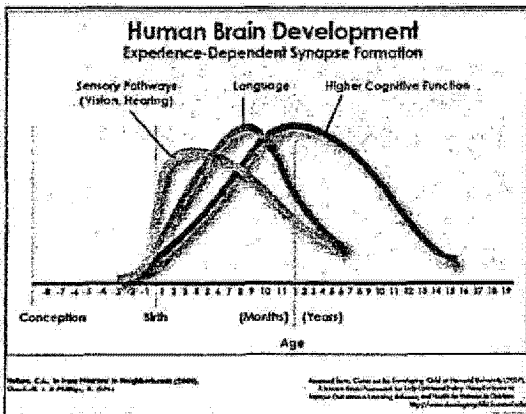
Creating & following a Plan

The diagram illustrates various cognitive skills and their interconnections. At the top is 'Creating & following a Plan'. Below it are 'Time Awareness' (with a clock icon), 'Organization' (with a book icon), 'Working Memory' (with a notepad icon), 'Regulation of Attention' (with a person icon), and 'Meta-cognition' (with a person icon). A central figure of a person is surrounded by these skills, with arrows indicating relationships between them.

The diagram shows a lateral view of a human brain. Three areas are highlighted with labels: 'Intelligence, judgement, and behavior' on the left side, 'Memory' in the center, and 'Language' on the right side.

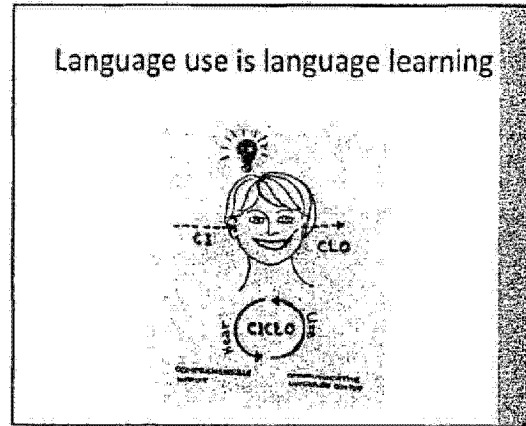
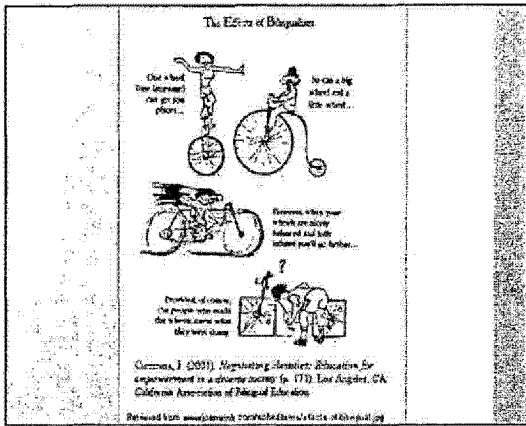
Dramatic effects can be achieved by learning a second language

The diagram features a central brain with 'Working Memory' written across it. Surrounding the brain are several icons representing different cognitive and practical tasks: a bicycle, a box, a person, a clock, and a person sitting at a desk. The background is a light, textured pattern.



The diagram uses tree metaphors to compare language development. On the left, a single tree with a thick trunk is labeled 'One well developed mother tongue'. In the middle, a tree with a thin, broken trunk is labeled 'Interrupted development of the mother tongue'. On the right, a tree with a thick trunk and multiple branches is labeled 'Well developed bilingualism'.

Source: *Metaphors for Bilingualism*, by P. Doolittle, C. A. & P. M. (1998).



March 17, 2012

Why Bilinguals Are Smarter

By YUDHIJIT BHATTACHARJEE

SPEAKING two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people. Being bilingual, it turns out, makes you smarter. It can have a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia in old age.

This view of bilingualism is remarkably different from the understanding of bilingualism through much of the 20th century. Researchers, educators and policy makers long considered a second language to be an interference, cognitively speaking, that hindered a child's academic and intellectual development.

They were not wrong about the interference: there is ample evidence that in a bilingual's brain both language systems are active even when he is using only one language, thus creating situations in which one system obstructs the other. But this interference, researchers are finding out, isn't so much a handicap as a blessing in disguise. It forces the brain to resolve internal conflict, giving the mind a workout that strengthens its cognitive muscles.

Bilinguals, for instance, seem to be more adept than monolinguals at solving certain kinds of mental puzzles. In a 2004 study by the psychologists Ellen Bialystok and Michelle Martin-Rhee, bilingual and monolingual preschoolers were asked to sort blue circles and red squares presented on a computer screen into two digital bins — one marked with a blue square and the other marked with a red circle.

In the first task, the children had to sort the shapes by color, placing blue circles in the bin marked with the blue square and red squares in the bin marked with the red circle. Both groups did this with comparable ease. Next, the children were asked to sort by shape, which was more challenging because it required placing the images in a bin marked with a conflicting color. The bilinguals were quicker at performing this task.

The collective evidence from a number of such studies suggests that the bilingual experience improves the brain's so-called executive function — a command system that directs the attention

processes that we use for planning, solving problems and performing various other mentally demanding tasks. These processes include ignoring distractions to stay focused, switching attention willfully from one thing to another and holding information in mind — like remembering a sequence of directions while driving.

Why does the tussle between two simultaneously active language systems improve these aspects of cognition? Until recently, researchers thought the bilingual advantage stemmed primarily from an ability for *inhibition* that was honed by the exercise of suppressing one language system: this suppression, it was thought, would help train the bilingual mind to ignore distractions in other contexts. But that explanation increasingly appears to be inadequate, since studies have shown that



Health and Parenting

Parenting Essentials

- * 4 Tricks to Get Kids to Eat
- * Anaphylaxis: The Basics
- * How to Avoid Pollen
- * Cold Remedies: What Works?
- * Must-See Pregnancy Information
- * Be the Best Parent You Can Be

Listen

This article is from the WebMD News Archive

Being Bilingual Boosts Brain Power

Second Language Brain Benefits Start in Childhood, Study Shows

By Miranda Hitti
WebMD Health News

Oct. 13, 2004 — People who are bilingual have an advantage over the rest of us, and not just in terms of communication skills. The bilingual brain develops more densely, giving it an advantage in various abilities and skills, according to new research.

Researchers Andrea Mechelli of London's Wellcome Department of Imaging Neuroscience and colleagues, including experts from the Fondazione Santa Lucia in Rome, looked at brain densities of bilingual people.

First, they recruited 25 people who speak one language, 25 who learned a second European language before age 5, and 33 who became bilingual between ages 10 and 15.

All the participants spoke English as their primary language. Those who had learned a second language later in life had practiced it regularly for at least five years.

Bilingual Brains Do Better

The brain has two types of tissue visible to the naked eye, termed gray and white matter. Gray matter makes up the bulk of nerve cells within the brain. Studies have shown an association with gray matter density (or volume and intellect), especially in areas of language, memory, and attention.

Brain imaging showed that bilingual speakers had denser gray matter compared with monolingual participants.

The difference was especially significant in the brain's left side -- an area known to control language and communication skills. The right hemisphere of bilingual speakers also showed a similar trend.

The researchers say that although language is thought to be mediated by functional changes in the brain, they show that being bilingual structurally changes the brain. Their study shows the effect was strongest in people who had learned a second language before age 5.

In a second test, the researchers studied 22 native Italian speakers who had learned English as a second language between ages 2 and 34.

Those who had learned English at a young age had greater proficiency in reading, writing, talking, and understanding English speech.

As in the first test, increases in gray matter density in the brain's left region were linked to age at which a person became bilingual. The earliest second language learners had the densest gray matter in that part of the brain.

Of course, while it might seem easier to pick up a second language as a child, it's still possible to do so as an adult.

"Our findings suggest that the structure of the human brain is altered by the experience of acquiring a second language," write the researchers in the October issue of the journal *Nature*.

Bilingualism

Consequences for Language, Cognition, Development, and the Brain

Knowledge of bilingualism suggests the following linguistic, cognitive, and neurophysiological differences between bilingual and monolingual speakers:

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An active brain

Linguistic, Cognitive and Neural Differences

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- Bilingual children have been found to exhibit superior performance in divergent thinking, figure-ground discrimination, and other related meta-cognitive skills.

Neural differences

- Bilateral processing of language (and other nonverbal tasks) is most likely to occur only in early bilinguals.
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- Bilinguals have greater gray matter density than monolinguals in certain left hemisphere regions.

Creating & following a Plan

Time Awareness



Organization



THE COACH



Working Memory



Regulation of Attention



Meta-cognition

Intelligence, judgement, and behavior

Memory

Language

Dramatic effects can be achieved by learning a second language



New Haven School Change
NEW HAVEN PUBLIC SCHOOLS

NEW HAVEN PARENT UNIVERSITY
UNIVERSIDAD PARA PADRES DE NEW HAVEN

**Como Matricular y Abogar Por Su Hijo(a) en un Programa
Para Estudiantes Aprendiendo Inglés Como Segundo Idioma**

**Enrolling Your Child In An ELL Program:
How To Advocate For And Support Your English Language
Learner**

November 3rd, 2012

Pedro Mendia-Landa, Supervisor
English Language Learner Programs
54 Meadow Street 8th Floor
New Haven, CT 06519
203-946-8685

New Haven Public Schools
English Language Learner Program
Pedro Mendia-Landa, Supervisor

54 Meadow Street 8th Floor
New Haven, CT 06519
Phone: 203-946-8685
Fax: 203-946-6858

Estudiante: _____

Fecha de Nacimiento: _____ Nivel de LAS LINKS: _____

Grado: _____ Escuela: _____

Queridos padres/encargados,

Su hijo(a) fue evaluado usando el Language Assessment Scales-links (LAS-links) para determinar el nivel de dominio del inglés. El resultado de la evaluación indica que su hijo(a) no alcanzó un nivel de 4 o 5 en inglés. Por eso, su hijo(a) cualifica para los siguientes programas de English Language Learner (ELL) del cual usted podrá escoger el más conveniente para su hijo(a):

_____ Programa de Transición Bilingüe (TBE)-en español los estudiantes tendrán instrucción en su idioma nativo o hasta el máximo de 30 meses. La cantidad de tiempo enseñado en inglés va a aumentar durante el año; de esta forma los estudiantes podrán estar preparados para salir del programa después de 30 meses de TBE.

_____ Inglés como Segundo Idioma (ESL)-Padres que no acepten TBE por alguna razón. Su hijo(a) será ubicado en un salón de inglés pero recibiendo ayuda de inglés como su segundo idioma. El estudiante recibirá ayuda a través del maestro y/o tutor de ESL.

_____ Negación de los Padres para participar en programa de apoyo de lenguaje-padres no aceptan ningún servicio de inglés o programa académico de inglés para ELL y prefiere tener su hijo(a) en un salón de inmersión total en inglés; los padres entienden que su hijo(a) no se les proveerá ningún tipo de apoyo de lenguaje en inglés o idioma nativo.

_____ Clases de contenido con apoyo de idioma nativo (grado 9 solamente)- este programa es para estudiantes que cualifican para el programa bilingüe con 30 meses o mas antes de su graduación de la escuela superior participando en clases de contenido con apoyo bilingüe y/o lenguaje nativo (únicamente en las escuelas donde hay programas de educación bilingüe mandatorio).

_____ Clases de Contenido con apoyo en inglés como segundo idioma o ESL (grados 10-12 solamente)- cualifican para el programa bilingüe con 30 meses menos antes de su graduación de la escuela superior participando en clases de contenido con el servicio de apoyo en inglés como segundo idioma ESL.

_____ Programa de Dos Idiomas (inglés y español)- disponible para padres de estudiantes que quieren que sus hijos sean bilingües y proficientes en lectura y escritura en los dos idiomas (inglés y español). "Recién-llegados" pueden asistir a este programa si entran antes del segundo grado. La disponibilidad de este programa es basada en la matrícula y quizás no hay disponibilidad al tiempo de matrícula; por lo tanto, el estudiante se puede colocar en una lista de espera para alguna de las dos escuelas en las cuales hay programas de dos idiomas.

_____ Programa de "Recién-llegados"-disponible para niños(as) que han recibido el nivel mas bajo de proficiencia en inglés y que han llegado a los Estados Unidos por primera vez o nunca ha asistido a una escuela americana anteriormente. Este programa es solamente en Fair Haven K-8. Los estudiantes participan en el programa regular de educación con una intervención intensiva de ESL dentro y fuera del salón.

Firma Padre o Encargado

Pedro Mendia-Landa

Bilingual Examiner

Bilingual Office Clerk

Fecha

Su hijo(a) no cualificará como estudiante bilingüe o ESL y no recibirá los servicios de apoyo en cuando el estudiante alcance los estándares siguientes:
Estándar de Lenguaje: LAS-Links: Nivel 4 or 5

Estándar Académico: (K= DRA 4+, 1=DRA 18, 2= DRA 28), y/o Connecticut Mastery Test (CMT) grados 3-8 (Lectura y matemática nivel 3+ y nivel 2 en escritura); y/o grado 9 CMT Form-M (lectura y matemática nivel 3+ y escritura nivel 2); y/o grados 10-12 CAPT (lectura y matemática a nivel 3+ y nivel 2 en escritura).

Nota: Los padres tienen el derecho (en cualquier momento) de sacar a su hijo(a) de cualquiera de los programas académicos disponibles para estudiantes cuyo inglés es su segunda lengua. Si este es su deseo, por favor escribanos una carta comunicándonos que usted quiere a su hijo(a) fuera del programa de ELL a la siguiente dirección: 54 Meadow Street 8th Floor, New Haven, CT 06519

Atención: Pedro Mendia-Landa, Supervisor Bilingüe.

ELL PROGRAMS

TBE
(Transitional Bilingual
Education)

Strong (K/1)
Martinez (K-2)
Fair Haven (K-8)
Clemente (5-8)
Hill Central (K-2)
Truman (K-2)
Clinton Ave. (K-2)
Quinnipiac (K-2)

Dual Language
(Two-Way Immersion)
(K-8)

**Columbus
Family Academy
(K-8)**

John C. Daniels

K-8

East Rock
Hooker
Dwight
Martinez
Fair Haven
Clemente
Hill Central
Truman
Clinton Ave.
Columbus
Ross
/Woodward
Nathan Hale
Troup
K. Brennan
Edgewood
Jepson
B.Woods
Barnard

ESL
(English as a Second
Language)

**Middle
School
5-8**

Betsy Ross

H.S.

**Sheltered
Content
with
Language
Support
(9th)**

**W. Cross
Hillhouse**

**ESL
(9-12th)**

**Sheltered
Content
with
ELL
Support
(10th-12th)**

**W. Cross
Hillhouse**

**Career
HSC
Coop
Riverside
Hyde
NH
Academy
Sound
Metropolitan**



New Haven School Change

NEW HAVEN PUBLIC SCHOOLS

*Pedro Mendia-Landa, Supervisor
English Language Learner Programs
54 Meadow Street 8th Floor
New Haven, CT 06519*

September 15, 2012

Dear Parents/Guardian:

The No Child Left Behind (NCLB) federal law requires states to set specific student achievement goals for children learning to speak English. The Language Assessment Scales are used in Connecticut to measure the development of their skills.

NCLB also requires the Connecticut State Department of Education to annually review the performance of each school district that receives funds under Title III for language instruction. The English language learners (ELLs) must meet the following three targets:

2011-2012

- 78 percent of ELLs must make progress in acquiring English language proficiency;
- 28 percent of ELLs must attain English language proficiency; and
- ELL subgroup must achieve Adequate Yearly Progress (AYP).

New Haven Public Schools *met two of the three* targets and the results are as follows:

- *78.9 percent of ELLs made progress in acquiring English Language proficiency;*
- *31.4 percent of ELLs attained English Language proficiency; and*
- ELL subgroup did not meet AYP.

Districts that did not meet all three of these targets are required to notify the parents of English language learners. We will continue to review our District Improvement Plan and continue modifying our curriculum and instructional strategies to address the factors that prevented achievement on all three targets.

If you have any questions about the performance of your child, please contact Pedro Mendia-Landa, Supervisor, Bilingual and ESL Programs at 203-946-8685 for information on programs within New Haven Public Schools to help ELLs attain English proficiency and meet academic goals.

Sincerely,

Dr. Reginald Mayo
Superintendent
New Haven Public Schools

School Change Begins with Me.



New Haven School Change

NEW HAVEN PUBLIC SCHOOLS

Pedro Mendia-Landa, Supervisor
 English Language Learner Programs
 54 Meadow Street 8th Floor
 New Haven, CT 06519

October 11, 2011

Dear Parent/Guardian,

This letter is to inform you that your child, *[Name]*, was initially assessed and determined to be non-English Proficient. Based on this assessment you consented to no bilingual education program. However, ESL, tutoring, or other type of English language support is provided. Choosing the appropriate program ensures that your child's educational strengths as well as needs to learn English and reach grade appropriate academic standards in order to assist them to meet graduation requirements.

Brian is currently enrolled in grade KG at Barnard E Magnet and is annually tested using the Language Assessment Scales (LAS Links) to determine the level of English Proficiency and academically with either the Connecticut Mastery Test or for High School students the CAPT. Students enrolled in Kindergarten through grade two are assessed with the DRA2. Below are the results of these assessments for the last two years. We hope that this information will assist you in understanding your child's progress.

LAS Links	Spring, 2011		Spring, 2010	
Overall English Proficiency	1			
Speaking	1			
Listening	1			
Reading	2			
Writing	1			
Oral	1			
Comprehension	2			
DRA	2			
CMT/CAPT	CMT	CAPT	CMT	CAPT
Reading				
Mathematics				
Writing				

(Levels: 1-Basic; 2-Early-Intermediate 3-Intermediate 4-Proficient 5-Above Proficient)

In order for your child to exit either the Bilingual Education or ESL Program and no longer receive English Language support, your child must reach two standards:

1- English Language Standard	LAS Links: Overall Level 4 or 5
2- Academic Standard	Developmental Reading Assessment (DRA)
Grades: K-2	K= 3+, 1= 18+, 2= 28+
Grades: 3-8	Connecticut Mastery Test (CMT)
Grade: 9	Reading and Mathematics: Level 3 or higher
Grades: 10-12	Writing: Level 2 or higher
	Connecticut Mastery Test (CMT) Form-M
	Reading and Mathematics: Level 3 or higher
	Writing: Level 2 or higher
	Connecticut Academic Performance Test (CAPT)
	Reading and Mathematics: Level 3 or higher
	Writing: Level 2 or higher

New Haven Public Schools offer English Language Learners (ELLs) the following academic program options according to grade level: Transitional Bilingual Education (TBE), English as a Second Language (ESL), Dual Language Immersion Program, Newcomers Program and the choice of No ELL Services. Please contact us with any questions regarding program options or any other questions.

Note: At any time, parents have the right to request that their child is removed from any ELL Program and/or language support services. This request must be submitted in writing to the Department of ELL Programs, Attention: Pedro Mendia-Landa, 54 Meadow Street, 8th floor, New Haven, CT 06519.

cc: Brian Perez Flores 99369 Permanent Folder

New Haven Public Schools

*Pedro Mendia-Landa, Supervisor
English Language Learner Programs
(203) 946-8685
(Fax) 946-6858*

Administrative Offices
Gateway Center
54 Meadow Street
New Haven, CT 06519

July 18, 2013

Carla Ghostlaw
Turnaround Office
Connecticut State Department of Education
165 Capitol Avenue – Room 215
Hartford, CT 06106

Carla,
Enclosed please find the State Bilingual Education Evaluation Report for 2012-2013 *with attachments* for New Haven Public Schools English Language Learners Programs.

If you have any questions or concerns, please do not hesitate to contact me.

Thank you for your continuous support.

Sincerely

Pedro Mendia-Landa
Supervisor
English Language Learner Programs

Cc: Imma Canelli
Linda Hannans
Pat DeMaio

**Connecticut State Department of Education
Turnaround Office
165 Capitol Avenue, Room 222
Hartford, CT 06145-2219**

Bilingual Education Grant Annual Evaluation Report for 2013-2014

**If required, an evaluation report must be submitted as a hard copy with attachments via regular mail by
Friday, June 13, 2014**

CONNECTICUT STATE BOARD OF EDUCATION GOALS

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.

Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: Norwich Public Schools	Bilingual Education Program Manager: Sheila D. Osko
Telephone Number: 860-823-4205	E-mail Address: sosko@norwichpublicschools.org
Date: June 19, 2014	Number of students in Bilingual Education Programs: 135

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success – Qualitative Examples

- Norwich Public Schools (NPS) is a district that prides itself with being able to offer many extended learning opportunities to its student population, regardless of economic status, ethnicity, race, or English proficiency level. Our NPS English Language Learners participated in many of our District Improvement activities along with many supplemental after school programs (both intervention and enrichment), as well as receiving honors and awards for academic and personal achievements. Norwich offers many after school programs that are tailored to our ESL population to address student need and enrichment. In addition, our bilingual students go on many field trips. This year, these included:

- CT Science Center
- World culture exposition at UCONN
- Museums (Lyman Art Museum, Mashantucket Pequot Museum, Mystic Art Museum),
- Dennison Pequot Nature center
- A working farm
- Roger Williams Park and Zoo
- The Guard Theater
- Norwich Marina for replica Columbus ships
- Latino Movie Festival
- Butterfly Pavilion
- Many cultural groups were also invited to various schools to perform shows. Some of these included:
 - Coast Guard Woodwind Quintet Performance
 - Cultural music groups
 - Author visits
- Our students were also part of inter district alliances that focused on educational goals.
- Celebrations were part of each semester. Some of these were:
 - Multicultural Festivals
 - Harvest Celebration
 - Multicultural Birthday celebration
 - Kite making and flying celebration
 - Math and technology
 - Talent Show
 - Theater productions

In district, we participate in district-wide offerings for afterschool enrichment and learning.

- ASPIRE and BRIDGES – comprehensive 21st Century Community Learning Centers that encompass innovative service learning, standards-based curricula, and direct academic support while offering a broad selection of activities. The goal of the centers is to strengthen mastery of specific weaknesses in Mathematics, Reading Comprehension, Science, and Technology. In addition, the centers were hosts to a variety of community organizations and instructors with specializations in arts & culture, health & fitness, youth entrepreneurship, and group mentoring. To increase access to Limited English Proficient and economically disadvantaged students and their families, students went off-site to community-based partnership centers, as well. The ASPIRE and BRIDGES programs were open to all of our ELLs and our bilingual education center students.
- Extended Learning Programs – Scientific Research-Based Academic Programs that use targeted instruction and support to address individual student weaknesses/concerns in the areas of literacy and math.

- Another great program is our cultural diversity enrichment program. These students complete a variety of activities from writing poetry to singing songs or dancing at local community functions. They also go on many cultural field experiences. It is a favorite among our bilingual students.
- Additionally, funding from the bilingual grant was used to purchase 2 mini IPAD labs. The IPADs were loaded with 62 apps to address all ages, proficiency levels and academic content. They are a favorite of the students and teachers are planning lessons that incorporate the technology (past and present).

2. Based on data analysis, submit two recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

- Focus on academic vocabulary, literacy and writing. Embedded PD for working with ELLs and our bilingual center students will continue. This past year, the curriculum was rolled out to all teaching staff and administrators. Within each curriculum document, the education of ELLs and Bilingual students is addressed in relation to the ELL Frameworks and the Common Core. The goal is to increase the ability of educators to make instructional decisions (teaching and learning) based on research-based best practices for the academic and language achievement of ELLs. As the curriculum is refined and further developed, the goal of embedded professional development will be adjusted.
- Norwich is committed to hiring an Instructional Specialist for each school. During the 2013-2014 academic year, Instructional Specialists were in place at all district schools. The emphasis was on Literacy. Norwich is now hiring math instructional specialists (to share schools) throughout the district. The instructional specialists, administrators, directors and teachers are all members of 1 or more data teams (school, grade level and district). Data teams will continue to use subgroup analysis of multiple forms of assessment (district assessments, and LAS Links scores, MAP® data, DRA2, etc...) in order to analyze the academic performance of Bilingual students. Appropriate and realistic goals are set to improve student learning (Student Learning Objectives). This analysis will be conducted at both the school and district levels through the work of the School-Wide Data Team and the District Data Team. This knowledge will provide insight into Data Team discussions as educators drill down and examine data to determine the efficacy and quality of instruction, services, and allocation of time for bilingual students.
- A recommendation is to deliver professional development as it relates to SRBI and ELLs and also PD that address the needs of students identified as both an "English Language Learner" and "Special Education".
- Although our ESL/Bilingual paraprofessionals receive training in strategies and assessments that are applicable to ELLs, there is a need for focused and targeted professional development on how to utilize the materials that align with our Norwich Public School curriculum in Literacy, Science and Math. To this end, a part-time teacher has been hired for 2014-15 to work directly with the paraprofessionals.

3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

- Students who do not meet the State of Connecticut Language Proficiency and Academic Achievement standards after 30 months of enrollment in a Bilingual Program are eligible to receive Language Transition Support Services (LTSS) at their home school.
- The goal of LTSS is to continue the students' achievement so that they will eventually meet the standard and be able to function successfully in mainstream classes while spending most of the day in the mainstream setting. LTSS provides enriched instruction and accelerates acquisition of cognitive academic language. The following services will be available:
 - During school tutoring (push-in and pull-out)
 - At the elementary centers, students work with a certified TESOL and/or Bilingual teacher during mainstream classes, in addition to Bilingual/ESL Support
 - Weekly monitoring
 - After School Tutorials
 - Mentoring
 - Counseling services
 - Intervention programs
 - LLI
 - Foundations
 - Six Minute Solutions
 - Fluency
 - A to Z Reading
 - Title I Services including:
 - Early Success
 - Early Intervention
 - Soar to Success
 - Read 180
- The School-Wide Data Team and/or grade-level Data Team will participate in deciding which services will be provided for LTSS students. Members of these teams will include:
 - Building Principal
 - Director of Language and Translation Services
 - Building Instructional Specialist
 - Bilingual/ESOL Teacher
 - General Education (mainstream) Teacher

Monitoring of student progress

- During the Annual Review Process, the School-Wide Data Team review the results of the English mastery assessments of all students in the Bilingual programs to determine placement for the following year and type of language services students will receive. The LAS Links Student Profile Sheet is completed and reviewed for each student. Students who have achieved LAS Links proficiency levels of 4 or 5, but have not attained the DRA2 reading proficiency standard will be recommended for Early Intervention/Early Success (Gr. K-2), Soar to Success (Gr. 3-5), or Read 180 (Gr. 6-8), provided they meet the eligibility criteria.
 - With the mandated implementation of SRBI, students who do not progress as compared to his/her true peers, will receive intervention at a TIER II level, based on determined need.
 - In addition to direct services, regular education K-8 staff will be trained in effective instructional strategies and the SIOP model to improve comprehensible input in the mainstream setting and to foster Cognitive Academic Language Proficiency (CALP) among English Language Learners.
4. **If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.**
- Does not apply
5. **(OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**
- Norwich Public Schools sponsors several activities for parents at the various schools and community locations outside of the normal school hours.
 - At Stanton Elementary school (a Commissioner's Network school), parents and their student(s) were invited to a program for the acquisition of language for the purpose of supporting their child(ren) in school and at home. This "Families Learning English" program contained a literacy component where parents and children read books together, completed activities using English and also enjoyed cultural foods for dinner. This program ran on Tuesdays and Thursdays in conjunction with Norwich Adult Education, FRC and the bilingual department.
 - Also at this school, our bilingual staff was stationed at the front of the school to greet parents and to address any concerns. Translators were available for all functions during and after school hours. Parents were invited to come in and observe their child(ren) in the bilingual center. Our parents are comfortable coming to school and participating. They know that we are here to support and help - that their voices will be heard.
 - Learning to speak English as an adult can be overwhelming to our parents. Although Stanton offered a "Families Learning English" program, it was exclusive to our Stanton parents and students. So, Norwich Public Schools, in affiliation with Norwich Free Academy, assembled a group of volunteers to engage in conversations with the parents of all of our other schools with the

goal of developing confidence in their communication skills in everyday situations (using English). The lessons were weekly over a period of 13 weeks (for 2 hour periods). This program (open to all ESL parents) will continue during the 2014-2015 school year. We had 14 parents in the program. There was also a literacy component for the children as well. A teacher was also available to help students with homework.

- World Youth and Culture Day was held and many of our ELL families attended (as our children were singing and dancing).
- There were several community and after school events that engaged many of our culturally diverse families. Some examples are math night (with an emphasis on multi-cultural activities), the Haitian Flag day event, and the Cape Verde cultural festival, World Youth and Culture Day, etc...)
- As stated above, these activities also involved our parents:
 - Multicultural Festivals
 - Harvest Celebration
 - Multicultural Birthday celebration
 - Kite making and flying celebration
 - Math and technology
 - Talent Show
 - Theater productions

**Connecticut State Department of Education
Turnaround Office
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Friday, June 13, 2014**

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Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: Norwich Free Academy	Bilingual Education Program Manager: Leo Butler
Telephone Number: 860-425-5635	E-mail Address: butlerl@nfaschool.org
Date: June 11, 2014	Number of students in Bilingual Education Programs: 93

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success – Qualitative Examples

95% - graduation rate for ELL seniors. 87% - Attend 2 or 4 year college.

Seven (7) ELL students participated in the NAACP ACT-SO Academic Olympics Program. Five (5) students were members of the Pathways to Future Teaching Program.

2. **Based on data analysis, submit two recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.**
 1. The development and creation of a new arrival center – See addendum
 2. Based on reading data two (2) additional reading instructors were hired to ensure that more ELL students are enrolled in reading classes.
3. **Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.**

ELL/Bilingual students who have exited the program continue to receive academic assistance through academic support classes, (academic assistants.) ELL Intervention Specialist provide peer mentoring and tutoring are available in both Spanish and Haitian Creole, Chinese and Cape Verdean Creole for these students as well. The Career Resource Center, Diversity Office and school clubs such as Haitian, Cape Verdean, Asian Cultures Club and Successful Latino Alliance also provide academic career assistance. In addition immigration assistance is provided through the Diversity Office.
4. **If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.**
5. **(OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**
 - Open House for all NFA parents including ELL parents – September
 - Parent Teacher Conferences – November
 - Mid-year ELL Teacher/Parent/Dinner – May
 - Diversity Recognition program open to parents – June
 - Ongoing phone calls to parents in their native language.

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Goal 5: All students will graduate from high school.

School District: Norwalk	Bilingual Education Program Manager: Helene Becker
Telephone Number: 203-854-4090	E-mail Address: beckerh@norwalkps.org
Date: June 26, 2014	Number of students in Bilingual Education Programs: 573

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success – Qualitative Examples

- Observations of bilingual classes indicated enthusiasm, engagement, and satisfaction on the part of students.
- Many certificates of merit have been distributed by teachers to deserving students in the program.
- Several students who participated in our bilingual education program and our ESL Summer School won awards (including the Natalia Rodriguez ELL Scholarship) at our high school awards ceremonies.

2. Based on data analysis, submit two recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.
- With the implementation of the new LAS Links Form C, the percent of ELLs who "made progress" as defined by the State was approximately 62% (unweighted). This is far lower than the 87.5% that made progress last year and the 82.3% that made progress the year before. Since the new form of LAS Links is more rigorous and is based on Common Core skills, it is understandable that our scores dropped in this first year of implementation of the test. However, I have made the following recommendations in order to boost our scores and get our ELLs on track with the Common Core:
 - At the elementary level, for ELLs who are above the newcomer level, we will use the curriculum and materials from the new Journeys literacy series which is based on the Common Core. The district has adopted this series for all K-5 students and has provided ELL teachers with a wealth of ELL supports that are part of the series. Therefore, our elementary ELL teachers will be closely aligning their instruction with the Common Core instruction occurring in the mainstream classrooms. This should help ELLs succeed academically at higher levels.
 - At the secondary level, we are offering, once again, our SIOP (Sheltered Instruction Observation Protocol) training to another 30 teachers. With the Common Core, it is more important than ever to provide teachers with the strategies needed to assure that all students (including ELLs) are able to access content-area lessons. We are also offering additional training to those teachers who have been trained in the past.
3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.
- LTSS consisted of direct ESL instruction and in-class support provided by ELL teachers. In many cases, ELL teachers provided support by working with mainstream teachers on including SIOP strategies in their lesson planning. In several schools, students had access to after-school programs and to an ELL "Tutoring Center" where they could get tutoring support for their mainstream subjects. In addition, all ELLs in the district have access to Rosetta Stone to help them improve their English.

4. If the bilingual education program has not been implemented in the way that it was described in the *Bilingual Education Grant Application*, please describe differences and rationale for the changes.

- There were no significant changes.

5. (OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.

- In the fall at the Open House meetings at each of our elementary schools, our ELL teachers hold a special half hour session just for the parents of our bilingual/ESL students, in order to disseminate important information about school procedures, rules, parent responsibilities, etc. There are translators available at each site.
- Our ninth annual Saturday Newcomer Parent Academy was a huge success with parents asking us to continue it for next year.
- At our ELL Welcome Center, in addition to screening potential bilingual/ESL students with the Las Links, we give students a math placement test to ensure accurate placement in math courses. We also give all new families a “welcome gift” consisting of a welcome letter, map of the city, bus map, library application, and a dictionary at the appropriate level for the new student.
- We had a successful “Natalia Rodriguez ELL Scholarship” awards night during which we presented 4 college scholarships to deserving current or former bilingual/ESL students. Many of our ELL families and staff attended.
- For the first time, the World Language Department at one of our high schools asked the ELL Education Department to join them in a special awards night during which two students were chosen in each ESL, ESL Social Studies, ESL Physical Science and ESL Algebra class; one student received the “Most Distinguished Academically” award, and one student received the “Most Improved Academically” award. Many students and parents attended the event.

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Goal 5: All students will graduate from high school.

School District: New Milford	Bilingual Education Program Manager: Joshua Smith
Telephone Number: 860-354-3235	E-mail Address: jsmith@newmilfordps.org
Date: 6/10/2014	Number of students in Bilingual Education Programs: 27

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

Evidence of Student Success – Qualitative Examples

- 3rd grade ELs are participating in a chorus concert that is coming up at the end of the year. ELs in a kindergarten class are going to present a reader's theatre and may be performing it on stage in front of the other Kindergarten classes.

Based on data analysis, submit two recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

- It is recommended that there be more increased instructional time for beginner students. It would also be beneficial to increase the amount of bilingual resources.

Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

- Students who exit the bilingual program receive English as a Second Language services in a pull-out program.

If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.

(OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.

- The bilingual program has encouraged parent participation. A family literacy library has been set-up with books in Spanish covering a variety of topics and issues affecting today's children such as family and educational issues, nutrition, behavior modification etc. Documents associated with the bilingual program were sent home in English and Spanish to assure that parents were fully aware of the progress of their child. Parents are also supported by the bilingual teacher who they can contact by e-mail or phone in order to address any concerns or to set-up a conference if necessary.

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Goal 5: All students will graduate from high school.

School District: New London Public Schools	Bilingual Education Program Manager: Dr. Miriam Morales Taylor
Telephone Number: 860-447-6000	E-mail Address: TaylorM@newlondon.org
Date: 06/13/2014	Number of students in Bilingual Education Programs: 684

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success – Qualitative Examples

In the past we used the LAS Data to compare results to inform academic gains. However, since a new LAS test, Form C, has been implemented this year it is not possible to compare these results; therefore we are using MAP and DIBELS data shown below.

Of the 528 English Language Learners currently registered in the NLPS, participation rates in MAP testing were:

- 353 Students completed both the Fall, 2013 and Spring, 2014 NWEA Map Mathematics Assessment
- 325 Students completed both the Fall, 2013 and Spring, 2014 NWEA Map Reading Assessment

Growth measures are shown in the table below:

NWEA GROWTH (Measured in Rausch Units – RIT)							
Content Assessed	Number (N) Tested	N where RIT Score Increased	N where RIT Score Unchanged	N where RIT Score Decreased	N moved from Intensive to Strategic	N moved from Strategic to Benchmark	N moved from Intensive to Benchmark
Mathematics	353	277	7	69*	68	7	14
Reading	325	237	14	74*	29	6	11

*Students where RIT scores decreased will be reviewed for, and placed in additional academic support settings (as needed) based on MAP and other qualitative and quantitative assessment data.

DIBELS growth provided in the District Summary Report shows that 34% of Kindergarten students were scored “at risk” in the Fall 2013 and 66% were “established” by Spring 2014. First Grade results are similar in that 8.3% of students were scored “at risk” in the Fall 2013 and 78% were “established” by Spring 2014. (Report used was DIBELS Summary Report, 2014.)

2. Based on data analysis, submit two recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year’s program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

- Teachers will incorporate strategies that provide opportunities for 100% of students to talk into every lesson
- Teachers will monitor the progress of their students’ growth in a targeted domain (s) of English language proficiency on a regular basis as evidenced by progress monitoring test results.

3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

In order for a student to be exited from bilingual/ESL services, evidence must be documented that the student overall score on the LAS Links indicates proficiency (level 4 or higher). In addition to the LAS Links requirement, the following English Mastery Standard is required to be met for all English Language Learners to “exit” language support services:

Kindergarten,
Grades 1 and 2:

Level 4 or 5 on the Language Assessment System (LAS Links) and
Grade-level performance on the Developmental Reading Assessment (DRA 2)

Grades 3 through 9:

Level 4 or 5 on the Language Assessment System (LAS Links) and
Proficient (level 3) or above on the Mathematics and Reading subtests and Basic (level 2) or above on
the Writing subtest of the Connecticut Mastery Test (CMT)

Grades 10 through 12: Level 4 or 5 on the Language Assessment System (LAS Links) and

Basic or above on the Mathematics, Reading and Writing subtests of the Connecticut Academic
Performance Test (CAPT)

The Bilingual/ESL Education Office will notify the parents of its intent to exit students from bilingual/ESL services and the reasons for the intended exit.

Since the student is no longer an ELL, the content of the student’s Blue Folder will be placed in a Green Folder inside the cumulative folder.

Students who are exited receive monitoring services for two academic years. Monitoring services ensure that students exited from bilingual/ESL services are successful in the general education program of the school.

4. **If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.**

The ELL services have been implemented according to the Bilingual Education Grant Application at New London Public Schools

5. **(OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**

The Jennings School Fiesta is a cultural event that recognizes the many aspects of Hispanic cultures. The celebration includes:

- Student performances
- Posters (poetry, famous personalities, maps, Jeopardy questions, etc.) and student writing regarding Hispanic culture are posted throughout the hallways and classrooms
- Family – School Fiesta:
 - Food
 - Dancing
 - Recognition certificates
 - Art work
- Parent/Teachers Conferences

**Connecticut State Department of Education
Turnaround Office
165 Capitol Avenue, Room 222
Hartford, CT 06145-2219**

Bilingual Education Grant Annual Evaluation Report for 2013-2014

If required, an evaluation report must be submitted as a hard copy with attachments via regular mail by
Friday, June 13, 2014

CONNECTICUT STATE BOARD OF EDUCATION GOALS

- Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.**
- Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.**
- Goal 3: All students will be taught by highly qualified teachers.**
- Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.**
- Goal 5: All students will graduate from high school.**

School District: New Britain	Bilingual Education Program Manager: Cynthia Cassada
Telephone Number: 860-827-2261	E-mail Address: cassada@csdnb.org
Date: June 11, 2014	Number of students in Bilingual Education Programs: 912

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success –Qualitative Examples

Currently, DiLoreto’s eighth-grade enrollment consists of 74 students. The students were administered the end of the year Spanish I and Spanish II high school final examination to determine language level placement for grade nine. The data is as follows:

- 74 Grade 8 students currently enrolled at DiLoreto 2013-2014
 - 47 students out of 74 or 64% will be placed in Spanish 3 in 2014-2015

- 27 students out of 74 or 36% students will be placed in Spanish 2 in 2014-2015
These results are attributed to the intensive Spanish Language Development Program.

Grades K-5

• 3 rd Place Race for the Cure	1
• Academic Excellence	1
• Art Award	2
• Citizenship Award	5
• Classroom Spelling Bee Winner	7
• Effort Award	2
• ELD Award	3
• Hershey Track	1
• Holmes School Social Studies Student of the Year	1
• Honor Roll	23
• Math Award	1
• Math Student of the Year	1
• Most Improved	5
• Most Improved in ELD Award	2
• Most Improved in Grammar	2
• Most Improved in Math	1
• Most Improved in Reading	2
• Most Improved in Science	2
• Most Improved in Writing	1
• Most Improved in Language Arts	2
• Most Improved in Social Studies	2
• Music Student of the Month	1
• Outstanding Reader Award	1
• Perfect Attendance	13
• Positive Behavior Intervention Strategies	7
• Reading Award	5
• Safety Patrol	20

• Scholarship Award	6
• School Spelling Bee 1 st Place Winner	1
• School-Wide Spelling Bee Participant	4
• Science Award	2
• Science Fair Participant	2
• Student of the Month	54
• Student of the Week	1
• Superintendent Student of the Month	2
• Tiger Striver Award	1
• Work in Art Museum	1
• Writing Award	1

Grades 6-8

• 2 nd Place Spelling Bee	1
• Academic Achievement	3
• Academic Excellence	1
• Character Award	1
• Citizenship Award	11
• Effort Award	8
• ELD Award	8
• ELD Top Student	1
• Excellence Award	1
• High Honor Roll	1
• Honor Roll	52
• Most Improved	8
• Most Improved in ELD Award	4
• Most Improved in Math	2
• Most Improved in Science	2
• Most Improved in Social Studies	1
• Participation	9
• Perfect Attendance	19

• Reading Achievement	1
• Spelling Bee	3
• Student Council	3
• Student of the Month	24
• Student of the Year	1

Grades 9-12

• Attendance Award for SBAC	1
• ELD Student of the Month	22
• High Honors	2
• Honor Roll	23
• Seniors Special Honor	4
• Student of the Month	2
• American Savings Foundation-Robert T. Kenney Scholarship Program	1
• Edward Krusz Memorial Scholarship	1
• Jim Rackliffe Scholarship	1
• JROTC Marine Scholastic Award	1
• JROTC Patriots of America Outstanding Cadet Award	1
• JROTC Veterans of Foreign Wars Award	1
• Paul Vernali Memorial Scholarship	1
• Tyler Stephen Arasimowicz/Welcome to My World Autism Scholarship	1

2. Based on data analysis, submit two recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

#1 New Britain High School English Language Development Credit Recovery

Over the past year, the district has implemented substantial changes to the English Language Development classes at New Britain High School. District leaders are interested in implementing for the first time, an ELD summer program for students that allows them to earn additional credits for graduation and also provide an intensive professional development experience for teachers.

Professional Development Pre-service: One trainer for one day

On-site Consulting: July 7-July 25, 2014 (total of 15 student days) One ELD external consultant is on-site for the first four days.

Program Description:

Purpose

The summer high school credit recover program has three objectives:

1. To award credits in English language development to students who previously failed a course or did not receive a credit.
2. To provide students an opportunity to accelerate their English language and literacy growth through compressed ELD courses; Conversational Content Vocabulary, Grammar, Writing, and Reading.
3. To equip qualified students with the English language and literacy skills necessary to pass state and district criteria for reclassification to fluent-English proficient status.

Goals

1. To accelerate the English language learning and literacy development of approximately ELLs.
2. To develop and support classroom ELD teachers to stretch their language teaching knowledge and skills in ways that bridge to the districts' regular-year instructional programs;
3. To build site capacity for providing ELD instruction through the use of prescriptive daily lesson plans that link discrete English grammar skills to 10 high-intensity foreign language-teaching methodologies with a special emphasis on how to teach English grammar and reading comprehension.

#2 Frank J. DiLoreto: A Language Academy

Background:

The DiLoreto Language Academy enrolls a substantial number of students for who their knowledge and ability to apply English and Spanish grammar skills are limited. Over the last two years, the district has made substantial strides in working to implement high level English and Spanish Language Development classes through the state's Commissioner's Network. While the growth at DiLoreto is

laudable, the district and site leadership has made continuing the improvement of achievement for all students a top priority. In order to accomplish this, the site has identified several areas in need of immediate attention, including the expansion of the ELD and SLD programming into the Prek and Kindergarten levels and the extended language support into reading and writing classes.

The plan, for year two of the Commissioner's Network, is to add another Spanish Language Development teacher and two additional Reading Teachers at DiLoreto.

3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

Language Transitional Support Program: This program serves students who have not met the standard on the State annual assessment after their 30 month tenure in areas such as English literacy, academic language and content-area achievement. The itinerant ELD teachers as well as mainstream teachers use ELD and SI.

Measuring Language Growth

Students enrolled in both ELD and SLD programs will take regular benchmark assessments that follow an initial placement test to determine a student's language profile. These assessments, designed by *Language Measurement Dynamics*, comport with accepted academic measures of validity and reliability, including test-retest reliability. Both the placement test and the subsequent benchmarks (administered at eight-week intervals) measure the following skills: phonology, morphology, syntax and vocabulary. These assessments feature clear proctor directions, pre-determined points allocations and scoring matrices.

Types of Language Support Services

- Intensive ELD services from the ELD teacher, or pull-out model for low incidence schools.
- Sheltered Content Instruction-the student is recommended for a math, science or social studies sheltered content class.
- Summer School-the student is recommended for mandated K-2 school summer school, middle school if available and ELD credit recovery at the high school.

- Tutorial- the student is recommended to participate in a tutorial program (reading resource, system 44, Read 180 after-school program, and extra help period per teacher contract or RTI).
- Partial Mainstream-the student is recommended to participate in all-English class for Language Arts/Reading or content classes or courses

4. **If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.**

5. **(OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**

8/29/13: The Welcome Back Breakfast was a big success. Over 400 families were in attendance where they had an opportunity of meeting the new principal and the new initiatives and books for the new year, going to their students' homeroom class to review expectations and school materials needed for the year as well a short question answer period, and touring our new middle school wing.

2/27/14: Family workshop sponsored by the PTA and Jordan Jacquo, Family Education Specialists, on "Positive Disciplined Techniques". The workshop is from 5:30 to 7:00 pm with free dinner and child care.

3/28/14: PTA sponsored Family Bingo Night. 15 families and their children came to this event from 6:00 to 7:30 pm along with 6 staff members. Each family donated a can good or nonperishable item to Prudence Crandall (Domestic Violence Shelter for women) and the Friendship Center (Homeless Shelter).

5/8/14: Comcast Cares Day- Employees and student mentors from Comcast, students, parents, teachers and community volunteers, gathered on a Saturday to beautify the school grounds and organize the media center.



**The New Britain Educational Administration Center
Office of the District Coordinator of English Language Development & World
Languages Department
272 Main Street, P.O. Box 1960, New Britain, Connecticut 06050-1960
(860) 827-2261 Fax: (860) 612-1527
cassada@csgnb.org**

Date: September 2013

To the parents of (Name of Student)
(School)
(Grade)
(Program Code):

Connecticut and federal statutes governing the education of English language Learners (ELLs) require the assessment and identification of all students who enter the New Britain Public Schools. The Language Assessment System (LAS Links), Formal Observation, and the English Language Interview are used by New Britain Public Schools to identify such students as English Language Learners.

The New Britain Public Schools offers the Bilingual and English Language Development programs to students who qualify as English Language Learners. The first two programs assist students acquiring English language:

- (1) Bilingual Education (for Spanish Dominant students);
- (2) Native Language Support
- (3) English Language Development (ELD)
- (4) Regular education class **without** ELD support.

Your child has been identified as an English Language Learner and will receive or continue to receive services either through the:

Bilingual Education Program **or** English Language Development Program.

Your child's assessment:

The last linguistic assessment of your child is level _____ as measured by the LAS Links.

Grade-Level Developmental Reading Assessment (DRA 2 Grades K-3). DRA _____.

In the CMT or CAPT, your child _____ has met the standard _____ has not met the standard.

In order for your child to exit either the Bilingual Education and/or ELD Program and no longer receive English language acquisition support, your child must reach two standards:

Linguistic Standard:	LAS Links – Level 4 or 5, and
Academic Standard:	Grade level on the DRA 2, Connecticut Mastery Test (CMT) or Connecticut Academic Performance Test (CAPT)

While the rate of English language development varies widely from student to student, many students exit the Bilingual Education and/or ELD program in 3-7 years. All ELLs must have access to content academic instruction with modification and supports as necessary to ensure that the students will be successful academically and be prepared for grade promotion and graduation. This district's goal is for 100% of all English language learners to become fully proficient in English to graduate from high school with a range of academic and professional options.

Any English language learner who is eligible for an Individualized Education Program (IEP) for a child with a disability has the right to receive a free, appropriate public education as outlined in the (IEP) which is designed to meet the child's unique learning and language needs.

As a parent, you have the right to refuse or remove your child from placement in either the Bilingual Education or ESOL Program. If you have any questions about the placement of your child for this school year, please contact Mrs. Cynthia Cassada, District Coordinator of the English Language Development and World Languages Office, at (860) 827-2261.

Sincerely,

Cynthia Cassada
District Coordinator of English Language Development &
World Languages Department

***Place a copy of letter with placement testing**

**Connecticut State Department of Education
Turnaround Office
165 Capitol Avenue, Room 222
Hartford, CT 06145-2219**

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CONNECTICUT STATE BOARD OF EDUCATION GOALS

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Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: Meriden Public Schools	Bilingual Education Program Manager: Fernando M. Tiago
Telephone Number: (203) 630-4192	E-mail Address: fernando.tiago@meridenk12.org
Date: June 12, 2014	Number of students in Bilingual Education Programs: 308

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

I. Evidence of Student Success – Qualitative Examples

- Ten (10) students at Maloney High School were recognized as Students of the Month. A few were recognized multiple times.
- Two seniors have been accepted to a 2-year college.
- One (1) senior received the Senior Award (Developing Tomorrow's Professionals)
- Twenty-four (24) BE students in high school were recognized for excelling in their respective content areas classes.
- From the elementary schools, 32 BE students were honored at the Achievers of the Year Ceremony during the spring 2014.
- One student from grade 5 at Hanover Bilingual Education Program was selected to receive the Bilingual Prize Fund Award.

2. Based on data analysis, submit two recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

- Continue to maintain the one elementary school to house the new arrivals (Thomas Hooker – grades K-2) and the other school to house the transitional students (Hanover School – Grades 2-5, and new arrivals from grade 3-5). In this manner, Meriden meets the “spirit” of the Bilingual Education Statute and adheres to the 30-month rule and the annual percentage increase of English proficiency. Happy to report that the grade 2 at Thomas Hooker will move to Hanover School. Thomas Hooker grades K and 1 will become a One-Way 50/50 Dual Language Program beginning in the fall of 2014. Each year, a new grade will be added to the One-Way 50/50 Dual language Program up to grade 5.
- The district is continuing to support the education of ELLs and the **Impact of ELLs in the Meriden Public Schools Committee** is still very active. This Committee addresses data regarding the linguistic and academic growth of ELLs and the effectiveness of the delivery of services of these students. This on-going committee has met 4 times this year and will continue to be a focal point of research analysis and recommendations for the next school year (2014-15). The committee will monitor of the District –Wide implementation of SRBI and the impact it may have on the delivery of additional services under Tier 2 and Tier 3 for students within the Bilingual Education Program.
- Central Office decided to conduct a BE/ESOL program review during the spring of 2013. This review was conducted by the Educational Development Center (EDC) from Mass. Based on this review, the new One-Way 50/50 Dual Language Program will be implemented in the fall of 2014. In addition, Lincoln Middle School and Maloney High School have developed and enhanced coursework to address the needs of the Bilingual Education students.
- For the 2013-14 school-year, additional focus and support will be given to Hanover School ELLs in grade 2-5. We will continue to address the specific needs of the BE students at Hanover for the 2014-15 school year. Collaboration with the English Language Arts and Mathematics departments is on-going to provide the necessary support to the Bilingual Education Teachers and students.

3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

- All ELLs at the elementary level (K-5), who have reached their 30 month stay in the Bilingual Education Program, are moved to their district-based school. While there, they continue to be supported through ESOL services until they meet the SDE linguistic and academic standards.
- At Lincoln Middle School, LTSS services are provided to all eligible ELLs by a tutor (certified teacher) three times per week. The students work on language skills, as well as on content area subjects as needed. These students are scheduled to meet with the tutor during non-instructional periods. In 2014-15, an English for Speakers of Other Languages (ESOL) certified teacher will be working with all eligible ELLs at Lincoln Middle School.
- At Maloney High School, Sheltered Instruction courses, ESOL, and Alternative English classes assist the students in LTSS to narrow the gap to meet the SDE rigorous standards to exit language acquisition support. As support for Tier 2, students are scheduled for Scholastics System 44 and/or Read 180. A course of Spanish for Native Speakers will also be offered at Maloney High School in the fall of 2014.
- Additionally, after-school tutoring has been set-up at both Elementary Schools (Thomas Hooker and Hanover Schools), where the Bilingual Education Program is housed. This tutoring assists ELLs, in grades 2-4, who attend the Bilingual Education Program, as well as those who have exited after 30-months. The after-school activities focus on literacy and science skills.

4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.

Not Applicable

5. (OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.

- At Hanover School two teachers stay for after-school tutoring with their students. This tutoring focus on reading related activities within Science and Social Studies. These are hands-on sessions to enhance comprehension and address specific areas

of difficulty that the students are encountering. Parents are contacted and arrangements are made for them to pick up their children after school hours (three to four day per week). Two field trips were scheduled where the parents were invited to participate. The payoff is quite evident in the LAS-Links scores at grades 2 and 3 at Hanover School.

- There are two major District-Wide events where all Bilingual Education parents in grades K-5 are invited to attend: The Learning Expo! (November 2013) and the Achievers of the Year Ceremony (May 15, 2014). During the Learning Expo! the teachers in the BE and ESOL programs display projects and demonstrate learning activities for parents and students. These activities are easily replicated at home. They assist the parents with skills to help their children with homework and with strategies for reading. During the Achievers of the Year Ceremony, the parents and extended families are invited to celebrate the achievements of their children. Up to 73 students are honored that evening. These students are honored from a variety of programs, among them: Bilingual Education, ESOL, Mathematics, and Reading. The parents also have a chance to engage with the teachers in a reception after the awards ceremony over refreshments.
- In order to facilitate the initial assessment of students entering the Meriden Public Schools, a Central Registration Center has been created. This center is open year-round. Parents bring their children to the Registration Center and all students who need the Language Dominance and Proficiency assessment are screened, tested and reviewed. Parents are given the linguistic and academic options for their children. Once parental permission is secured, the students are placed in a Bilingual Education setting in a school housing the District-Wide Bilingual Education Program, at the appropriate grade level, or placed in an ESOL setting at the neighborhood school (if parent refuses the Bilingual Education Program).
- One Bilingual and one Speech Pathologist have organized multiple Parent-Teacher meetings with groups of parents whose children attend the Bilingual Education Program. Within these meetings, the teachers to discuss many reading and math strategies, as they relate to Common Core State Standards. These meetings were conducted in Spanish and in English at different schools across the City of Meriden. Also discussed is how the parents can assist and support their children with homework and to encourage their children perform better in schools by being more active in their children's educational lives. Many other school related topics, such as, homework assistance, attending report card meetings, questions to ask at such meetings, tutoring, after school programs and many other themes within the content areas of science and social studies are also addressed. The attendance for these meetings has increased each time a new meeting is scheduled. The Bilingual Education teacher and the Instructional Assistants lead the presentation and discussion in native language, as necessary.

MERIDEN PUBLIC SCHOOLS
Office of Bilingual Education and ESOL Programs
164 Centennial Avenue Meriden, CT 06451
Tel: (203) 630-4192 FAX: (203) 630-4217
email: fernando.tiago@meriden.k12.ct.us

October 2013

To the parents of «FNAME» «LNAME»
«sch1013» School, Grade «gr1K13»

Connecticut Statutes governing the education of English Language Learners (ELLs) require the assessment and identification of all students who enter the Meriden Public Schools. The Language Assessment System (LAS Links), Formal Observation, and the English Language Interview are used by Meriden Public Schools to identify such students as English Language Learners.

The Meriden Public Schools offer three basic programs to students who qualify as English Language Learners. The first two programs assist students acquiring English language:

- (1) Bilingual Education (for Spanish Dominant students);
- (2) English for Speakers of Other Languages (ESOL);
- (3) Mainstream **without** ESOL support.

Your child has been identified as an English Language Learner and will receive or continue to receive services through the «program».

Assessment:

- The last linguistic assessment of your child is level «Level», «Label» range as measured by the LAS Links.
- Development Reading Assessment (DRA 2 Grades K-2) Level «DRA».
- On the CMT or CAPT, your child «words»
-

In order for your child to exit either the Bilingual Education and/or ESOL Program and no longer receive English language acquisition support, your child must reach two standards:

- Linguistic Standard: LAS Links – Level 4 or 5, **and**
- Academic Standard: Proficient or above on Connecticut Mastery Test (CMT) or Connecticut Academic Performance Test (CAPT)

While the rate of English language development varies widely from student to student, many students exit the Bilingual Education and/or ESOL program in 3-7 years. All ELLs must have access to content academic instruction with modification and supports as necessary to ensure that the students will be successful academically and be prepared for grade promotion and graduation. This district's goal is for 100% of all English language learners to become fully proficient in English to graduate from high school with a range of academic and professional options.

Any English language learner who is eligible for an Individualized Education Program (IEP) for a child with a disability has the right to receive a free, appropriate public education as outlined in the (IEP) which is designed to meet the child's unique learning and language needs.

As a parent, you have the right to refuse or remove your child from placement in either the Bilingual Education or ESOL Program. If you have any questions about the placement of your child for this school year, please contact Fernando M. Tiago, Supervisor of Bilingual Education at 203-630-4192.

Sincerely,
Fernando M. Tiago
Supervisor of Bilingual Education and ESOL Programs

ESCUELAS PÚBLICAS DE MERIDEN
Oficina de Educación Bilingüe y Programas *ESOL*

A los Padres de «**FNAME**» «**LNAME**»
«sch1013» School, Grade «gr1K13»

Los Estatutos del Estado de Connecticut que rigen la educación de estudiantes del idioma inglés (*ELL* por sus siglas en inglés) requieren la evaluación y la identificación de todo estudiante que entra en las Escuelas Públicas de Meriden. Las pruebas *Language Assessment System (LAS Links)*, *Formal Observation*, y la *English Language Interview* son utilizadas por las Escuelas Públicas de Meriden para identificar a tales estudiantes como Estudiantes del Idioma Inglés (*ELL*).

Las Escuelas Públicas de Meriden ofrecen tres programas básicos para aquellos estudiantes que califican como Estudiantes del Idioma Inglés. De éstos, a continuación, los primeros dos programas ayudan a los estudiantes a aprender el idioma inglés:

- (1) Educación Bilingüe (para estudiantes que hablan el español);
- (2) Inglés para Hablantes de Otros Idiomas (*ESOL*, por sus siglas en inglés);
- (3) Clases regular **sin** apoyo de *ESOL*.

Su niño(a) ha sido identificado como un Estudiante del Idioma Inglés y recibirá, o continuará recibiendo servicios a través del «programa».

Evaluación:

- La última evaluación lingüística *LAS Links* de su niño(a) muestra que está a nivel Level «LevelSPA», «Label Spa».
- *Development Reading Assessment (DRA 2 Grados K-2)* muestra el nivel «DRASPA».
- En las CMT o CAPT su niño(a), «words_Spa»

Para que su hijo(a) pueda salir del Programa Bilingüe y/o el Programa *ESOL* y no reciba más apoyo para aprender inglés, su niño(a) tiene que alcanzar dos estándares:

- el Estándar Lingüístico: *LAS Links* – Nivel 4 o 5, y
- el Estándar Académico: estar a su nivel en las pruebas del *Connecticut Mastery Test (CMT)* o *Connecticut Academic Performance Test (CAPT)*. Proficient or above

Mientras el ritmo del desarrollo del language Inglés varía extensamente de un estudiante a otro, muchos estudiantes salen del Programa Bilingüe y/o del Programa *ESOL* en 3 a 7 años. Todos los estudiantes *ELL* deberán tener acceso al sumario de instrucción académica con modificaciones y ayudas como sean necesarias para garantizar que los estudiantes serán académicamente exitosos y prepararse para el ascenso de grado y graduación. La meta de este distrito es del 100% que todos los estudiantes que están aprendiendo Inglés sean completamente proficientes en el idioma Inglés y graduarse de la escuela Secundaria con una variedad de opciones académicas y profesionales.

Cualquier estudiante que está aprendiendo Inglés y es elegible para el programa de educación individualizada (*IEP*) y el niño/a con una discapacidad, él/ella tiene el derecho de recibir gratis una educación pública apropiada conforme al plan general del programa, el cual es designado para satisfacer las necesidades de lenguaje y aprendizaje del niño/a.

Como padre, usted tiene derecho a rechazar o remover su niño(a) del Programa Bilingüe o del Programa *ESOL*. Si tienen alguna pregunta acerca de la ubicación de su niño para este año escolar, por favor, contacte a Fernando M. Tiago, el Supervisor de Educación Bilingüe, llamando al 203-630-4192.

Sinceramente,
Fernando M. Tiago
Supervisor de Educación Bilingüe y los Programas de *ESOL*

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Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: 007	Bilingual Education Program Manager: Karen Lapuk
Telephone Number: 860-647-3539	E-mail Address: b11klapu@manchesterct.gov
Date: 5/25/14	Number of students in Bilingual Education Programs: 74

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success – Qualitative Examples

Bilingual high school newcomers made 1-2 levels of growth in the first 8 months of the school year. They are participating in school-wide activities such as the Junior prom, sports such as soccer and Latino Club. All seniors who have participated in the bilingual program will graduate in 2014. One exited bilingual student had an art show featuring her senior portfolio; she also has been acclaimed for her creative writing. Three former bilingual students are Lift leaders, leadership positions helping with freshmen orientation. Three different students were facilitators in the ADL The Truth About Hate Program.

At Verplanck Elementary School, students and their families were more involved in school activities, including Math Night and Field Day. All the students and their families participated in parent teacher conference. Seven out of eight of the students made great strides in the areas of speaking, reading and writing. They have grown in their ability to be active participants in their classrooms.

At Washington Elementary School, students have gradually gained more self-confidence to participate in the classroom. Two students were recognized as students of the month. Students and their families participated in school activities including Reading Day on Dr. Seuss' Birthday. The majority of the students' families attended parent teacher conference.

2. Based on data analysis, submit two recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

Some trends indicate that our newcomers and kindergarten students did better than expected. Our special education students and many of our long-term ELLs dropped levels in one or more areas. Just six students exited grades 3-12 in 2014 at the "Above Proficiency level 5. In 2013, close to 20 students exited (using the level 4 LAS Links criteria and proficiency on the CMT or CAPT). This year, close to 40 students in K-2 will exit (still waiting for scores from some schools), while last year, just 32 students in K-2 exited.

At the high school and in the elementary schools, it would make more sense to cluster students who are receiving bilingual support. We were able to move some students so that we could bring in a tutor or have students who speak Spanish share resources together. This has been a challenge, but should be a priority for our district as our bilingual numbers are so small.

Additionally, there are teachers who speak Spanish at all levels and they are not utilized for our bilingual students. We need to create a bilingual support track, especially at MHS where the numbers continue to grow. At the elementary schools, it is a little more challenging as I have stated in the past, because most bilingual students speak more English than Spanish. We try to encourage our students who speak more Spanish than English to participate in the bilingual program, but we offer ELL tutoring as well as a bilingual option for those who are English dominant. Some of our parents have chosen a bilingual option as enrichment for their children.

In the past few years, Manchester has had an increase in undocumented students. This has been a challenge after graduation to be able to continue their education. We need to continue to increase our knowledge of scholarships and programs to assist undocumented students attend 2 and 4-year college.

- 3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.**

We provide tutoring after school and during study halls for students who received bilingual programming; additionally they attend the ELD classes at MHS. At the elementary schools, students have regular ELL tutoring as well as interventions that are appropriate at their grade level, as needed.

- 4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.**

We have implemented our program as we planned.

- 5. (OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**

We held a bilingual book night for parents in April as part of the World Book Night program, sharing the book *Cuando Era Puertorriqueña* with parents. They talked about their experiences in school and coming to the US. Although the group was small, it was powerful and provided a supportive environment for the participants.

In May, we held our Multicultural Family Night, which was extremely well-attended by Spanish-speaking families as well as speakers of other languages. There were close to 200 people at our event, where high school students provide activities for younger students and families try different foods from around the world.

As part of the Immigrant Grant, we are offering English for parents of students enrolled in our ELL program. There are 20 parents participating in a pilot program this spring, most of whom are Spanish speaking. We are hoping to be able to replicate this program through our adult school as additional programming for parents district-wide.

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Goal 5: All students will graduate from high school.

School District: LEARN-Regional Multicultural Magnet School	Bilingual Education Program Manager: Sue Goldstein
Telephone Number: 860-437-7775	E-mail Address: sgoldstein@learn.k12.ct.us
Date: 6-25-14	Number of students in Bilingual Education Programs: 46?

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014: RMMS has a dual immersion bilingual program in grades K-5. The name of the program is Puentes. There is one class at each grade level with an average of 120 RMMS student participating in the program. The program serves our Spanish dominant students as well as our English dominant students.

- 1. Evidence of Student Success – Qualitative Examples**
 - a. Student of the year awardee was a Puentes student. (The name of the Dual Immersion Program**

- b. Several 5th grade students who came into the program speaking no Spanish (when they arrived in Kindergarten) wrote and spoke their graduations speeches in English. All of the students who came to the program in Kindergarten gave their graduations speech both in English and Spanish.
 - c. Students participated in an after school language program that gave dual immersion students (as well as other students) experiences in other languages such as Russian, Japanese, Chinese and Arabic.
 - d. Puentes (RMMS) students participated in the all school chorus and performed several times in all school and public settings
 - e. Through an interdistrict grant 3rd grade Puentes students taught students from a school in Westbrook games in Spanish.
 - f. All Kindergarten students begin and develop their literacy both in English and Spanish.
2. Based on data analysis, submit two recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.
- a. To develop and or find a universal assessment for Spanish Literacy. RMMS currently has 2 universal assessment in English literacy at the DRA 2 and DIBELs but there is no systematic universal assessment for Spanish literacy.
 - b. To continue specific professional development using the book: "Teaching for Biliteracy: Strengthening Bridges Between Languages" by Beeman and Urow and attending professional development workshop specifically for dual immersion programs. Cheryl Urow will be presenting a workshop at LEARN in later August.
3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming. *Not applicable, RMMS only has a dual immersion bilingual program.*
4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes. *No implementation changes.*

5. **(OPTIONAL)** Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.
- a. **Parents of students in the Bilingual Program meet with bilingual teachers prior to the start of school to set expectations and goals for the students for the coming school year.**
 - b. **Parents were involved with the Magnetpalooza an event celebrating the music of the RMMS community including a performance by the "Coro Bilingüe, our bilingual singing group.**
 - c. **Parents attended to Academic Events- celebrating student achievement in bilingual literacy, science and social studies**
 - d. **Parents of Puentes students are involved in the Site Based Management team as well as the Steering Committee.**

Systems of Profession Learning for District Coaches

Project Leadership Meeting

Room 117
165 Capitol Ave.
Hartford, CT 06106

Time	Topic
1:00 – 1:05	Introductions and Agenda Review
1:05 – 1:45	Modules 4 & 5 Preliminary Feedback <ul style="list-style-type: none">• Action Item – module descriptions for newsletter
1:45 – 2:30	Project Status Update <ul style="list-style-type: none">• Module 1 – 3 attendance and evaluations• Chunked materials• Webinars and Blog
2:30 – 2:50	Wiggio <ul style="list-style-type: none">• Online community for coaches• Action Item – decide to implement in place of blog or not
2:50 – 3:00	Wrap up and Next Steps



Job Description

Date: July 1, 2014

Division: Academic Office

Bureau/Office: Curriculum, Instruction and Assessment

Position Number: 00062844

Position Classification: Education Consultant

Employee Classification:
(If different from position classification)

Employee Name: Steve Martin

Reports To: June Sanford

Supervises:

Major Responsibilities and Assignments:

To serve the needs of the public-school educators by providing professional development opportunities around the instructional strategies effective in delivering curriculum related to the Connecticut Core Standards

Assist with developing contract language to secure large-scale professional development services

Assist with executing Personal Service Agreements and contracts for RFP award winners

Assist with implementation of the actual training as well as monitoring ongoing training efforts

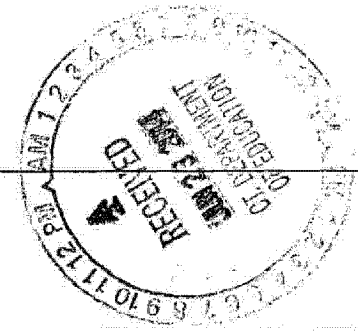
Assist with quality improvement of professional development sessions through evaluation.

The above describes the general nature and level of the work being performed by the incumbent in this position and is not an exhaustive list of all duties and responsibilities.

Reviewed and approved by:

Manager:

Employee: Steve Martin



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Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: Hartford Public Schools	Bilingual Education Program Manager: Monica Quiñones
Telephone Number: (860) 695-8649	E-mail Address: quin002@hartfordschools.org
Date: June 11, 2014	Number of students in Bilingual Education Programs: 2934

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success – Qualitative Examples

██████████-Salutatorian at Bulkeley High School

Hartford Youth Art Renaissance--ELLs at Journalism and Media Academy, ██████████ won the portfolio award (highest honor in the exhibition) and ██████████ received an award for his photograph, ██████████.

██████████ and ██████████—First place in the district STEM Expo in the grades 3-5 category
██████████, senior at Bulkeley High School- recipient of the Grace Garvin Scholarship

- 2. Based on data analysis, submit two recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.**

The district is collaborating with Middlebury Interactive Languages to develop supplementary curriculum to support language develop of ELLS in grades 4-8. There are over 250 ELLs in grades 4-8 with under 30 months in a language program. Since academic content in these grade levels increases in difficulty and complexity, the decision was made to focus on grades 4-8 for the curriculum development and implementation. The implementation plan of the curriculum will include extensive PD for teachers to support their knowledge and understanding of second language acquisition and best practices for ELLs. In the coming year the curriculum will be implemented in various HPS with high populations of ELLs enrolled in bilingual education programs.

In addition, the district has been analyzing the data of LTSS students. The data show that these long term ELLs often struggle in the content areas due to a lack of academic vocabulary. In the coming year, the ELL coaching staff both at the district and school level will focus on providing appropriate professional development for general education teachers to target the needs of LTSS students. The PD will include how to address the needs of ELLs relating to the Common Core Standards as well as building academic language in the content areas.

- 3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.**

The Hartford Public Schools provide instruction for LTSS students through various means of support. ESL teachers support ELLs in content area classes by collaborating with general education teachers to implement ELL strategies that are embedded within the curricula. ESL teachers also support direct instruction of these students as needed. Additionally, general education teachers are offered opportunities to participate in professional development sessions on best practices for ELLs. Other supports include Read 180 and System 44 for literacy and FASTT Math for numeracy.

The learning needs of LTSS students will be determined by examining the results of the annual assessment and through teacher input based on student data including benchmark assessments, district reading assessments, content unit assessments, end of course assessment, DRA2, state standardized assessments, student portfolios, etc. General education and ESL teachers will monitor student progress on a continuous basis.

The Office for English Language Learner Services will meet periodically with ESL and general education teachers to monitor the effectiveness of the services provided and to provide professional development support and technical assistance as needed.

At the high school level, LTSS services are provided through sheltered content courses, co-taught classes or push-in support. General education teachers also participate in professional development on effective strategies for ELLs.

Additionally, the Office for English Language Learner Services has implemented a number of parent training initiatives on literacy to support families and provide guidance and strategies for them to help their children make academic progress.

- 4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.**

- 5. (OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**

In order to engage parents of students in bilingual education programs, a series of trainings offered to Hartford Public School parents of children that attended schools with state mandated bilingual programs. The goal of the trainings was to increase parental awareness and encourage active participation in their children's education in order to support academic success. The activities in each parent training were based on the research that effective parental involvement training must offer parents practical advice to support their children's education in a place they feel welcomed, respected and supported. During the presentations, parents explored the options and opportunities available their children and practical strategies to encourage and support their children as they undertake academic challenges. Topics for the training sessions included ELL Services, Literacy and Reading Strategies and Changes in Education: Common Core Standards. Through the program, parents were able to build trust and common understanding about their student's needs. The program provided information in a language parents were able to understand and at the same time able to build upon their cultural backgrounds to make connections.

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- Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.**
- Goal 5: All students will graduate from high school.**

School District: Hamden Public Schools	Bilingual Education Program Manager: William Thomas
Telephone Number: 203-806-0172	E-mail Address: wthomas@hamden.org
Date: 6/11/14	Number of students in Bilingual Education Programs: 52

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success – Qualitative Examples
 - Students nominated for student of the month, students included in district art show, students included in district publications, students have been the superintendant student of the month, students going on to college, and students being a significant part of the each building.

2. Based on data analysis, submit two recommendations for changes to district programs/services for 2014-2015 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.
 - Recommendation – Continue work with the building staff in order to embed bilingual ed/ESOL strategies into other supports the building is rolling out for students.
 - Recommendation – Continue to increase tutor communication with teachers.

3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.
 - NA

4. If the bilingual education program has not been implemented in the way that it was described in the *Bilingual Education Grant Application*, please describe differences and rationale for the changes.
 - NA

5. (OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.
 - Parents are invited to an information night. Parents are in contact with the adult ed program in the building which offers English language development for parents and coordinates events for families.

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Goal 5: All students will graduate from high school.

School District: Groton	Bilingual Education Program Manager: Maria Lozano
Telephone Number: 860 449-5612	E-mail Address: mlozano@groton.k12.ct.us
Date: 5/15/2014	Number of students in Bilingual Education Programs: 10

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success – Qualitative Examples

ELL students at Catherine Kolnaski Magnet School have attained the award as Math Masters. They have been recognized as Royal Readers in a special ceremony at the beginning of the school year. ELLs have been chosen as Reading Ambassadors for the annual Read Across America Program. The upper grade students have been reading buddies for students in the lower grades.

2. Based on data analysis, submit two recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

As the district numbers increase with more ELLs arriving as SIFE students, or students not literate in their native language, the struggle has developed trying to provide adequate services for the newcomers.

One recommendation is that the district look at LAS results, rather than numbers, when assigning teachers/tutors to a school.

Secondly, tutors and mainstream teachers need to attend specific Professional Development on how to effectively work with ELLs at the different stages of language acquisition and linguistic proficiency. Teachers should attend RESC workshops especially if they have not had ELLs in their classroom and apply that learning to modify classroom assignments based on stages of language acquisition.

3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

Five students were receiving LTSS support services this past year out of the classroom as we focused on abstract concepts in the content areas. The focus for these students was to improve their writing skills delving into grammar, and editing and revising while incorporating critical thinking and questioning strategies.

4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.
5. (OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.

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Goal 5: All students will graduate from high school.

School District: East Haven School District	Bilingual Education Program Manager: Claire Scalici
Telephone Number: (203) 468-3227	E-mail Address: cscalici@east-haven.k12.ct.us
Date: June 16, 2014	Number of students in Bilingual Education Programs: 13

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success – Qualitative Examples

The students are retaining information well and showed growth in reading and vocabulary. They enjoyed the games especially, in addition to having options for reading their stories in English, Spanish or both languages. One student in particular, was very shy in the beginning of the year. She is talking and reading with confidence now.

- 2. Based on data analysis, submit two recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.**

This is the first year for Deer Run Elementary School to qualify for bilingual services. This school does not qualify next year, however, it may qualify again for the 2015-2016 academic year, and our data is limited for that reason.

Our Bilingual Paraprofessional said she enjoyed working with the students and the materials they had. Her request is for additional materials to keep the lessons interesting. This year we found games, rewards, manipulatives and books from Teacher's Discovery, National Education Systems, Santillana, and National School Products.

The other recommendation made by our Bilingual Paraprofessional was to see about scheduling in our qualifying school for next year. The schedule worked well this year because the students were motivated learners and advanced in their English language proficiency. Next year will be a different school and different students, with their own strengths, needs, and interests.

- 3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.**

We did not have ESL/bilingual students who had exited a bilingual program at Deer Run Elementary School this year.

- 4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.**

As a first year program, we began to create a library of bilingual and Spanish resources for Deer Run Elementary School and provided a Bilingual Paraprofessional for families interested in having some bilingual support for their child during the school day.

5. (OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.

We have been working to increase the number of translated communications, such as phone calls, e-mails, notices, and surveys, available to families speaking other languages at home. We are also working with the town library to help families, especially the students, apply for library cards and utilize the growing number of Spanish materials and resources they are acquiring.

This year, we hosted East Haven C.A.R.E.S. (Cares About Residents Especially Students) activities. Families enjoyed a Dessert and Story night, Zumba, and a Superintendent's Back to School Picnic. Our district also had focus activity nights for families to meet the Superintendent and see the math, science and literacy skills students are learning during the day.

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Goal 5: All students will graduate from high school.

School District: East Hartford Public Schools	Bilingual Education Program Manager: Debbie A. Kaprove
Telephone Number: 860.622.5104	E-mail Address: kaprove.da@easthartford.org
Date: 6.4.14	Number of students in Bilingual Education Programs: 400

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success – Qualitative Examples

Secondary:

EHHS:

High Honors: Quarter 1-3; Quarter 2-5; Quarter 3-3

General Honors: Quarter 1-7, Quarter 2-4; Quarter 3-10

2014 State Dance Competition Winners-2

Dance Club Participants-3

Pride Night "Personal Responsibility in Daily Effort" Awards-22
Certificates of Achievement in Art at the Town-Wide Annual Art Show-3
Positive Behavior Support (PBIS) Awards-2
Positive Reinforcement Opportunity (PRO) Awards: Quarter 1-5; Quarter 2-4; Quarter 3-4
Student of the Month (SOM) Math Award-1
Student of the Month (SOM) Student of Language Award-12
Celebration of Excellence Awards: Quarter 1-17; Quarter 2-14; Quarter 3-14
AP Luncheon Participants-2
EHHS Music Department's Choir Members-9
ESL/Bilingual Student of the Year Award at the Honors and Awards Night in May-1
Perfect Attendance Award Recipients-4
Boys' Varsity Soccer Team Athletes-2
Collins Type 5 Writing Essay Achievements-25

Woodland Alternative High School:

District Annual Art Show participants-5
Student of the Week Awards: Grade 2-1; Grade 2-3; Grade 10-5;
Improved Attendance Award-1
Honor Roll: Grade 10-1; Grade 11-1
Highest Behavior Award Recipients-1
The Student of the Week Award-4

Middle:

EHMS:

Most Improved Student -1
Presidential Academic Achievement & Excellence-4
Student of the Month-9
General Honors (Grade 6/Quarter 1) -4
General Honors (Grade 6/Quarter 2) -4
General Honors (Grade 6/Quarter 3) -4
General Honors (Grade 7/Quarter 1) -6
General Honors (Grade 7/Quarter 2) -4
General Honors (Grade 7/Quarter 3) -6

General Honors (Grade 8/Quarter 1) -3
General Honors (Grade 8/Quarter 2) -2
General Honors (Grade 8/Quarter 3) -4
High Honors (Grade 6/Quarter 1) -1
High Honors (Grade 6/Quarter 2) -1
High Honors (Grade 6/Quarter 3) -1
High Honors (Grade 7/Quarter 1) -3
High Honors (Grade 7/Quarter 2) -5
High Honors (Grade 7/Quarter 3) -3
High Honors (Grade 8/Quarter 1) -6
High Honors (Grade 8/Quarter 2) -7
High Honors (Grade 8/Quarter 3) -5

Mathematics Academic Achievement Award -1
Most Conscientious Team Award -1
Academic Honors Award -2
ESL/Bilingual Department Award -5
Science Academic Achievement Award -1
Language Arts Academic Award-1
Grade 8 Unified Arts Award -1
Grade 8 World Language Award -1
Grade 8 Daughters of the American Revolution Award-1
ELs exited from ESL/Bilingual Program-4

Elementary:

Goodwin School:

Orchestra Members-3
Chorus Members-2
Student of the Month Awards-2

Hockanum School:

Student/Citizen of the Month- 11
PAWs Bear Cards Recipients-3

Langford School:

Kindergarten:

Students advancing (at least) 1 DRA Level-35
Positive Classroom Behavior Recognition-4
The Character Trait Award-19
Monthly Music Award-5
STAR Reading Assessments-9 student made significant gains
STAR Math Assessments-7 students made significant gains
Art Star Award-8
Math Award-2
Student of the Week Award-3
Character Trait Award-3
The Perseverance Award-1

Mayberry School:

Student of the Month recipients-20
7 students completed the year reading on Grade Level
The Mayberry's Got Talent Show's Multicultural Dance Group -4
School Band members-3
Orchestra Members-1

Norris School:

Student of the Month-17
Citizenship Award-5
Academic Achievement Award-12
Physical Education Award-5

O'Brien School /STEM Academy:

"Behavior Hall of Fame" Inductees-42
Students with significant gains on formative assessment speaking prompts-54
Paw Pride Passport Recipients-2
Students of the Month-5
STEM Science Fair participants-31

STEM Science Fair 3rd Place Awards-2

O'Connell School:

Student of the Month Award-5

Fastmath Certificates-4

IB Post Card Recipients-27

CUB Awards/Tickets for Excellent Behavior-27

Pitkin School:

Band member-1

Choir member-1

Student of the Month-4

Most Improved Academic Award-4

Silver Lane School:

Student of the Month Awards (in recognition of positive character traits: trustworthiness, responsibility, respect, honesty and perseverance)-12

Sunset Ridge School:

10 students received Student of the Month Awards-11

ELs exited from the ESL/Bilingual Program-5

Poetry Writing Award-10

Extended Day Activity Participants-18

Instrumental lessons (band and/or orchestra members)-18

"Town Hall" performers-18

Chinese and Spanish projects displayed throughout the school-18

First Annual District Chinese New Year Celebration in January by singing an authentic Chinese song and poem-18

Civil War Reenactment Participants-18

- 2. Based on data analysis, submit two recommendations for changes to district programs/services for 2014-2015 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.**

To support the newly-designed ESL Team (Grades 6, 7, & 8) at EHMS in order to best support the learning needs of ELs across the disciplines;

To schedule/plan more ESL/Bilingual Department time and PD for Sheltered ESL Teams of teachers and tutors at EHHS and EHMS to collaborate, share practices, strategies and materials with one another;

To plan PDs and presentations with the Bilingual/TESOL and content area staff across the district in order to professionally address the CCSS to support ELs in 2014-2015 (sharing out of ESL Frameworks as they are aligned to the Common Core Standards for English Language Arts);

To continue to provide PD to bilingual/TESOL and classroom/content area teachers in reading/literacy, math and differentiated instruction. The district will move forward with building capacity amongst teachers to service ELs' needs through workshop attendance through the future workshops/professional development activities offered by CREC, CALI, SERC and other organizations to support ELs in mainstream (content area) classes.

3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

Bilingual teachers, classroom teachers, building principals/guidance counselors, content teachers, Literacy Coaches and support staff review and discuss student data, collaborate to design lessons, teaching strategies and other support services;

Students receive a minimum of 1 period per day at the middle and secondary levels of enriched instruction (Language Arts/Study Skills) for increased opportunities for success in the regular education/core content classes;

Students are scheduled to integrate with the full student body for most of the day. Integration increases as proficiency improves.

4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes. NA

5. (OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.

The Parent EL Informational Meeting (to explain the program's entry and exit criteria and services) was held at 6PM at EHMS on October 29, 2013. The presentation was completed in English and Spanish by the Supervisor of the ESL/Bilingual Department. The EHPS Bilingual Education and English as a Second Language Handbook was distributed and reviewed at this meeting.

The Bilingual teachers, as well as the ESL Coordinator, translated numerous flyers, newsletters, notes home (from classroom teachers, principals and other staff members), made phone calls to parents/guardians and had impromptu conversations with parents in the halls and/or on school grounds before and after school as well as at PPT meetings. The Elementary Progress Reports (in English and Spanish) were created, filled in by the ESL/Bilingual teachers (fall, winter, spring) and shared with parents during the Parent-Teacher Conferences;

The Community Resource Center at EHMS (in its 4th year of operation) supported K-12 parents and families with bilingual services, translations, computer access to the Rosetta Stone software and proactively consulted with numerous local, state and government organizations to support families in need of various types of assistance (i.e.: housing, clothing, food stamps, naturalization).

Translators/interpreters are provided at K-12 PPTs, attendance hearings and parent/student meetings, as requested, by administrators and guidance counselors/support staff in the district. Parents & families were invited to attend the Holiday Celebration of the Community Resource Center in December. ESL parents were able to attend "Parents Night" at Goodwin, O'Brien, Mayberry, Norris and Sunset Ridge Schools where bilingual teachers, classroom teachers and support staff gave demonstrations and materials for helping their children at home.

Translators/interpreters were present at parent-teacher conferences and school events for parents/families (arranged as needed by school/administration or as requested by parents/families) A District Request for Translation/Interpretation Request Form was created and implemented during 2013-2014;

All schools sponsor parent involvement by sending home translated (monthly) Newsletters, flyers to events & activities beyond report card conferences and open house in Spanish for events such as Family Fun Nights, Band & Orchestra Concerts, Choral Concerts, Science Fairs, Art Shows, Talent Shows, holiday celebrations and multicultural nights;

The 4 elementary bilingual schools have parent involvement teams that are building/fostering a sense of community and cooperation with ESL parents.

<p>Connecticut State Department of Education Turnaround Office 165 Capitol Avenue, Room 222 Hartford, CT 06145-2219</p>
<p>Bilingual Education Grant Annual Evaluation Report for 2013-2014</p>

If required, an evaluation report must be submitted as a hard copy with attachments via regular mail by
Friday, June 13, 2014

CONNECTICUT STATE BOARD OF EDUCATION GOALS

<p>Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.</p>
<p>Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.</p>
<p>Goal 3: All students will be taught by highly qualified teachers.</p>
<p>Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.</p>
<p>Goal 5: All students will graduate from high school.</p>

<p>School District: Danbury Public Schools, 034</p>	<p>Bilingual Education Program Manager: Augusto Gomes</p>
<p>Telephone Number: 203-790-2805</p>	<p>E-mail Address: gomesa@danbury.k12.ct.us</p>
<p>Date: May 30, 2014</p>	<p>Number of students in Bilingual Education Programs:</p>

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success – Qualitative Examples

- a. Students have an increased level of self-confidence and academic skills, enabling them to assimilate and become active participants in the mainstream classrooms.
- b. Program allows students to adapt to culture and language change.
- c. Students increased participation during reading and writing workshops as reported by classroom teachers.
- d. Increased fluency skills as evidenced by assessments regularly administered.

Evidence of Student Success –Qualitative Examples (Continued)

- **Ellsworth Avenue School** – Students participated in CoDA, Soaring Eagle Awards, Annual ESL field trip, writing workshop celebrations, Student of the Month, and concerts by grade;
- **Great Plain Elementary School** - Students participated in all activities in school (concerts, awards day, field trips, fairs and graduation). 100% of the students that attend Great Plain in the Bilingual Program participate in activities listed above. Students participate in all intervention programs in reading and math including volunteer reader program. Kindergarten: 79% of the students attending 10 months in the bilingual kindergarten have met the benchmark on the district evaluations in language arts. 89% of the students in the kindergarten classroom will continue to the first grade bilingual classroom. First grade: 19% of the students who have completed 20-30 months of the program have met the state exiting requirement. 29% of the students are reading close to or at the district benchmark for first grade on the DRA2. 57% of the students will continue on to second grade bilingual classroom. 91% of the students scored a 3 or higher on the LAS links. Second/Third grade: 40% of the students who have completed 30 months of the program have scored proficient on the LAS. 50% of the students are reading close to or at the district benchmark for second grade on the DRA2. 9% of the students will continue in the bilingual program. Fourth/ Fifth grade: 17% of the students who have completed 30 months of the program have met the state-exiting requirement. 33% of the students are reading close to or at the district benchmark for fourth and fifth grade on the DRA2. 75% of the students will continue in the bilingual program.
- **King Street Primary School** - Students enhanced their phonological awareness and language skills through explicit and systematic instruction. Students have showed improvement on their yearly language assessment, as well as in their math assessment. Student's work and participation improved. Students showed more interest and motivation for reading and writing.
- **Mill Ridge Primary School** - All students have shown improvement in their ability to communicate with teachers and colleagues --Students participated in all school activities such as musical programs, field trips, character education programs, concerts, kid marathons, enrichment programs, and after-school study groups
- **Morris Street School** – Students have achieved higher DRA scores. Students are participating more frequently in classroom discussions in reading, writing and math. Fluency and comprehension skills are improving. Overall attitude of the students has improved.
- **Park Avenue Elementary School** – Increase in LAS Links scores. Increase in DRA2 scores in retelling and summary, motivation for reading- Reading Log Celebrations, increase in Running Records scores. Bilingual Library – Students take home books in their native language for parents to support their reading.
- **Shelter Rock Elementary School** – An increase of one or more levels on DRA and other literacy assessments. An increase in student participation in mainstream classroom activities.
- **South Street School** - We have modified our instruction to provide “mini immersion” classes to the many newcomers who have recently entered our school. Our goals in these classes are to build vocabulary banks, using native language when appropriate, to support content taught in the regular classes, and to lower the affective filter through the use of small group instruction and SIOP strategies. Our newcomers have rapidly developed oral skills, which have enabled them to participate successfully in regular classrooms activities, such as reading and writing workshops and Reader's Theater. Another example of student success is the large number of 5th grade bilingual students who attended Nature's Classroom this year. Our ESL/bilingual team has developed a wonderful rapport with our bilingual/ELL families. This rapport helped lower the level of cognitive dissonance many of the non-English speaking families feel when deciding if their children should be away from home for five days. Our students, participated in a wonderful and unusual learning experience in Nature's Classroom

- **Stadley Rough Elementary School** - Student participation in all mainstream classes, student participation in after school clubs and activities (Running Club, Talent Show, Kindness and Compassion Club), student participation in field trips, student participation in all school concerts and music lessons, student participation in the summer reading program, student participation in summer school.
 - **Western Connecticut Academy of International Studies Elementary Magnet School** – Of the 20 identified bilingual Spanish speaking students, 50% (10 students) achieved proficiency or above proficiency in English as measured by the LAS Links annual assessment; These students are eligible for dismissal from ESL services at the end of this school year. One of the kindergarten students entered our school as a beginning level of English proficiency has since surpassed grade level reading requirements as well as achieving an above proficiency level on the LAS Links. All ELL students are actively engaged in learning experiences in their classrooms and participate fully with their native English speaking peers.
 - **Broadview Middle School** – honor roll, chorus participants, attend cluster field trips, honored at principal’s luncheon.
 - **Rogers Park Middle School** – Bilingual Education students have been successful in numerous school activities. There are students that are on the honor roll and receiving school awards such as Pro Award (People Respecting Others) and Student of the Month. They have participated in school plays, chorus concerts, student teacher basketball/soccer games, field trips, and several other activities offered at Rogers Park Middle School.
 - **Danbury High School** – Our bilingual students have been successfully utilizing technology in their classes. Students have been podcasting, accessing BrainPop for content reinforcement, and creating movie projects to demonstrate knowledge. This technology integration demonstrates 21st Century skills. One specific example is a video created by a group of bilingual chemistry students. The assignment was to write, perform, and record a video based on a chemical reaction experiment. The following video link shows a group that was of exceptionally high caliber.
<https://www.youtube.com/watch?v=PeHt5REtqDE&feature=youtu.be>
2. **Based on data analysis, submit two recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year’s program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.**
- a. The SIOP Model is the selected ESL Strategy and support for all ELLs in the district; in addition, SIOP coaches provide job-embedded support for grades 6-12.
 - b. ESL curricula have been written for grades 9-12; texts and materials were chosen to align with the Common Core State Standards (CCSS) and language proficiency levels as determined by the state of Connecticut’s mandated assessment (LAS Links); On-going support was provided to the teachers during the first year of implementation of the new curricula (2013-2014); sample lessons based on the SIOP Model will be created. A new English Language Development (ELD) program is being piloted at the middle schools which addresses the shifts required by CCSS with a specific focus on language:
 - i. Regular practice with complex text and its vocabulary
 - ii. Speaking and Literacy in order to work collaboratively and present ideas;
 - iii. Use of evidence from the text in reading, writing, and speaking.

3. **Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.**
- Students receive ESL support along with Language Arts and Math services;
 - SIOP classes (taught by certified content area teachers who received training in SIOP.
 - Transitional English: A double-period English course is offered, incorporating the skills included in the English II curriculum with those reading skills necessary for comprehension and interpretation of the required course material and subject matter. This double-period class is open to students who have successfully completed the ELL program to assure a smooth transition in their second-language acquisition progression. Students who successfully complete the Transitional course earlier than Grade 12 will take subsequent English courses.
4. **If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.**
Not applicable.
5. **(OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**

Ellsworth Avenue School - Lee y Seras is offered for bilingual parents to support their understanding of literacy skills as they develop in young children.

Great Plain School - The bilingual program at Great Plain Elementary School engages the parents and encourages participation through the following activities: Parent Reading, Writing and Math Night, Open House, concerts, PTO Meetings, and conferences based on student needs. Also, most of the notices are sent home in Spanish, parents are assisted by school staff who speak Spanish when they come to school and students are integrated with other classes.

King Street Primary School - Principal's newsletter, weekly school messenger, brochures in their native language giving suggestions on how to help their children at home, Math Family Program Night, and conferences with parents.

Shelter Rock School - Phone contact with parents, brochures in their native languages, Science Fair, Literacy parties.

Stadley Rough School - Activities to engage parents of students in the bilingual program include the following: Open House with special sessions for ELL/Bilingual parents, workshops related to the CCSS in literacy and math with translators, most pertinent written communications provided in Spanish and Portuguese, weekly informative phone calls made in Spanish and Portuguese, parent conferences with translators provided.

Western CT Academy of International Studies Elementary Magnet School - AIS provides the opportunity for all students to learn Spanish. Spanish is offered as an academic subject for students in grades K-5. Morning announcements are always delivered in both Spanish and English. Our Spanish speaking students can

assist their English speaking peer in acquiring Spanish. Translation services are offered for parent meetings, questions, or student progress reports and conversation. Parents are always welcome to volunteer in the classrooms and often attend field trips with their children.

Rogers Park Middle School – Spanish speaking parents are invited to meetings in the evening approximately every quarter to discuss school topics. Among the topics being discussed are: parent-teacher conferences, how to use the student's planner, how to help the students succeed in school, and what to do when requesting a meeting with a teacher. Parents were also invited to a parent workshop on setting high expectations.

**Connecticut State Department of Education
Turnaround Office
165 Capitol Avenue, Room 222
Hartford, CT 06145-2219**

Bilingual Education Grant Annual Evaluation Report for 2013-2014

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Friday, June 13, 2014**

CONNECTICUT STATE BOARD OF EDUCATION GOALS

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

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Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: Bristol	Bilingual Education Program Manager: Maria Groody
Telephone Number: 860-585-4368	E-mail Address: mariagroody@ci.bristol.ct.us
Date: June 3, 2014	Number of students in Bilingual Education Programs: 9

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

SIX schools were designated bilingual: Bristol Central High School, Bristol Eastern High School, Chippens Hill Middle School, Greene-Hills (K-8), West Bristol (K-8) & South Side School. The nine students who are participating in a mandated high school ESL program are eligible for bilingual education, but have fewer than 30 months remaining before graduation. The remaining 115 students that are eligible for a mandated bilingual program are program code 7A, 7C or 7D.

1. Evidence of Student Success – Qualitative Examples

At Bristol Central, 2 students are active in sports-boy's football & girl's soccer. Of the remaining 115 who are coded 7A, 7C or 7D, the ELL teachers have reported students receiving awards that total 22, participating in Unified Sports, Homework Club, 2 are

in the Gifted & Talented program, 5-play intramurals, 6 in Band/chorus, a total of 7 on the school's football, girls' soccer, basketball, track & girls' tennis teams.

- 2. Based on data analysis, submit two recommendations for changes to district programs/services for 2013-2014 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.**

Based on LAS Links data, and district initiatives to improve effective literacy teaching strategies, the staff will continue to improve their knowledge of CCSS and implications for ELLs, and how to communicate best practices to general education teachers. This will be a major undertaking as there is no clear cut model to review and adapt. Discussion needs to focus on whether to align & revise and update ELL curriculum with CCSS, but should this be done by grade? By proficiency level? By units aligned through language arts? In order to make the document a useable valuable document, knowing where and how to start will make a difference.

- 3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.**

There are no students in this category.

- 4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.**

The program was provided as outlined in the grant application.

- 5. (OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**

While qualified bilingual teachers are not employed in Bristol, we feel the success of our program rests with the effective co-teaching (ESL teacher and content area teachers) model, common team planning, the support of bilingual translation when requested, and administrative support. A specific ELL team of teachers meet regularly to discuss student progress and success at all schools. Parents/siblings are encouraged to participate in the Multi-cultural Club at the high school, Open House events, and all school sponsored activities.

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Turnaround Office
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Hartford, CT 06145-2219**

Bilingual Education Grant Annual Evaluation Report for 2013-2014

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Friday, June 13, 2014**

CONNECTICUT STATE BOARD OF EDUCATION GOALS

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Goal 3: All students will be taught by highly qualified teachers.

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Goal 5: All students will graduate from high school.

School District: Bridgeport Public Schools	Bilingual Education Program Manager: Migdalia Bisch
Telephone Number: (203) 275-1340	E-mail Address: mbisch@bridgeportedu.net
Date: June 6, 2014	Number of students in Bilingual Education Programs: 2842 (as of 5-6-14)

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of Student Success – Qualitative Examples

- Evidence of student work exemplars
- Teacher observations
- On-going and embedded assessments and teacher-student interaction in daily classroom activities
- General education teacher's positive feedback on the academic progress of recently mainstreamed or LTSS students through collaboration with the ESL teacher.
- ELLs enrolled in the Bilingual Talented and Gifted (TAG) program

- ELLs achieving National Honor Society membership
- Mary McCann Bradicich Scholarship for ELL graduating seniors achieving academic excellence
- Demonstration of science experiments/Science Fair and Science Expo
- ELLs participating in the Grade 5 & 6 Math Competition
- Various writing contests- participants & winners
- The Secretary of the State of CT 2014 PowerPoint Contest-The winner for Bridgeport's Congressional District was a former ELL
- COLT Poetry Contest
- Participation in afterschool organized sports

2. Based on data analysis, submit two recommendations for changes to district programs/services for 2014-2015 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

- Bilingual, ESL and mainstream teachers will be involved in training in an effort toward improving "Best Practices" and student achievement. Professional development will be provided in the implementation of "Sheltered English" instructional strategies for ELLs.
- Collaborate with newly appointed numeracy & literacy directors and coaches in delivering professional development to improve instruction and outcomes for ELLs based on student data and the CCSS.

3. Provide a brief description of Language Transition Support Services (LTSS), including the types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

- LTSS monitoring, support & tutoring by a certified ESL teacher in all content areas in collaboration with the ELLs general education teacher.
- Tier II & Tier III SRBI support for identified ELL students. Site-based support and instruction by ESL staff, paraprofessionals, and instructional facilitator in reading and language arts.
- At the high schools, LTSS students are provided ESL to assist ELLs in achieving academic benchmarks.

4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes. N/A

5. **(OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**

Parent Engagement:

- School-based parent training sessions on literacy and numeracy initiatives.
- Communication and collaboration with the District's Parent Advisory Council, Parent Center, and school-based Family Resource Centers.
- Provide translation services at all district PAC meetings, District informational meetings, Superintendent Forums, & "Turn Around School" committee meetings.
- Title I District PAC Conference-Parents attend workshops where native language (Spanish) translation is provided.

07-02-14

ORIGINAL

Connecticut State Department of Education Division of Teaching, Learning & Instructional Leadership Turnaround Office
Bilingual Education Grant Annual Evaluation Report for 2013-2014

Evaluation report must be submitted as a hard copy with attachments, if required, via regular mail by June 13, 2014

CONNECTICUT STATE BOARD OF EDUCATION GOALS

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| Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. |
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| Goal 5: All students will graduate from high school. |

School District: New Haven Public School	Bilingual Education Program Manager: Pedro Mendia-Landa
Telephone Number: (203) 946-8685	Email Address: pedro.mendia@new-haven.k12.ct.us
Date: 6/14/2013	Number of students in Bilingual Education Programs: 2,463

*This number reflects the January PSIS collection enrollment for mandated bilingual program students

Please provide a brief response to each statement describing the Bilingual Education Program(s) in the district during 2013-2014:

1. Evidence of student success - Qualitative examples.

- Four EL High School students received the Yale English Language Institute Scholarship.
- See addendum *EL Students and Teachers Achievements 2014* for a list of all the awards received. Among the different awards were COLT Poetry Winners, High Honors, etc.

- Over 18 EL students were winners or received special awards or honorable mentions at the 2013 COLT (Connecticut Council of Language Teachers) Poetry Recitation Contest.
- Two bilingual teachers, Irene Logan and Cora Muñoz, were Teacher of the Year finalists
- Maria Laudano, EL Instructional Coach and Susan Holahan, ESL Specialist, were assigned the honorable TAPS award recognizing their work with EL teachers and students.

(See Addendum)

2. Based on data analysis, submit 2 recommendations for changes to district programs/services for 2014-2015 based on the effectiveness of the present year's program implementation and the evidence generated through measured student outcomes. If there are no recommendations, please explain.

- Continue the implementation of an EL portfolio of schools and programs to address the needs of eligible bilingual students and other ELs in the district aligned to the New Haven Public Schools Change framework (see addendum). This portfolio of schools continues to grow and adds to the current Transitional Bilingual and Dual Language programs with the expansion of a Dual Language immersion program (Spanish/English) to four classrooms. Two kindergarten and two first grade classes at Clinton Ave. K-8 School; an English immersion program at two elementary schools; and a pre-K dual language program in its third year of implementation.
- Professional development targeting instructional practices will continue the shift from a historical paradigm of teaching content and language, focused mainly on vocabulary and grammar, to teaching content and language by focusing on such language constructs as discourse, complex text, explanation, argumentation purpose, typical sentence structures, and vocabulary practices, as required by CCSS.
- Expand the intervention plan targeting students in Kindergarten and grade 1 with need of more intensive literacy instruction aligned to SRBI process. Spanish Literacy Intervention (SLI) program will continue to be implemented in nine schools and will service about 125 EL students.

3. Provide a brief description of Language Transition Support Services (LTSS) including types of programming/services/supports that were provided for the exited (after 30 months) bilingual students in your district demonstrating that they are no longer receiving the SAME bilingual programming.

- ESL “pull-out” and “push-in” services continue to be provided for students classified as LTSS. ESL tutors, certified ESL staff, instructional and literacy coaches, and other staff who have received intensive EL training provide services.
- Sheltered Content Immersion Instruction courses- these content area classes continue to provide LTSS students with a supported and rigorous learning environment in which students can feel success in both content and English language learning.
- Bilingual, Instructional, and Literacy Coaches will continue to support regular education classrooms where LTSS students are enrolled. Teachers have received intensive and ongoing training in Sheltered Instruction (SI) and EL strategies. The NHPS and the Bilingual and ESL Department strongly recommends that all regular education teachers are trained in SI and EL strategies that support LTSS students both academically and linguistically. PD in the areas of differentiated instruction, literacy Tier I and II Interventions, SI, and EL strategies aligned to CCSS and Connecticut EL Frameworks will continue to be the focus during the 2014-2015 school year.

4. If the bilingual education program has not been implemented in the way that it was described in the Bilingual Education Grant Application, please describe differences and rationale for the changes.

N/A

5. **(OPTIONAL) Additional data describing bilingual education program observations from this past year. You may include a brief description on how your district engages parents of students in the bilingual program and encourages participation throughout the year.**

Parent University

Parent University - The goal of this biannual conference is to offer parents information on the new district wide Promise initiative, and ways in which parents can assist in developing literacy skills at home. Also, included are multiple presentations around ways that parents could assist their children further develop the needed language skills to succeed in school, and information about program options in the EL department.

Bridge to Kindergarten

Bridge to Kindergarten - The goal of these series of workshops is to inform parents of the different program options they have when enrolling their students into Kindergarten.

Dual Language PK Bridge to K Pilot Program

Dual Language PK Bridge to K Pilot. The Dual Language & Literacy Pilot Project now operating at LULAC Head Start's Mill River Center is one of 6 Early Literacy Grants from the Connecticut State Department of Education, the Graustein Memorial Fund and the Annie E. Casey Foundation. Through this pilot project, pre-school children enrolled in 3 selected classrooms receive all of their curriculum and instruction in English or in Spanish on a scheduled basis throughout each week. Parents are a crucial part of this project. Each Friday they attend a brief bilingual discussion on language/literacy topics and receive a children's picture and related story prop to take home with the goal of parents learning strategies to enhance their children language development.

Common Core State Standards

Multiple presentations on CCSS were conducted across the district in English and Spanish. In addition a Common Core Engagement Plan was created to engage all stakeholders.

(See Addendum)

Addendum #1

Qualitative Examples

EL Students and Teachers Achievements 2014

COLT Poetry Recitation Contest

[REDACTED]

Fair Haven School	ESOL 1st Place, Middle School Beginner
Truman School	ESOL 3rd Place, Middle School High Beginner
Fair Haven School	ESOL 2nd Place, Middle School Intermediate
Truman School	ESOL 2nd Place, Middle School Advanced
Fair Haven School	ESOL 3rd Place, Middle School Advanced
Sound School	ESOL 1st Place, High School Intermediate
Fair Haven School	FRENCH 2nd Place, Middle School Heritage
Worthington Hooker	KOREAN 2nd Place, Middle School Heritage
Worthington Hooker	PORTUGUESE 2nd Place, Middle School Heritage
Truman School	SPANISH 1st Place, Middle School Heritage
Fair Haven School	SPANISH 3rd Place, Middle School Heritage
Sound School	SPANISH 3rd Place, High School Heritage
Metropolitan High School	3rd Place, High School Heritage

Yale English Language Institute Scholarship Recipients

[REDACTED]

Wilbur Cross	Grade 11
Hillhouse High School	Grade 11
Hillhouse High School	Grade 11
Hillhouse High School	Grade 11

EL Senior Awards

[REDACTED]

Most Improved Science/Most Improved EL Award
Senior Appreciation Award/Excellence in French/School Store Management
Senior Appreciation Award/Excellence in Latin/School Store Management
Excellence as and EL over 4 years/Excellence in Art
Most Improved in Business Law
Excellence in Art
Most Improved in Graphic Design
Most Improved in Woodworking

Dominican Consulate Meritorious Award

[REDACTED]

Grade 4 Truman School
Grade 11
Grade 11
Grade 11
Grade 11
Grade 11
Grade 10

New Haven Public Schools TAPS Award

[REDACTED]

ESL Teacher
EL High School Instructional Coach

EL Department Teachers Recognition

Carla Pinto Bilingual Teacher 1st Grade Class
Irene Logan Bilingual Teacher
Cora Munoz Bilingual Teacher

1st Place District Science Fair
Teacher of the Year Finalist
Teacher of the Year Finalist

High School EL Awards/College Bond 2014

	HONORS	HIGH HONORS	HIGH HONORS W/Distinction	ACADEMIC AWARDS	COLLEGE ACCEPTANCE	ADVANCED PLACEMENT
12th GRADE						
		X		Spanish Nat'l Honor Society		AP Spanish
		X		Top Ten, Spanish Nat'l Honor Society, ELL Immigrant Jos. McGarrity Scholarship Mary Pride Scholarship Hillhouse Alumni Scholarship Guidance Book Award STEM Outstanding Senior Award Scholar Athlete Award National Honor Society New Haven Scholarship		
		X		National Honor Society, ELL Immigrant Jos. McGarrity Scholarship Hillhouse Alumni Scholarship, STEM Outstanding Senior Award Scholar Athlete Award New Haven Scholarship Huggins Memorial Scholarship		AP Biology
		X		Top Ten, National Honor Society ELL Immigrant Jos. McGarrity Scholarship Mary Pride Scholarship Guidance Book Award STEM Outstanding Senior Award New Haven Scholarship		AP Biology
	X			ELL Immigrant Jos. McGarrity Scholarship Ralph Wentworth Book Award New Haven Scholarship		AP Biology
	X			Spanish Nat'l Honor Society		AP Spanish
	X			New Haven Scholarship		
				Spanish Nat'l Honor Society		AP Spanish

	HONORS	HIGH HONORS	HIGH HONORS W/Distinction	ACADEMIC AWARDS	COLLEGE ACCEPTANCE	ADVANCED PLACEMENT
		X		Spanish Nat'l Honor Soc., Bronze(Exam)		AP Spanish
		X				
11th GRADE						
			X	Spanish Nat'l Honor Society		AP Spanish
	X			2014 Dominican Meritorious Student Award		
				National Spanish Exam-Bronze Award		AP Spanish
				Excellence in Art		
			X	Dominican Rep. Meritorius Student Award		
				Albertus Magnus Top 50 Junior Award		
		X		National Honor Society		
				Dominican Rep. Meritorius Student Award		
				Albertus Magnus Top 50 Junior Award		
			X	Yale ELI Scholarship		
				Excellence in Art		
				National Honor Society		
				Albertus Magnus Top 50 Junior Award		
			X	Dominican Rep. Meritorius Student Award		
				National Honor Society		
				Albertus Magnus Top 50 Junior Award		
			X	Yale ELI Scholarship		
			X	Yale ELI Scholarship		AP Spanish
		X				
		X				
		X				
	X					
10TH GRADE						
		X				

	HONORS	HIGH HONORS	HIGH HONORS W/Distinction	ACADEMIC AWARDS	COLLEGE ACCEPTANCE	ADVANCED PLACEMENT
		X				
		X				
			X	SACT Academic Award		
				212 Student Award		
				Scholar Leader Award		
				SACT Academic Award		
				Dominican Rep. Meritorius Award		
				212 Student Award		
			X	Excellence in Art		
				SACT Academic Award		
			X			
		X				
		X		SACT Academic Award		
				Most Improved Academically		
		X		212 Student Award		
9TH GRADE						
		X				
	X	X				
		X				
	X					
	X					
	X					
			X	Most Improved Academically		
				FACT Student Achievement Award		

Columbus Family Academy

Honor Roll Breakfast Awards 2013-14 (Ells)

Marking Period 1

- [Redacted] 5th
- [Redacted] 5th
- [Redacted] 5th
- [Redacted] 6th
- [Redacted] 6th
- [Redacted] 7th
- [Redacted] 7th
- [Redacted] 7th
- [Redacted] 8th

Marking Period 2

- [Redacted] 5th
- [Redacted] 5th
- [Redacted] 6th
- [Redacted] 6th
- [Redacted] 6th
- [Redacted] 7th
- [Redacted] 7th
- [Redacted] 7th
- [Redacted] 8th
- [Redacted] 7th

Marking Period 3

- [Redacted] 5th
- [Redacted] 5th
- [Redacted] 5th
- [Redacted] 6th
- [Redacted] 6th
- [Redacted] 6th
- [Redacted] 7th
- [Redacted] 7th
- [Redacted] 7th
- [Redacted] 7th
- [Redacted] 7th
- [Redacted] 8th
- [Redacted] 8th
- [Redacted] 8th

Poetry Slam Awards (Ells)

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

**School Yard Habitat Prog. Awards
(Common Ground, U.S. Fish & Wild-
Life, Long Island Sound Study and
Audobon Connecticut)**

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

**Ecuadorian Consulate Award
To Columbus Family Academy for
Promoting Bilingual and Multi-
Cultural Awareness**

**Mary Wade Community Service/
Parade Award**

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

Arts & Ideas Festival Awards

Science Fair District Awards

Columbus School Ballet Group

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED] Honorable Mention 6th
[REDACTED] (3rd. Place) 5th. grade
[REDACTED] (3rd. Place) 5th. grade
[REDACTED] Honorable Mention 8th.

REPORT PREPARED BY: William Gibson

John C. Daniels Dual Language Honor Roll
Marking Period 2

Marking Period 1

[Redacted list of names for Marking Period 1]

5th
[Redacted list of names for 5th grade in Marking Period 2]

6th
[Redacted list of names for 6th grade in Marking Period 2]

7th
[Redacted list of names for 7th grade in Marking Period 2]

8th
[Redacted list of names for 8th grade in Marking Period 2]

Marking Period 3

5th
[Redacted list of names for 5th grade in Marking Period 3]

[Redacted list of names for 6th grade in Marking Period 3]

6th
[Redacted list of names for 6th grade in Marking Period 3]

7th
[Redacted list of names for 7th grade in Marking Period 3]

[Redacted list of names for 8th grade in Marking Period 3]

8th
[Redacted list of names for 8th grade in Marking Period 3]

Consulado General de la República Dominicana en New York



Reconoce a:



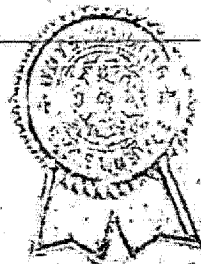
Por haber alcanzado un alto índice académico durante el año escolar 2013-2014,
lo que le hace merecedora de ser distinguida como:

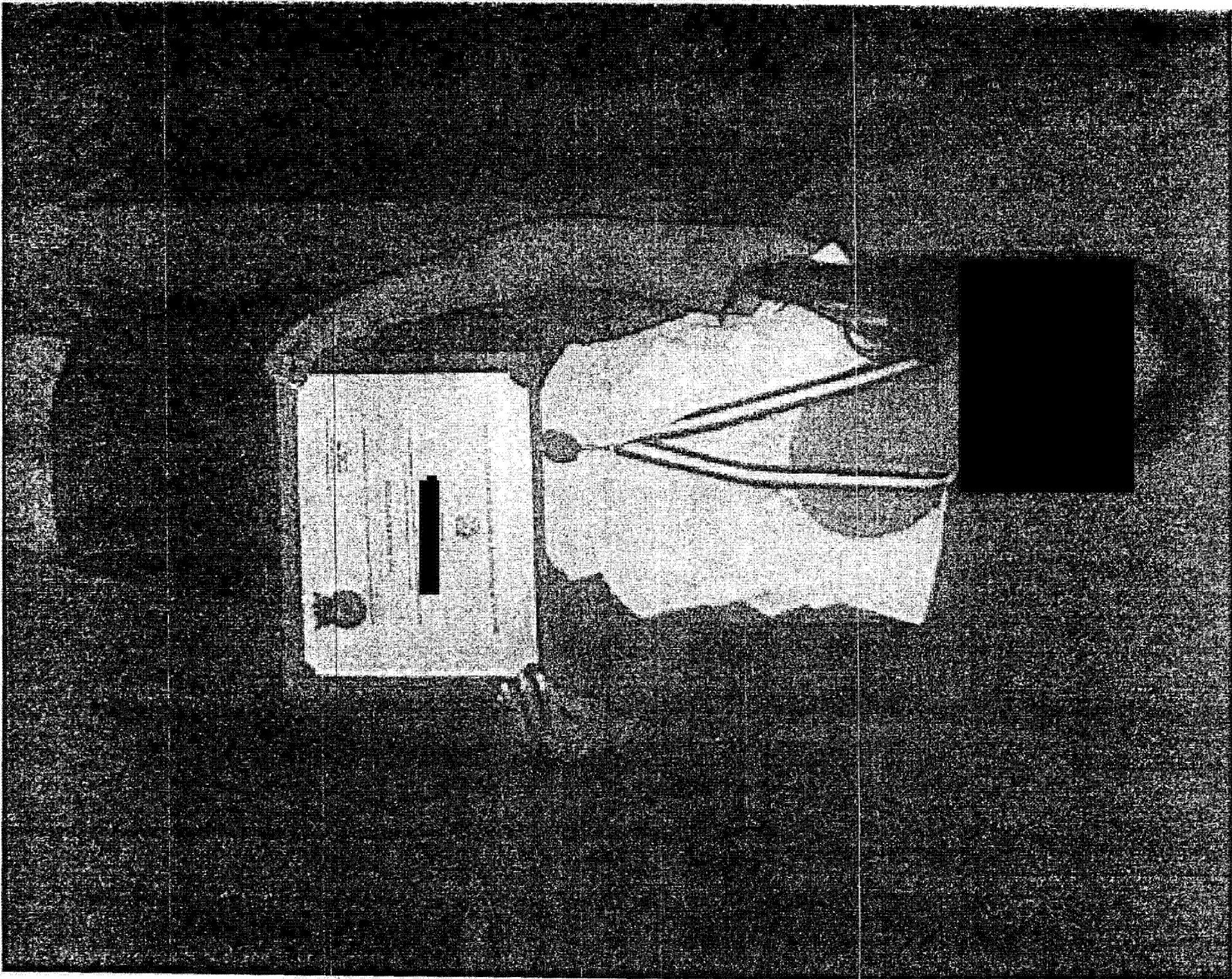
Estudiante Meritoria 2014

Dado en la Ciudad de Nueva York, Estados Unidos, a los 19 días de junio del 2014.


Luis Litgow

Presidente de la Junta del
Plan Nacional de Alfabetización New York

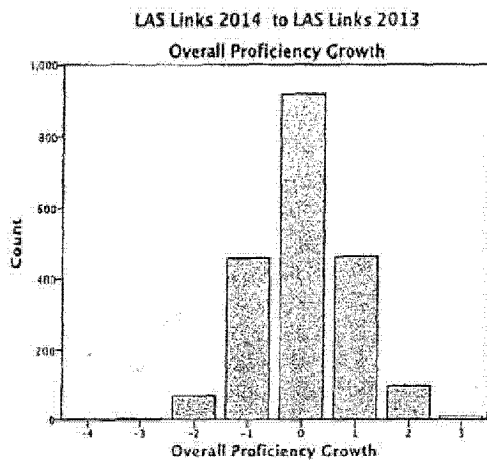




Addendum #2

Quantitative Examples

LAS Links Analysis SY2013 TO SY2014



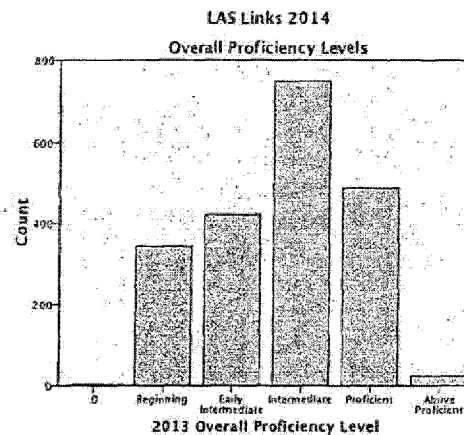
Year-to-Year Overall Proficiency LAS Links Growth
In comparing the 2013 and 2014 LAS links Overall data, 2,027 students had Overall LAS Links levels for both of the comparison years. Based on the results, 574 of the 2,027 students tested in the school year 2013-2014, demonstrated growth (28.3%) as measured by an increase in at least one proficiency level from the previous year. 45.4% of the students did not demonstrate growth and remained at the same proficiency level. The rest of the students decreased by at least one level. In examining the grade testing bands scores, it is significant to point out that on year two there was a greater percentage of students reaching proficiency or above. Thus, implying that students did not only developed the language but that familiarity with item tasks may have assisted with the results.

2014 Overall Proficiency Levels

Of the 2760 students who were tested using LAS Links form C in the 2013-2014 school year, 18.9% across grade levels scored at proficient or above.

Although there is a greater than 10 percent decrease in overall proficiency levels, as compared to the 2012-2013 overall LAS Links scores, Form C is a significantly more academically demanding test. This test is now aligned to CCSS and measures both language and content.

In addition, given that 48% of ELs in the district are enrolled in grades K through 3, it is not surprising that the percent of students in these grades down weighted the overall proficiency scores. This is most likely because of the number of months K-3 students are enrolled in any given program. In contrast, the percentage of proficient students as demonstrated by LAS-Links scores of 4 or greater (who are enrolled in grades 4 through 12) is significantly greater than the average, i.e. the greatest percent of students who scored at proficient or above were enrolled in grades 5 (36.8%) and grade 8 (34.3%).



2014 Overall Proficiency Levels

In terms of proficiency levels by program type, 11.7% of students enrolled in a bilingual or dual language program scored proficient or above as compared to 23.2% students receiving ESL services and 24.5% of the parental refusals.

In further analyzing the results, we can observe that there is a greater number of ELs at the beginning and early intermediate stages; which may account to an increase in the number of new arrivals during the 2013-2014 academic year.

LAS Links Analysis SY2013 TO SY2014

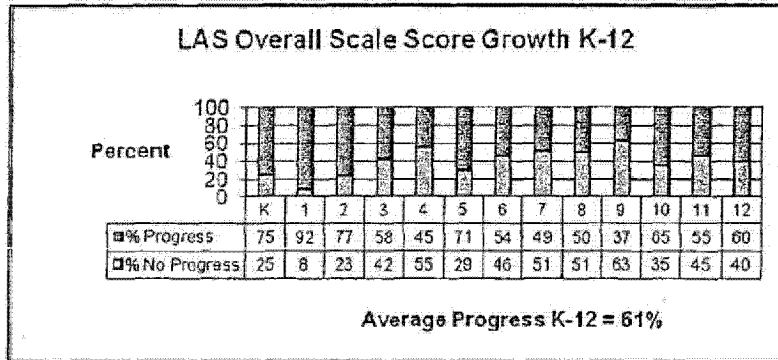
2014 Scale Score Growth

In contrast to the above proficient levels, when analyzing the LAS Links overall scale scores, 61% of K-12 students demonstrated progress from the previous school year. Significant growth was also achieved in grade 1 with 92% growth, and grades K, 2 and 5, which demonstrated over 70% growth from the previous student matched scale score. However, the percent of growth in grades 4, 7 and 9 was less than 50%.

High EL Incidence Schools

During the 2012-2013 school year, 5 of the schools with the highest concentration of ELs were identified and given the opportunity (with central office guidance and support) to modify their program design. As a result, two of the schools strengthened their Transitional Bilingual Education program, two others implemented an English Immersion program, and one school developed a Dual Language program.

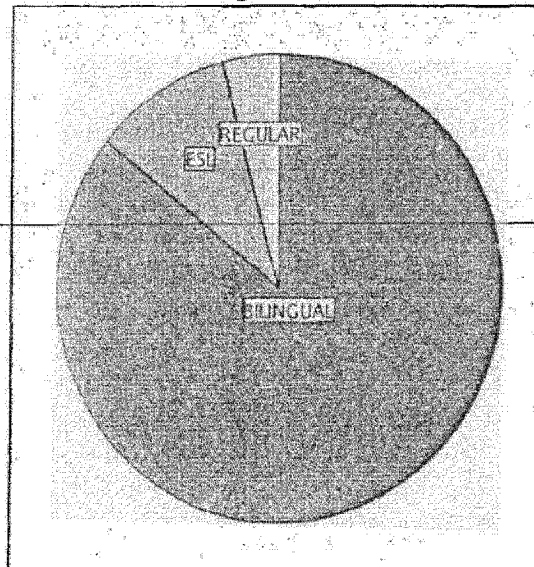
This was the first school year of the new program implementation. Although it is still too early to generalize on the effectiveness of the redesigned programs, the LAS Links year-to-year comparison is promising. For example, in 3 of the 5 EL high incidence schools, the overall proficiency growth rate was higher than the district's overall proficiency growth rate, i.e. Clinton Ave. School, Fair Haven K-8 and Truman scored higher.



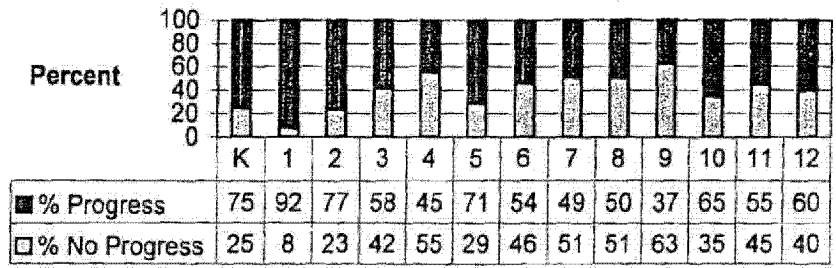
EL Enrollment By Program

Grade	EL Program			Total
	Bilingual	ESL	Refusal	
K	284	33	6	323
1	345	35	13	393
2	325	32	20	377
3	288	21	3	312
4	211	25	9	245
5	183	26	8	217
6	158	20	6	184
7	132	14	7	153
8	112	12	8	132
9	130	18	5	153
10	81	17	3	101
11	72	15	3	90
12	48	8	3	59
Total	2369	276	94	2739

2014 Program Enrollment

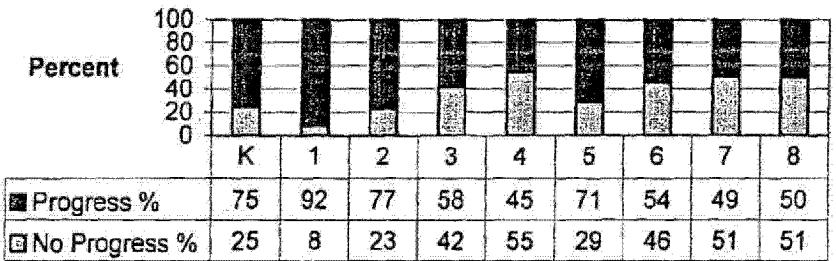


LAS Overall Scale Score Growth K-12



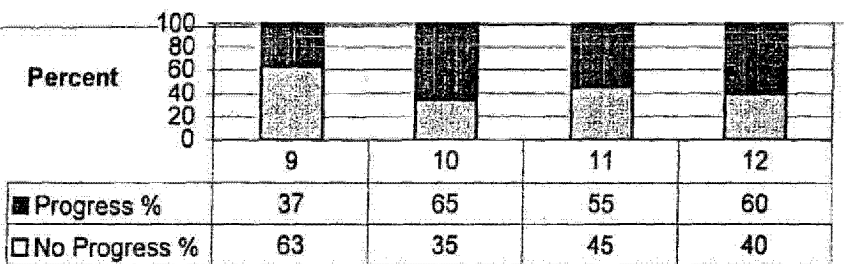
Average Progress K-12 = 61%

LAS Overall Scale Score Growth K-8



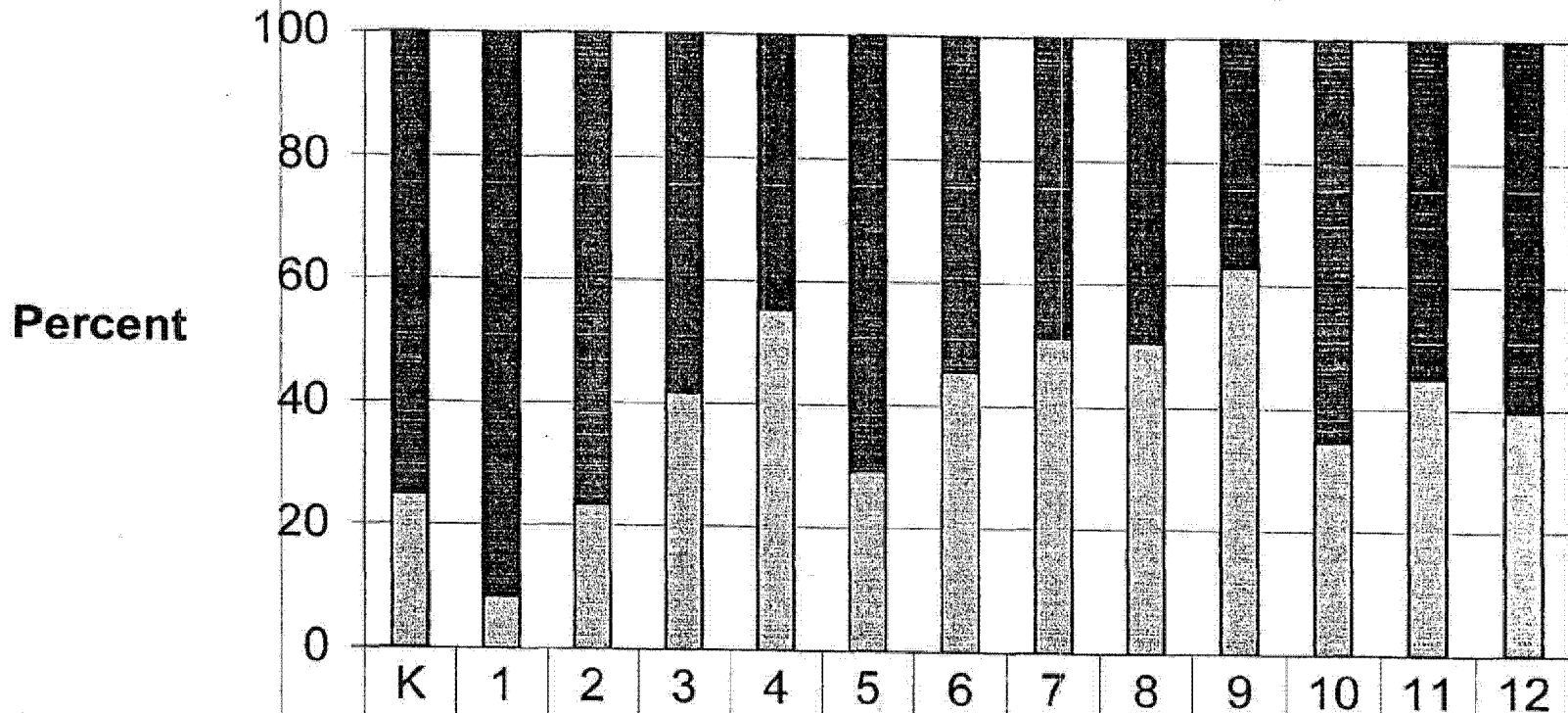
Average Progress K-8 = 63%

LAS Overall Scale Score Growth 9-12



Average Progress 9-12 = 54%

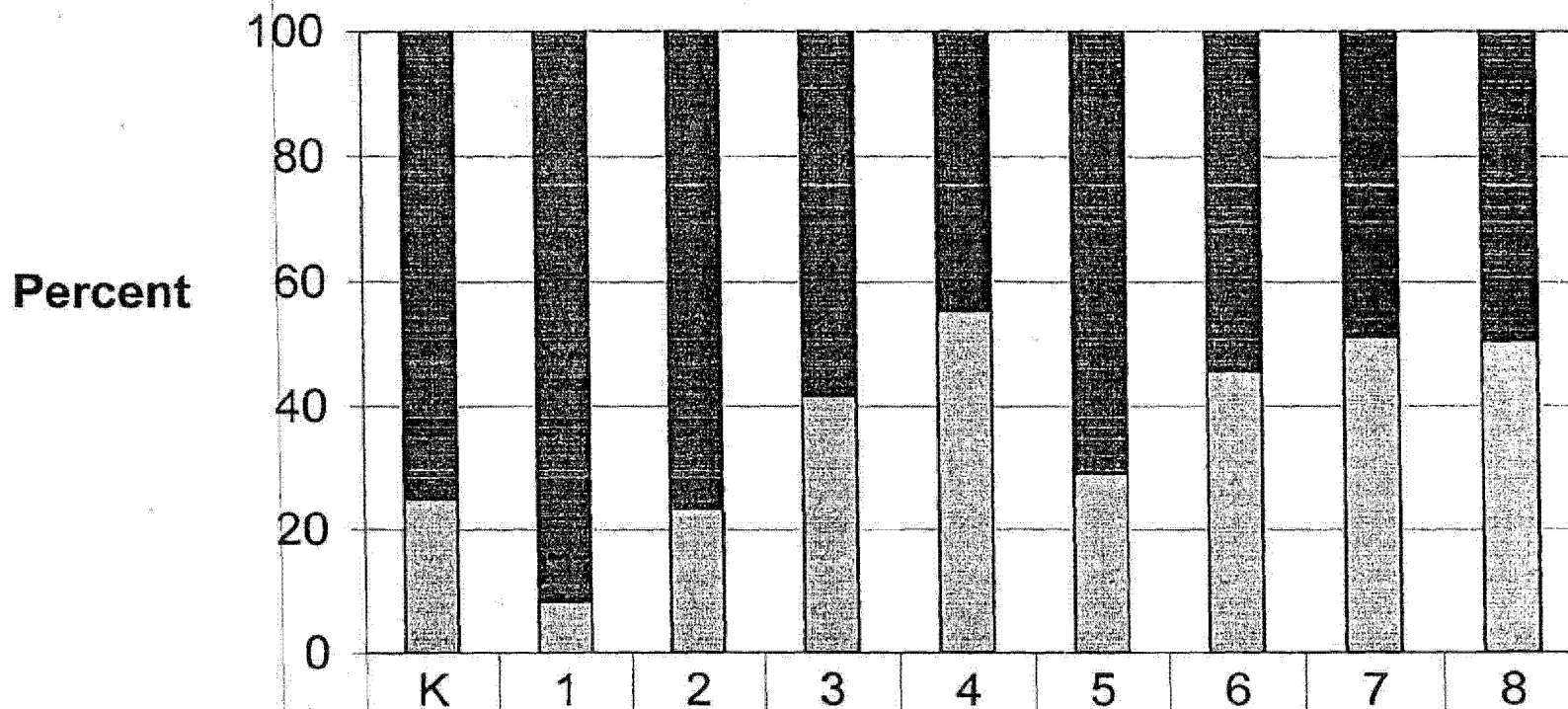
LAS Overall Scale Score Growth K-12



% Progress	75	92	77	58	45	71	54	49	50	37	65	55	60
% No Progress	25	8	23	42	55	29	46	51	51	63	35	45	40

Average Progress K-12 = 61%

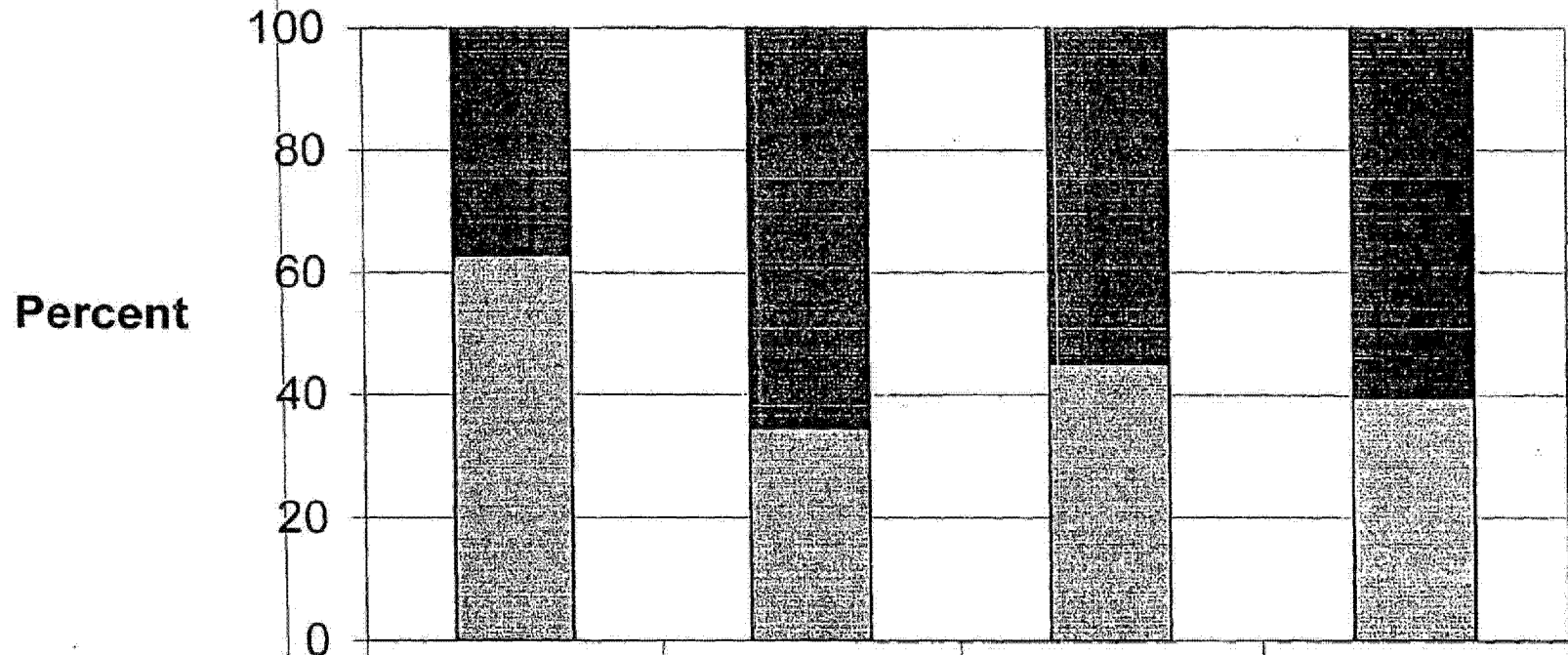
LAS Overall Scale Score Growth K- 8



■ Progress %	75	92	77	58	45	71	54	49	50
□ No Progress %	25	8	23	42	55	29	46	51	51

Average Progress K- 8 = 63%

LAS Overall Scale Score Growth 9-12



	9	10	11	12
■ Progress %	37	65	55	60
□ No Progress %	63	35	45	40

Average Progress 9-12 = 54%

Addendum #3

Program Options

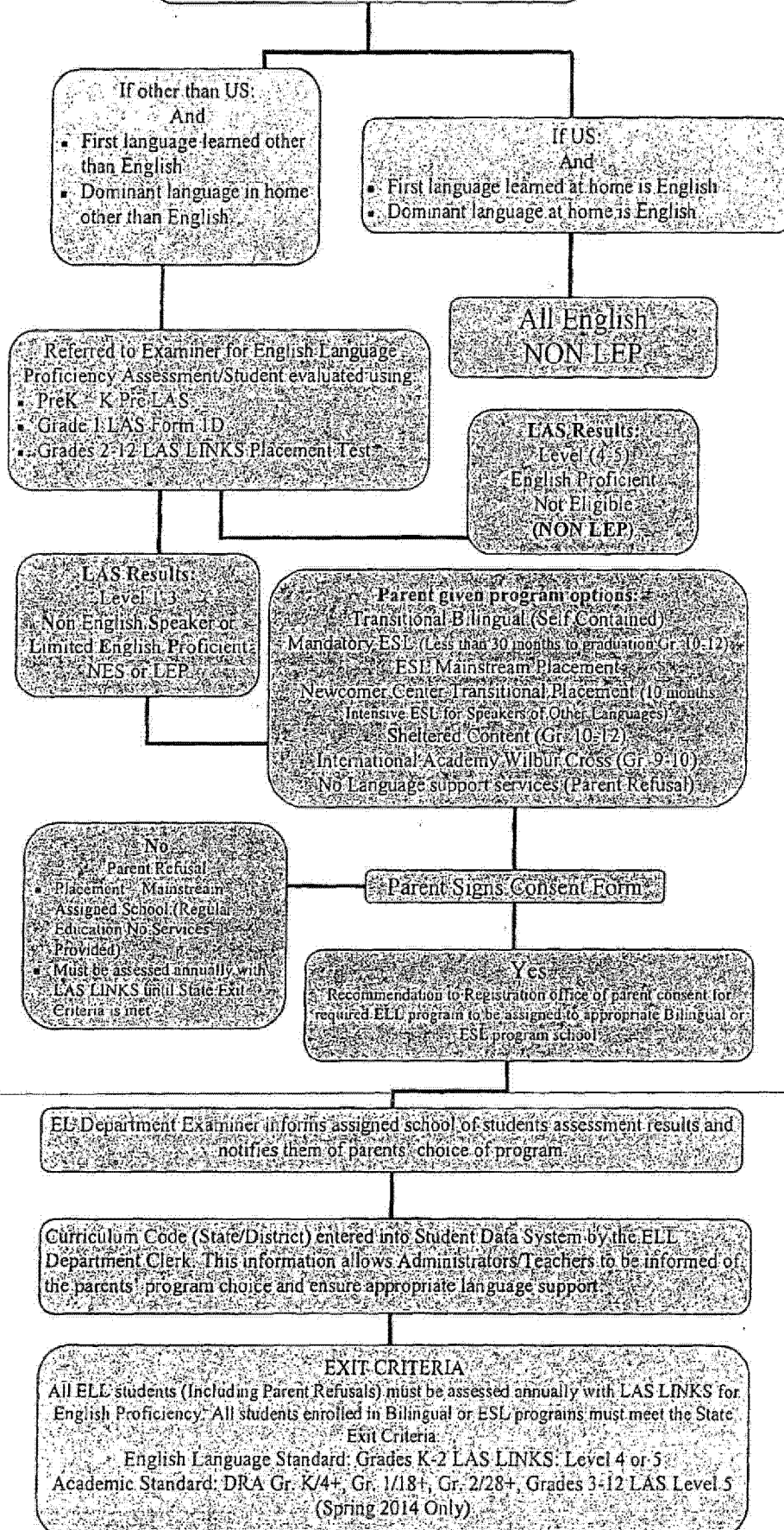
New Haven Public Schools English Learners Program Options

Program	Language of Instruction	Time	Description	Goal
Dual Language	The core curricula is taught using 50% Spanish and 50% English	Unlimited	<ul style="list-style-type: none"> - Serves both language minority (Spanish) and language majority (English) students in the same classrooms - Aims for high levels of proficiency in all core academic areas - Emphasizes a collaborative teaching model - Encourages an understanding and appreciation of the two cultures 	Goal of this additive Bilingual Education Program is to promote bilingualism and bi-literacy in both English and Spanish.
Transitional Bilingual Education (TBE)	Languages of instruction include English and Spanish	By CT State law, must exit after 30 months. If exit criteria is not met, students receive Language Transition Support Services (LTSS) by an ESL teacher or tutor	<ul style="list-style-type: none"> - Grade level concepts and skills in the District's content area curricula are taught in English, using the student's native language as support, while developing English proficiency - All students receive English language instruction on a daily basis 	Goal is to provide equal access to educational opportunities for Limited English Proficient (LEP) students, while acquiring academic proficiency to successfully transition into an all-English program.
Newcomer Center	The language of instruction is English	<ul style="list-style-type: none"> - Students are enrolled on a transitional basis to prepare them for placement in their assigned schools. - Minimum of 8 weeks and a maximum of one school year 	<ul style="list-style-type: none"> - Intensive English as a Second Language instruction - Students receive instruction of all content areas in English - Individual assessments are continually administered to monitor the student's progress in language acquisition and content knowledge 	Goal is to provide ELs, who arrive to the United States for the first time with or without any previous schooling, with oral and academic skills that prepare them for the transition back to the regular mainstream classroom in their neighborhood school
English as a Second Language (ESL)	The language of instruction is 100% in English	Until exit criteria is met	<ul style="list-style-type: none"> - Support is provided by both the ESL and regular education teacher - Services are provided in a Push-In or Pull-Out model by an ESL teacher or tutor 	- Goal is to assist LEP students in the mainstream by providing them with ESL services.
Structured English Immersion	The language of instruction is English	Until exit criteria is met	- Instruction is in English, but there isn't explicit ESL instruction. English is taught through the content areas. Structured immersion teachers have strong receptive skills in their students' first language and have bilingual education and/or ESL teaching credentials. The teacher's use of the students' first language is limited primarily to clarification of English instruction.	Goal is to promote the academic achievement of ELs and enable these students to develop academic skills while learning English. The program is tailored to meet the linguistic, academic, and affective learning needs of students.
Parental Refusal	The language of instruction is English	Students are tracked as ELs until exit criteria is met	<ul style="list-style-type: none"> - ESL services are not provided - The regular education teachers must ensure the linguistic needs of their LEP students are met 	Goal of this parent choice is to immerse LEP students in an all English environment with NO bilingual or ESL services

ELL Department Placement Flow Chart

Home Language Survey

(To be completed by Parent/Guardian at Registration)



New Haven Public Schools
English Learner Programs
Pedro Mendia-Landa, Supervisor

54 Meadow Street 8th Floor
New Haven, CT 06519
Phone: 203-946-8685
Fax: 203-946-6858

Student Name: _____ DOB: _____

(Please Print)

LAS LINKS Level: _____ Grade: _____ Assigned School: _____

Fair Haven Newcomer Center

Dear Parent/Guardian,

Your child was assessed using the Language Assessment Scales-links (LAS-links) to determine level of English Proficiency. The results of this assessment indicate that your child did not reach the overall proficient or above level (levels 4 or 5) in English. Therefore, your child is eligible for any of the following English Learner (EL) academic program options. Please check one of the Programs below:

_____ **Dual Language Immersion Program** - available for ELL students whose parents are committed to the goals of bilingualism and bi-literacy in both English and Spanish. No Newcomers can enter this program after grade 2. Availability to this Program is based on enrollment and might not be available at the time of registration; however, the student can be placed on a wait list for any of the *three* dual language schools.

_____ **Transitional Bilingual Education (TBE)** - in Spanish students will be instructed in both the native language and English up to a maximum of 30 months. The amount of time taught in English will gradually increase every year in order to have students ready to exit the program after 30 months.

_____ **English as a Second Language (ESL)** - Parent refuses TBE for any reason and approves that the child is placed in an all English classroom but receiving ESL support services given by an ESL tutor or teacher.

_____ **Newcomer Program (ESL Transitional)** - available for Non-English Speakers not eligible for Bilingual placement who have just arrived in the US with or without any previous schooling (available in grades K-8). This program is available at Fair Haven Newcomer Center. Students are enrolled in this program on a transitional basis (10 months) to receive intensive ESL to prepare them to be placement in their *assigned school*.

_____ **Sheltered Content Classes *with ESL Support*** - eligible for bilingual program but *with fewer than 30 months* before High School graduation, participating in Sheltered Content classes with ESL support services.

_____ **Sheltered Content *with Native Language Support* (Grade 9 ONLY)** - eligible for bilingual program but *with more than 30 months* before High School graduation, participating in Sheltered Content classes with bilingual and/or native language support (only in schools where bilingual education is mandated).

_____ **International Academy at Wilbur Cross (Grade 9 & 10 ONLY 2014-2015) Application Required.**

_____ **No ELL Services** - the parent refuses all types of English language support programs or academic program options available for ELLs and chooses to have their child in an all English Immersion classroom.

I have been consulted by the Bilingual Examiner/EL Teacher/Administrator of the English Learner program options. At any time, I have the right to request my child be removed from any EL Programs and/or special language support services. This request must be submitted in writing to the Department of EL Programs, 54 Meadow Street 8th floor, New Haven, CT 06519, Attention: Pedro Mendia-Landa.

Parents/Guardian Signature

Pedro Mendia

Bilingual Examiner

Bilingual Office Clerk

Date

In order for your child to exit either bilingual Education and/or ESOL Program and no longer receive English Language Acquisition support, your child must reach two standards:

English Language Standard:

K-3 LAS-Links: Level 4 or 5

Academic Standard:

DRA grades K= 4+, 1= 18+, 2= 28+; Grades 3-12 LAS Links Level 5 (Spring 2014 Only)

New Haven Public Schools
English Learner Programs
Pedro Mendia-Landa, Supervisor

54 Meadow Street 8th Floor
 New Haven, CT 06519
 Phone: 203-946-8685
 Fax: 203-946-6858

Estudiante: _____

Fecha de Nacimiento: _____ Nivel de LAS LINKS: _____

Grado: _____ Escuela: _____

Fair Haven Newcomer Center

Queridos padres/encargados,

Su hijo(a) fue evaluado usando el Language Assessment Scales-links (LAS-links) para determinar el nivel de dominio del inglés. El resultado de la evaluación indica que su hijo(a) no alcanzó un nivel de 4 o 5 en inglés. Por eso, su hijo(a) cualifica para los siguientes programas de English Language Learner (ELL) del cual usted podrá escoger el más conveniente para su hijo(a):

_____ Programa de Dos Idiomas (inglés y español) - disponible para padres de estudiantes que quieren que sus hijos sean bilingües y proficientes en lectura y escritura en los dos idiomas (inglés y español). "Recién-llegados" pueden asistir a este programa si entran antes del segundo grado. La disponibilidad de este programa es basada en la matricula y quizás no hay disponibilidad al tiempo de matricula; por lo tanto, el estudiante se puede colocar en una lista de espera para alguna de las tres escuelas en las cuales hay programas de dos idiomas.

_____ Programa de Transición Bilingüe (TBE) - en español los estudiantes tendrán instrucción en su idioma nativo o hasta el máximo de 30 meses. La cantidad de tiempo enseñado en inglés va a aumentar durante el año; de esta forma los estudiantes podrán estar preparados para salir del programa después de 30 meses de TBE.

_____ Inglés como Segundo Idioma (ESL) - Padres que no acepten TBE por alguna razón. Su hijo(a) será ubicado en un salón de inglés pero recibiendo ayuda de inglés como su segundo idioma. El estudiante recibirá ayuda a través del maestro y/o tutor de ESL.

_____ Programa de "Recién-llegados" - disponible para niños(as) que han recibido el nivel mas bajo de proficiencia en inglés y que han llegado a los Estados Unidos por primera vez o nunca ha asistido a una escuela americana anteriormente. Este programa es solamente en Fair Haven K-8 por 10 meses. Los estudiantes participan en el programa regular de educación con una intervención intensiva de ESL para prepararlos para ser colocado en su escuela asignada.

_____ Clases de Contenido con apoyo en inglés como segundo idioma o ESL - cualifican para el programa bilingüe con 30 meses menos antes de su graduación de la escuela superior participando en clases de contenido con el servicio de apoyo en inglés como segundo idioma ESL.

_____ Clases de Contenido con apoyo de idioma nativo (grado 9 solamente) - este programa es para estudiantes que cualifican para el programa bilingüe con 30 meses o más antes de su graduación de la escuela superior participando en clases de contenido con apoyo bilingüe y/o lenguaje nativo (únicamente en las escuelas donde hay programas de educación bilingüe mandatorio).

_____ La Academia Internacional en Wilbur Cross (grado 9 & 10 solamente 2014-2015) Se requiere una aplicación

_____ Negación de los Padres para participar en programa de apoyo de lenguaje - padres no aceptan ningún servicio de inglés o programa académico de inglés para ELL y prefiere tener su hijo(a) en un salón de inmersión total en inglés; los padres entienden que su hijo(a) no se les proveerá ningún tipo de apoyo de lenguaje en inglés o idioma nativo.

He sido consultado por el examinador/bilingüe/EL profesor o administrador del aprendizaje de inglés opciones del programa. Tienen el derecho (en cualquier momento) de sacar a su hijo(a) de cualquiera de los programas académicos disponibles para estudiantes cuyo inglés es su segunda lengua. Si este es su deseo, por favor escribanos una carta comunicándonos que usted quiere a su hijo(a) fuera del programa de ELL a la siguiente dirección: 54 Meadow Street 8th Floor, New Haven, CT 06519 Atención: Pedro Mendia-Landa, Supervisor Bilingüe.

Firma Padre o Encargado

 Pedro Mendia-Landa

 Bilingual Examinar

 Bilingual Office Clerk

 Fecha

Su hijo(a) no cualificará como estudiante bilingüe o ESL y no recibirá los servicios de apoyo en cuando el estudiante alcance los estándares siguientes:

Estándar de Lenguaje: LAS-Links: Nivel 4 o 5 grados K-2

Estándar Académico: (K= DRA 4+, 1= DRA 18, 2= DRA 28), grados 3-12 LAS Links Nivel 5 (Primavera 2014 único)

THE NEW HAVEN EARLY CHILDHOOD COUNCIL & LULAC HEAD START THE DUAL LANGUAGE AND LITERACY PILOT PROJECT

The **Dual Language & Literacy Pilot Project** now operating at LULAC Head Start's Mill River Center is one of 6 Early Literacy Grants from the Connecticut State Department of Education, the Graustein Memorial Fund and the Annie E. Casey Foundation. Through this pilot project, pre-school children enrolled in 3 selected classrooms receive all of their curriculum and instruction in English or in Spanish on a scheduled basis throughout each week. Parents are also a crucial part of this project. Each Friday they attend a brief bi-lingual presentation on the chosen book of the week along with props and suggestions for how the book should be presented and shared with the children. The project also provides training and support for classroom teachers.

How does the Dual Language Program work with children in the classroom?

In a Dual Language classroom, the teachers speak to all of the children in one language, English or Spanish, for the whole day according to a fixed schedule. Research has shown that hearing one language at a time supports language and literacy development and helps children learn vocabulary in each language. The teachers speak with the children in Spanish on Monday and Tuesdays. On Wednesdays and Thursdays the teachers speak with the children in English. On Friday, the teachers and children interact with each other in both languages freely.

How does the Dual Language Program work with families?

Each Friday, parents are invited to a workshop on language and literacy at LULAC. Families of the children meet as they drop off their children from 7:30 to 9 AM or when they pick up their children from 4 to 5 PM. Each week, families receive a free bilingual children's story book and learn ways to support their child's emerging literacy skills. We are pleased that the Director of the Connecticut Children's Museum, Sandy Malmquist, and the museum staff, Carmen Santiago and Melissa Rivera are organizing the family workshops. Each of the museum staff is an early childhood educator with experience in early language and literacy development in young children.

What are the benefits of an Early Childhood Dual Language & Literacy Program?

There has been research to suggest that both native Spanish speakers and native English speakers benefit from acquiring a second language in preschool. For children whose home language is Spanish or English, a Dual Language Program strengthens children's home language skills by increasing their vocabulary through the use of both classroom conversations and dialogic reading of the high quality bi-lingual children's picture and story books given to each classroom and the parents through this grant. The dual language program also provides a foundation for learning about the American and Latino cultures as well as the English and Spanish languages.

A strong partner in this Project is the New Haven Public Schools and its Department of English Language Learners. The Dual Language & Literacy Project will assess the language and literacy skills of each child at the beginning and at the conclusion of the project to measure the project's effectiveness.

PARTNERS: LULAC HEAD START, NEW HAVEN PUBLIC SCHOOLS, NEW HAVEN EARLY CHILDHOOD COUNCIL, CONNECTICUT CHILDREN'S MUSEUM

FUNDERS: CONNECTICUT STATE DEPARTMENT OF EDUCATION, GRAUSTEIN MEMORIAL FUND, ANNIE E. CASEY FOUNDATION

Dual Language Program

Voyage to Discovery

C. Columbus Family Academy—A Dual Language School

Address: 255 Blatchley Avenue Tel.: (203) 691-2500

ELIGIBILITY

Parents who wish to enroll their children in the Dual Language Program must secure an application. Students will be selected on a first come first serve basis.

Siblings of current Dual Language students and neighborhood children who live in the Fair Haven area will have priority for placement in the program.

REQUIREMENTS FOR PARENTS

- Participation in Workshops and Meetings:
 - * Attend an orientation
 - * Monthly meetings
 - * Opportunities for parents to develop fluency in both languages

FUNCTIONS

HISTORY

Christopher Columbus School, a community school serving the Fair Haven area of New Haven, CT.

In 2001, the school was selected by the U.S. Department of Education to develop and implement a Dual Language Program.

The school's staff has dedicated themselves for the past four years in implementing a curriculum. The program was implemented in September 2001 in Kindergarten.

SCHOOL MISSION

Christopher Columbus Family Academy will foster a learning environment that supports empowered bilingual learners to become active and responsible members of a multicultural society.

VISION

Join forces with all stake holders in order to develop bilingual brains through academic discovery by ensuring consistency in our school structure. This will be achieved through a code of conduct, active collaboration and pride in the ability to communicate and learn in two languages.

GOALS

- Develop in both languages literacy and oral fluency
- Ensure academic success in all content areas
- Develop social skills in a multi-cultural environment
- Provide opportunities for parents to be fluent in both languages

- Provide opportunities for educational and social encounters among cultural groups in our community

Student Name

Address

Spanish

Parent/Guardian Signature

Grade

Christopher Columbus
Family Academy
255 Blatchley Avenue
New Haven, CT 06513

Parents

- Will commit to the mission and goals of the program
- Will support children with all academic work
- Will commit to effective communication with the school
- Will attend all required school meetings

Faculty

- Will foster effective communication between parents and the school
- Will help parents support and enhance their child's academic success
- Will continue to develop and increase their skills in Dual Language instruction

Dual Language Program

Application

Home Phone

Emergency Phone

Prior school/program

English

Dominant Language

Grade

I understand the eligibility requirements and the parent/guardian responsibilities as explained in this brochure.

I also understand that I will be required to attend a Parent Orientation, where I will be given further information.

Siblings in DL Program

Date e-mail

Dual Language Program

Morning Math Meeting

Mixed groups

(English/Spanish)

Language Arts

First Language

(English)

Language Arts

First Language
(Spanish)
Music, Art, Physical Education

Mixed Groups
Science and
Mathematics
Based Lessons
Mixed Groups
(alternate weekly)
(English/Spanish)

Christopher Columbus Family Academy

255 Blatchley Avenue

New Haven, CT 06513

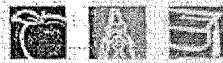
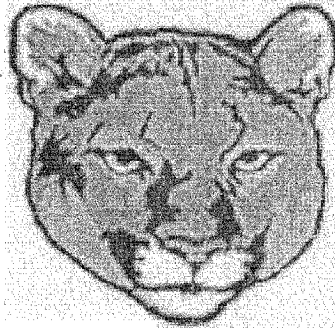
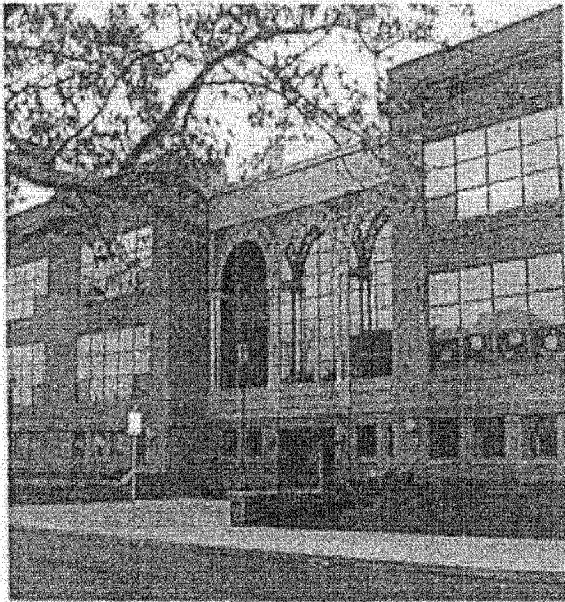
(203) 691-2500

Grade

Christopher Columbus Family Academy

Child's date of birth: ____/____/____

Clinton Avenue School



New Haven School Change
NEW HAVEN PUBLIC SCHOOLS

DUAL LANGUAGE PROGRAM

Voyage to Discovery

Clinton Avenue Students...

Strive for Excellence

Take pride in their school

Act the way they want to be treated

Respect themselves and others

SUCCEED!

Clinton Avenue School

Clinton Avenue School

293 Clinton Avenue
New Haven, CT 06513

Web site address

Tel: 203-691-3300

Dual Language Program Application

Clinton Avenue School – A Dual Language School

Address: 293 Clinton Avenue

Tel.: (203) 691-3300

Principal: Ana Rodriguez-Robles

Assistant Principal: Sandra Kalisewski

SCHOOL MISSION

The mission of Clinton Avenue School is to put "Kids First" by preparing them to become responsible citizens, problem solvers, and self-motivated achievers. In collaboration with parents and the community, we strive to foster students who are responsible citizens, appreciate themselves, and demonstrate respect and tolerance of each other. In our efforts to promote a love of learning, every child will acquire the skills needed to succeed in our continually changing and challenging world.

VISION

Join forces with all stake holders in order to develop bilingual brains through academic discovery by ensuring consistency in our school structure. This will be achieved through a code of conduct, active collaboration and pride in the ability to communicate and learn in two languages.

GOALS

- Develop in both languages literacy and oral fluency
- Ensure academic success in all content areas
- Develop social skills in a multi-cultural environment
- Provide opportunities for parents to be fluent in both languages
- Provide opportunities for educational and social encounters among cultural groups in our community

ELIGIBILITY

Parents who wish to enroll their children in the Dual Language Program must secure an application. Students will be selected on a first come first serve basis.

Siblings of current Dual Language students and neighborhood children who live in the Fair Haven area will have priority for placement in the program.

REQUIREMENTS FOR PARENTS

Participation in Workshops and Meetings:

- Attend an orientation
- Monthly meetings
- Opportunities for parents to develop fluency in both languages

FUNCTIONS

Parents

- Will commit to the mission and goals of the program
- Will support children with all academic work
- Will commit to effective communication with the school
- Will attend all required school meetings

Faculty

- Will foster effective communication between parents and the school
- Will help parents support and enhance their child's academic success
- Will continue to develop and increase their skills in Dual Language instruction

Student Name

Grade

Address

Home Phone

Emergency Phone

Prior School/program

Grade

Dominant Language

Spanish

English

Siblings in DL Program

I understand the eligibility requirements and the parent/guardian responsibilities as explained in this brochure.

I also understand that I will be required to attend a Parent Orientation, where I will be given further information.

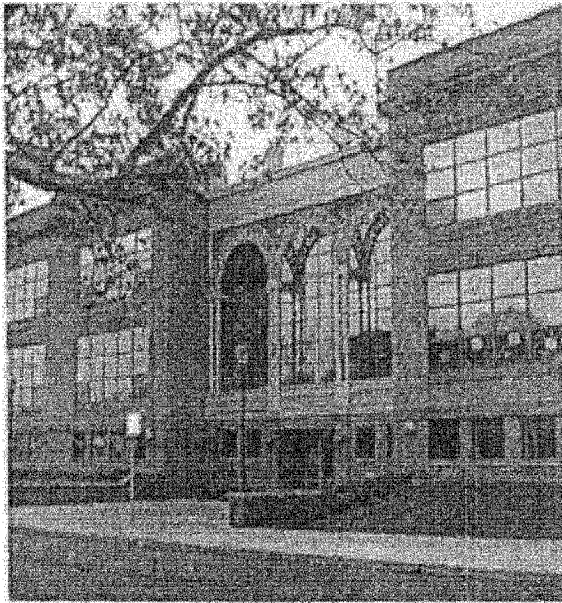
Parent/Guardian Signature

Date

Email

Child's date of Birth: _____

Clinton Avenue School



Clinton Avenue Students...

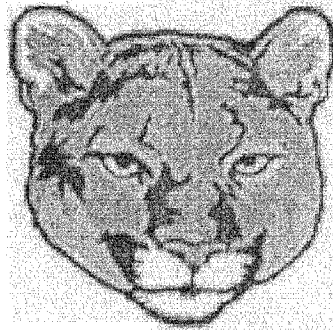
Strive for Excellence

Take pride in their school

Act the way they want to be treated

Respect themselves and others

SUCCEED!



Programa de Dos Idiomas

Viaje al Descubrimiento

Clinton Avenue School

Clinton Avenue School

293 Clinton Avenue
New Haven, CT 06513

Web site address

Tel: 203-691-3300

Clinton Avenue School – Escuela de dos Idiomas
 Address: 293 Clinton Avenue Tel.: (203) 691-3300
 Principal: Ana Rodriguez-Robles Assistant Principal: Sandra Kalisewski

Solicitud para el Programa de Dos Idiomas

SCHOOL MISSION

The mission of Clinton Avenue School is to put "Kids First" by preparing them to become responsible citizens, problem solvers, and self-motivated achievers. In collaboration with parents and the community, we strive to foster students who are responsible citizens, appreciate themselves, and demonstrate respect and tolerance of each other. In our efforts to promote a love of learning, every child will acquire the skills needed to succeed in our continually changing and challenging world.

VISION

Uniremos fuerzas con todas las partes interesadas para desarrollar cerebros bilingües a través del descubrimiento académico asegurándonos de que nuestra estructura escolar sea consistente. Esto se logrará a través de un código de conducta, colaboración activa y orgullo en la habilidad de hablar y aprender en dos idiomas.

METAS

Desarrollar en ambos idiomas destrezas orales y de lectura.
 Asegurar el éxito académico en todas las áreas de contenido
 Desarrollar destrezas sociales en un ambiente multicultural.
 Proveer oportunidades a los padres para que adquieran fluidez en ambos idiomas.
 Proveer oportunidades educativas y sociales de encuentro para todos los grupos culturales en nuestra comunidad.

ELEGIBILIDAD

Los padres interesados en que su niño asista al programa de Dos Idiomas, deben llenar una solicitud. Los estudiantes serán escogidos de acuerdo al orden en que se reciban las solicitudes.
 Los hermanos de estudiantes que actualmente están matriculados en el programa y niños del área de Fair Haven tendrán prioridad durante el proceso.

REQUISITOS PARA LOS PADRES

- Participación en adiestramientos y reuniones
- Asistir a una orientación
- Reuniones mensuales
- Adiestramiento para desarrollar su fluidez en español e inglés

FUNCIONES

Los padres

- Se comprometerán a la misión y metas del programa
- Ayudarán a sus niños en las tareas académicas
- Tendrán una comunicación efectiva con la escuela
- Asistirán a todas las reuniones requeridas por la escuela

La facultad

- Fomentará una comunicación efectiva entre los padres y la escuela
- Identificará estrategia efectivas para que los padres puedan ayudar con el progreso académico de sus hijos
- Continuara educándose sobre la enseñanza en Dos Idiomas

Nombre del Estudiante Grado

Dirección Completa

Teléfono

Teléfono alterno

Escuela/programa anterior Grado

Idioma Dominante

Español Inglés

Hermanos(as) en el programa Grado

Yo entiendo los requisitos de elegibilidad y las responsabilidades de los padres o encargados explicadas en este folleto.

También entiendo que tender que asistir a un taller de orientación para los padres donde se me ofrecerá sobre el programa.

Firma del padre o encargado

Fecha Email

Fecha de nacimiento: _____ / _____ / _____

Addendum #4

Professional Development Examples

List of Professional Development for 2013-2014
Prepared By: Maria Laudano

Professional Development for ESL Tutors: # of participants 8

9/30/13

Agenda:

- Welcome/Introductions
- EL Department/Tutor Contact Information
- Payroll/Time Sheets/Schedules/Procedures
- Professional Development Calendar
- Second Language Acquisition
- SIOP/ELL Strategy Desk Cards
- Tutor Assignments
- Questions/Concerns

11/4/13

Agenda:

- Academic Vocabulary/CCSS
- Distribution of Hampton-Brown/National Geographic Content Resource Books

1/13/14

Agenda:

- LAS Links Training for new LAS Links Form C
- EL Accommodations for CMT/CAPT

2/11/14

Agenda:

- LAS Links Training Manual
- SBAC
- Academic Vocabulary-CCSS ELA Shift 3

5/13/14

Agenda:

- ILDPs
 - Annual Reviews
 - LAS Links Data
 - End-of-the-Year Procedures
-

CIA Meetings for High School ESL Teachers/Tutors: # of participants 13

9/30/13

Agenda:

- Role/responsibilities of ESL Teachers
- Schedules
- Teacher Presentations
- SchoolNet/PowerSchool
- ILDPs

- Pre-Assessment/English Language Gains Test
- PD For November 5th
- CONNTESOL
- Exit Slips

12/9/13

Agenda:

Introduction/Welcome to Schoology

- SBAC
- LAS Links Form C
- Resources
- Exit Slip

2/10/14

Agenda:

- Welcome/Announcements/School Updates
- Academic Vocabulary PowerPoint Presentation-Shift 3
- SBAC EL Support
- LAS Links Form C Training Packet
- Questions/Concerns
- Exit Slips

5/19/14

Agenda:

- QAR Strategy
- SC Planning Meetings for SY 2014-2015
- ILDPs
- LAS Links Data
- SBAC Update
- Summer School for ELs
- End-of-the-Year Procedures

EL Department Professional Development Day: # of participants 35

11/5/13 –Facilitated PD with Supervisor, Pedro Mendia-Landa, and EL Coaches

Agenda:

- Quick Write
- Welcome/Department Updates
- AVAILL Presentation
- Breakout Session-AVAILL
- Article: *Letting the Text Take Center Stage* by Timothy Shanahan
- Hill Central Presentation-Academic Vocabulary
- Teacher presentations
- Lunch
- SchoolNet/PowerSchool Presentations
- Naviance Training-Digna Marte
- Exit Slip

Learning Walk Professional Development at Wilbur Cross with Administrators

Assistant Principal, Monica Joyner (Science)

9/24/13 11/6/13 1/29/14

Classroom Visitations:

SC Biology (Santiago Berrios-Bones/Tatiana Vyazikina)

SC Chemistry (Bernard Hulin/Tatiana Vyazikina)

Debriefed with M. Joyner and gave oral and written feedback to ESL/Content Teachers

PD Topics Presented:

- Making Science Comprehensible to ELs
- Challenges for ELs
- Inquiry Based Instruction Teaching Academic Vocabulary
- Advance Organizers (Frayer Model, T-Chart, Anticipation Guide, etc)
- Strategies for scaffolding science instruction
- Intergrating Writing into Science
- Depth of Knowledge for ELs

Assistant Principal, Francisco Chaverria (Math)

10/18/13

Classroom Visitations:

SC Algebra (Thomas Farrow/Liudmila Padro)

Debriefed with F. Chavarria and gave oral and written feedback to ESL/Content Teachers

PD Topics Presented:

- Making Math Comprehensible to ELs
- Challenges for ELs
- Role of Content/ESL Teacher
- Using Manipulatives
- Teaching math vocabulary
- Math Writing Prompts

Assistant Principal, Dina Natalino (ELA)

10/3/13 1/31/14

PD Topics Presented:

- Oral Language Discourse Strategies
- Accountable Talk Posters and Language Structures
- Text Dependent Questions
- ESL Strategies/differentiation
- Note-Taking Formats
- Word Walls to support academic vocabulary
- Depth of Knowledge for ELs

3/3/14 Planning Session for Sheltered Content Program for 2014-2015

Agenda:

- SC Courses
- Staffing Needs
- Possible Courses to Meet SC/LTSS Needs
- Intervention for ELs

3/14/14 Lesson Study/Feedback on Oral Discourse (ELA Department and Dina Natalino)

- SC English 3 (Akimi Palitz/Mary Jayne Chillemi)

Assistant Principal, Mark Sweeting (Social Studies)
1/31/14

Topics discussed:

- Making Social Studies Comprehensible for ELs
- Role of ESL Teacher in Co-Teaching Model
- EL Strategies
- Second Language Acquisition
- EL Accommodations for Science CAPT
- Academic Vocabulary

Site-Based Professional Development:

Polly McCabe

9/18/13

Agenda:

- Introductions
- ELL Desk Cards
- EL Strategies
- Bloom's Taxonomy
- Academic Vocabulary
- Question Stems
- Adapted Novels
- Questions/Exit Slip

James Hillhouse High School

Met with Assistant Principal, Heriberto Cordero

10/3/13

Agenda:

- El Roster for 2013-2014
 - Reviewed attendance issues and rate of failures for ELs for Marking Period 2
 - Reviewed LAS Links Data from May 2013
 - Discussion of new LAS Links Form C
 - ILDPs
 - CAPT MIST for ELs
-
- Scheduling future "Learning Walks"

Hill Regional Career High School

Met with Assistant Principal, Steve Ciarcia

1/17/14

Agenda:

- El Roster for 2013-2014
- Reviewed attendance issues and rate of failures for ELs for Marking Period 2
- Reviewed LAS Links Data from May 2013
- Discussion of new LAS Links Form C

- New LAS Links Form C
- CCSS for ELs
- DOK Training

Monthly Meetings with High School ESL Teachers

Wilbur Cross ESL Staff:

Tatiana Vyazikina: 9/19, 11/6, 12/11, 1/8, 4/2, 5/7

Justo Karell: 9/20, 10/1, 10/2, 11/12, 12/5, 1/16, 2/4, 4/8, 5/8

Mary Jayne Chillemi: 9/20, 10/22, 11/19, 12/17, 1/14, 5/20

Liudmila Padro: 9/20, 10/11, 11/21, 12/13, 1/17, 5/16

Monthly Meetings with High School ESL Teachers

James Hillhouse ESL Staff:

Mary-Jean McGarrity: 10/24, 10/31, 11/21, 12/19, 1/30, 2/27, 5/29

Susan Christiansen: 11/19, 12/17, 1/28, 5/20

Cynthia Clampitt: 10/17, 11/14, 12/13, 1/28, 5/14

Monthly Meetings with High School ESL Teacher

Hill Regional Career ESL Teacher:

Dr. Janusz Stygares: 9/25, 10/18, 11/15, 1/17, 5/16

Sheltered Content Planning Meetings for SY 2014-2015

Wilbur Cross High School: 3/3 and 5/22

James Hillhouse High School: 5/22 and 5/29

THIRD Southern New England Region Conference for Dual Language Programs
"Making Connections - Celebrating Dual Language Education"
March 21st, 2014 - Pre-Conference Networking Event

Maintaining Effective Dual Language Programs



Yael Zakon-Bourke
zabour75@gmail.com

Minerva Gonzalez
Minerva.gonzalez1@yahoo.com

Presenters: Dr. Abie Benitez and Pedro Mendia-Landa, NHPS

Educational mandates and other political forces often pressure leadership to compromise the program design and implementation of dual language programs. The dream of dual language education, however, requires an unwavering commitment to program fidelity, beginning with the program's non-negotiable components.

*David Rogers, Executive Director
Dual Language Education of New Mexico*

Definition

- Dual language programs foster bilingualism, biliteracy, enhanced awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages
- Dual language is an additive form of education in which students are taught literacy and content in two languages
- Dual language programs use the target/partner language for a minimum of 50% of the instructional day
- These programs extend for at least 5 years

Source: www.dual-language.org

5

Dual Language Program Goals

Elementary Level

All students will.....

- Be at or above grade level
- Become bilingual & biliterate by
 - Developing high levels of academic proficiency in their first language
 - Developing high levels of academic proficiency in a second language
- Demonstrate positive cross-cultural attitudes and behaviors/ "cross-cultural competency"

Taken from a DLeNM presentation

Secondary Level

All students will.....

- Attain high academic abilities in both English and the target language
- Become fully bilingual and biliterate
- Develop multicultural competence
- Develop student leadership skills
- Be prepared for global careers and citizenship

6

Types of Dual Language Programs

- One-Way Immersion or Foreign Language Immersion
 - Primarily native English speakers
 - Goal is for English speakers to attain foreign language
- Two-Way Immersion
 - Balance of native English speakers and native speakers of target/partner language
 - Goal is academic and social competency in both languages

9

A look at Implementation Options for Two-Way Programs

- Program Design
 - 50:50 or 90:10
- Literacy Development

 - Native Initial Literacy Development or simultaneous Bi-literacy Development
- Immersion Levels
 - Full Immersion or Partial Immersion

10

Component One:

A minimum of 50% of instruction is delivered in target language

- Instructional time refers to content and literacy instruction in the target language

Maintaining fidelity:

1. Recruit content and specialty teachers with academic target language proficiency
2. Utilize social and extra-curricular activities to reinforce the use and practice of the target language during announcements, assemblies, lunch, field trips, etc.
3. Establish expectations for use of the target language by support staff and community who interact with students (raises and sustains the language's status)

13

Component Two:

Strict separation of language for instruction (no translation)

- Dual language teachers remain in the language of instruction, do not translate, and provide a "pure" and powerful model when delivering instruction in each program language.

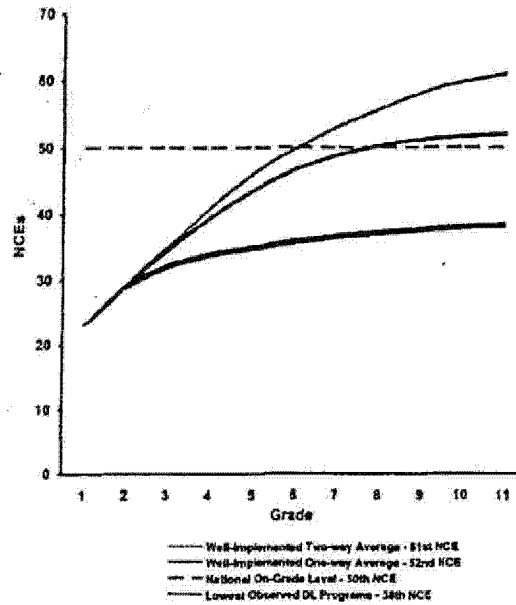
Maintaining fidelity:

1. Create a culture where students commit to becoming bilingual and helping each other maintain the target language.
2. Establish policy for language use among parents, visitors, and staff participating in the classroom.
3. Redirect students who leave the target language and celebrate second language use.

14

Figure 7.3

**Long-Term Effects of Dual Language Education
Program Implementation Differences
on Student Achievement Outcomes**
From Thomas and Collier Data Sets — 1985-Present

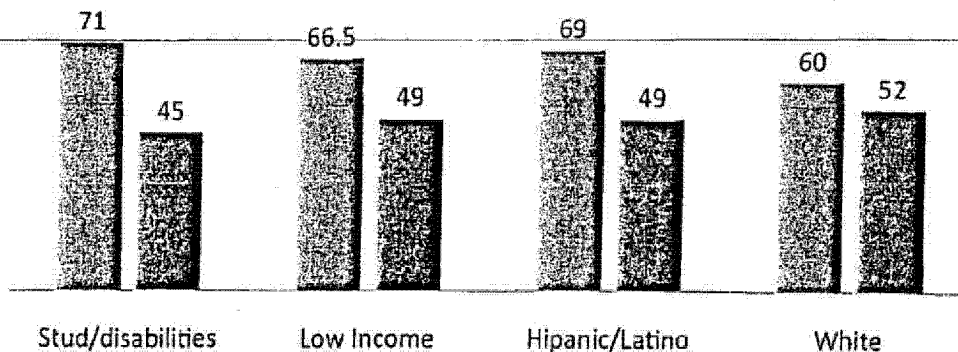


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**MA Comprehensive Assessment (MCAS)-English Language Arts:
Student Growth Percentile (SGP) for All Grades Comparison of
Amigos School Students with District: Spring 2011**

SGP Comparison

■ Amigos ■ District



SGP is a measure of how much a student has improved—or grown—academically from one year to the next as compared to his or her academic peers.

Trusting in your program model is paramount in ensuring implementation fidelity and student success. Respect for the three non-negotiable components must be established and maintained by *all* stakeholders. Reflection, self-evaluation, and action planning are necessary to ensure continuous improvement of both the program's implementation and the instruction in a dual language classroom.

*David Rogers, Executive Director
Dual Language Education of New Mexico*

21

Resources

- *Dual Language Education for a Transformed World*, Wayne P. Thomas & Virginia P. Collier, 2012
- *Dual Language 101 & Tools to Support High Quality Planning & Implementation - Dual Language Education of New Mexico* (www.dlenm.org)
- *Meeting the Challenge – Maintaining an Effective Dual Language Program*; David Rogers, Dual Language Education of New Mexico. "Soleado" – a publication of DLeNM, Summer 2009
- *Two-Way Bilingual Education in Boston Public Schools: Required Features, Guidelines, and Recommendations*, Virginia Diez, Faye Karp, University of Massachusetts, Boston

22

The Power of Dual-Language Education Research in Daily Classroom Practices: Policy Implications for Professional Development

Liliana Minaya-Rowe

University of Connecticut

Abie Benítez and Pedro Mendía-Landa

New Haven Public Schools

AERA Conference, Philadelphia, 2014

Voyage Dual Language School (1 of 2)

- PK-8. Serves a Hispanic enclave located in an inner city in Southern New England.
- 46 % are dominant in Spanish, 54% in English.
- 90% are of Hispanic descent. Three predominant groups: Puerto Ricans, Mexicans, and Ecuadorians; and, a small representation of Caribbean, South, and Central American groups.
- Started with Kindergarten in 2002, increasing a grade yearly.

Professional Learning/Capital

PreK-8 Dual Language

Academic Conversations

Voyage Dual Language School (2 of 2)

- Whole-school structures: Teachers' and administrators' effectiveness in raising student achievement.
- 21st-century professional learning for everyone: Integrating academic language, literacy and content.
- Academic conversations: Giving students socially and emotionally rich learning environments.
- Parent/family support teams.
- Benchmark assessments and monitoring of implementation.
- Whole-school commitment.

School Mission and Vision

Our dual language school provides students with the opportunity to develop bilingual brains through discovery. The school is driven by the guiding principles of collaboration, consensus and no-fault in order to make decision for the best interest of children. Our school community fosters a learning environment that supports empowered bilingual learners to become active and responsible members of a multicultural and multilingual society.

Misión y Visión de la Escuela

Nuestra escuela bilingüe les provee a sus estudiantes la oportunidad de desarrollar cerebros bilingües a través del descubrimiento. La escuela está impulsada por los principios rectores de la colaboración, el consenso y sin culpa, a fin de tomar decisiones en el mejor interés de los niños. Nuestra comunidad escolar promueve un ambiente de aprendizaje bilingüe y los prepara para ser miembros activos y responsables de una sociedad multilingüe y multicultural.

Practicing Push, Pull, and Nudge

(Hargraves & Fullan, 2012)

Professional capital for better schools.

- **Push**, not shove, someone who is reluctant, they change, and they thank you afterwards. A habitual first move or last one when other strategies fail.
- **Pull**, draw people into the excitement, into the vision, into the development.
- **Nudge** to enable people to make choices and guide them gradually into making better ones.

Quality Instruction = Quality Learning

(Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009)

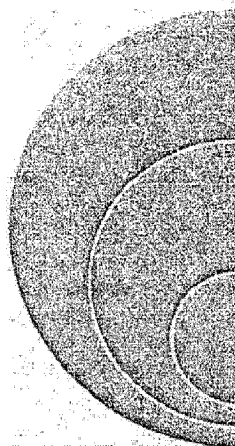
- High-quality and effective professional learning is a requisite for 21st-century teaching and learning.
- Innovation is crucial, and professional learning helps individuals, schools, and systems innovate.
- Professional learning contributes to feelings of self-efficacy, and keeping the best professionals.
- Common attributes: Collaboration, capacity building and structures to support learning.

Instructional Goals – Metas Didácticas

- Develop academic literacy and oral fluency/oracy in both languages, English and Spanish;
- Ensure academic grade-level success in all content areas;
- Develop social skills in a multicultural environment;
- Provide opportunities for parents to be fluent in both languages; and,
- Provide opportunities for educational and social encounters among cultural groups in our community.
- Desarrollar la alfabetización académica y fluidez oral en ambos idiomas, inglés y español;
- Asegurar el éxito académico a nivel de grado en todas las materias;
- Desarrollar habilidades sociales en un entorno multicultural;
- Proporcionar oportunidades para que los padres adquieran fluidez en ambos idiomas; y,
- Proporcionar oportunidades de encuentros educativos y sociales entre grupos culturales en nuestra comunidad.

Academic Conversations (ACs)

(Zwiers & Crawford, 2011)



Exchanges between people who are trying to learn from one another in whole-class, small groups, paired interactions.
Partners take turns talking, listening, and responding to each other's comments.
Sustained and purposeful conversations about school topics to enhance knowledge of discipline content and to develop academic language proficiency.

**“Con” in Spanish means “with”
as in a CONversation**

Selected P21 Skills employers consider important:

- ✓ Good and effective communicators;
- ✓ Ask insightful and critical questions;
- ✓ Cooperative members of a team, lead and be led;
- ✓ Solve problems: Define, plan, follow a plan, reflect, and improve over time; and,
- ✓ Use technologies and visual literacy to learn, communicate, act, and produce.

What the AC Is /Is not

What it is

- ✓ Interaction between teacher and students and among students
- ✓ Teacher-guided/facilitated
- ✓ Interactive discourse and general participation
- ✓ All students can think, reflect, express ideas and argue positions

What it is NOT

- A lecture
- Teacher-centered
- Known-answer questions
- Low-level response

Academic Conversations build:

- ✓ Academic language: Discourse, sentence, word/phrase;
- ✓ Oracy and literacy skills;
- ✓ Critical thinking skills;
- ✓ Discipline understanding;
- ✓ Relationships in academic ambience; and,
- ✓ Self-confidence, student voice and empowerment.

Translanguaging

(Baker, 2000; Cummins 2013; Garcia, 2009)

- Interdependence of skills and knowledge across languages.
- Scaffolds across all levels of language proficiency.
- Bilingual students' languages are inseparable.
- Build content and language knowledge.
- Both languages have equal status.

AC-Based Professional Learning

- For all K-8 teachers
- For all administrators and coaches
- Focus in Spanish and English
- Across the disciplines: science, language arts, math, social studies
- Intensive training and lesson designs for integrating language, literacy and content into daily lessons using the AC
- Coaching using the rating scale

Five Skills in Academic Conversations

Elaborate and clarify

Support Ideas with Examples

Paraphrasing

Synthesizing

Build On and/or Challenge Ideas

The *instructional* elements of the AC

- Thematic focus: Select a theme and activate background knowledge.
- Elicit students' contributions and reasoning.
- Provide direct teaching when necessary.
- Promote complex language and expression
- Promote bases for statements, hypotheses, and conclusions.
- Include clear goals, assistance and assessment.

The *conversational* elements of the AC

- ❖ Be a listener: students do the talking as they talk to each other.
- ❖ Talk less but respond to students or prompt them around the instructional objective(s).
- ❖ Use less “known-answer” questions.
- ❖ Encourage interactive academic discourse within groups and general participation in a challenging but not threatening environment.
- ❖ Promote 100% student engagement.

MEMORANDUM (1 of 2)

To: All Teachers
FROM: School Principal
RE: Reminders to facilitate instruction
DATE: Everyday

Language and content objectives: Posted daily and reviewed them with students.

Include the following strategies to scaffold learning:

- ❖ Text adaptation: Content differentiation for language proficiency levels, concepts explicitly linked to student background, supplementary materials (realia, auditory, technology, etc.).
- ❖ Vocabulary and content concepts emphasized: Written, repeated, highlighted.

MEMORANDUM (1 de 2)

Al: Personal Docente
De la: Directora/Principal Escolar
RE: Recordatorios para facilitar instrucción
Fecha: Todos los días

Objetivos de lenguaje y contenido: Desplegados diariamente y discutidos con los alumnos.

Incluya las siguientes estrategias de andamiaje para el aprendizaje:

- ✓ Adaptación de texto: Diferenciación del contenido dependiendo del nivel de competencia en el lenguaje, conceptos explícitamente relacionados al conocimiento previo del estudiante, materiales suplementarios (auditivos, tecnológicos, visuales, etc.).
- ✓ Vocabulario y conceptos de contenido enfatizados: escritos, repetidos, resaltados.

MEMORANDUM (2 de 2)

- ✓ Simulaciones (actuaciones), modelado, visuales, experiencias, demostraciones, gestos, lenguaje corporal, habla más lenta y enunciada, estructura de la oración simplificada.
- ✓ Relaciones explícitas entre conceptos actuales y previos, retroalimentación de la producción oral o escrita.
- ✓ Oportunidades para practicar el lenguaje oral: escuchar y hablar, pensando-en-voz-alta.
- ✓ Explicación de la labor y expectativas del estudiante, verificación del rendimiento, manipulativas demostrativas.
- ✓ Formulación de preguntas, Taxonomía de Bloom: literal, analítica, interpretativa, etc.
- ✓ Oportunidades para la interacción y comunicación oral: estudiante-a-estudiante, estudiante-a-maestro.
- ✓ Grupos flexibles pequeños, apoyo al compañero en la L1, tiempo para contestar adecuado.

¡Gracias por su colaboración!

MEMORANDUM (2 of 2)

- ❖ Simulations (role playing), modeling, visuals, hands-on, demonstrations, gestures, body language, slower speech and enunciation, simplify sentence structure.
- ❖ Links explicitly made between past and present concepts, feedback on output.
- ❖ Oral language practice opportunities: Listening and speaking, think-alouds.
- ❖ Explanation of students' tasks and expectations, spot checking, manipulative.
- ❖ Question formulation, Bloom's Taxonomy: Literal, analytical, interpretive.
- ❖ Discourse interaction: Student to student, student to teacher, opportunities
- ❖ Small flexible group, L1 peer support, adequate wait time.
- ❖ Collaborative and cooperative grouping project construction.

Thank you for your collaboration!

Combining the AC with Think-Alouds for Literacy Development

- Ask and answer questions—Student A: *If you were Wegener, how could you prove your hypothesis?* Student B: *If I were Wegener, I would use the steps of the Scientific Method.*
- Determine important information—*The Scientific Method is a logical way to develop and support your hypothesis.*
- Summarize what they have read—Students complete KWL charts/exit tickets and reflect on what they have discussed.
- Make a graphic organizer to represent key ideas—Students fill out the graphic organizer, with writing prompts if needed, based on their discussions. Peers discuss and complete the organizer using the Scientific Method steps to represent their ideas and knowledge on the Continental Drift.

A Science AC

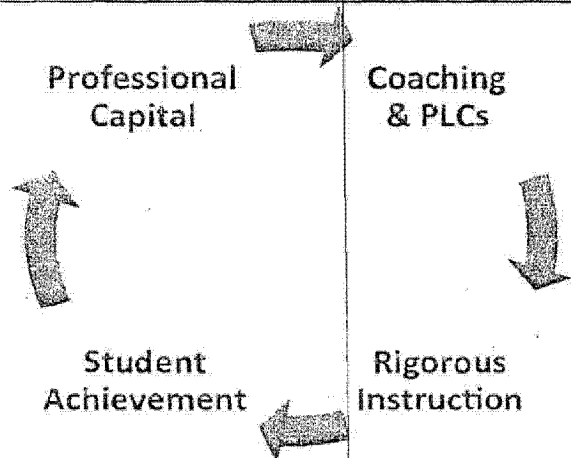
Topic: Continental Drift – 6th Grade

- T: Why didn't people believe Wegener?
 S1: Well, he couldn't prove it back then.
 S2: Right! Because all he said was that Africa and South America looked like puzzle pieces.
 T: What was his strongest evidence?
 S3: Hey! I would have believed him because the bones ... fossils! were the same on both continents.
 S1: Yeah son! What are the chances that would happen?!
 T: Yes, that's correct.

Graphic Organizer- Peer Writing Activity

Scientific Method	Continental Drift
Problem	How do continents move? p. 38
Research/Observations	
Hypothesis	
Experiment	
Data/Results	
Conclusion	

Method



Data Sources

AC Rating Scale	<ul style="list-style-type: none"> • Instructional • Conversational
State Mastery Exams	<ul style="list-style-type: none"> • Student gains • Overall School Progress
Coaching Reports	<ul style="list-style-type: none"> • Teacher's instruction • Student learning

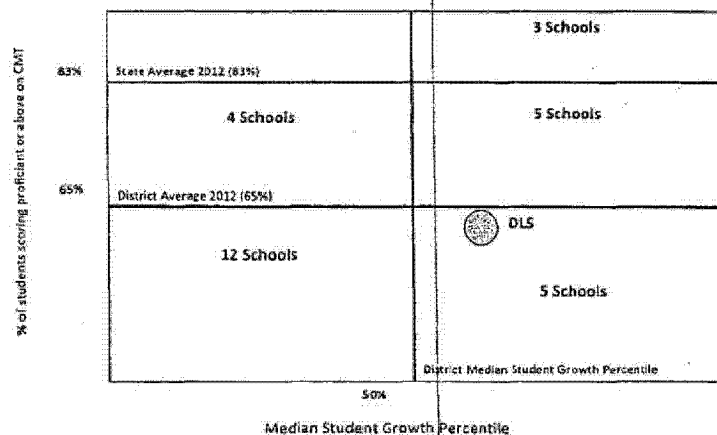
Inter-rater Agreement 1 of 2

GRADE & LANGUAGE	MATH LESSONS	READING BOOKS	WRITING	TOTAL
K-2 ENGLISH	84.5%	83.5%	75.5%	81.2%
SPANISH	86.6%	82.7%	77.5%	82.3%
3-5 ENGLISH	90.5%	80.6%	71.7%	81%
SPANISH	87.5%	82.6%	70.6%	80.2%

Inter-rater Agreement 2 of 2

GRADE & LANGUAGE	SCIENCE LESSONS	MATH LESSONS	SOCIAL STUDIES LESSONS	WITNESSED PAGES	TOTAL
6-8 ENGLISH	84.5%	93.6%	75.4%	90.5%	86%
SPANISH	83%	90.4%	88.6%	92.8%	88.7%

2012-2013 K-8 School Tiering




Results: The AC as a Professional Learning Tool 1 of 2

- Quality instruction = quality learning.
- Effective instruction is nested in effective school structures. And, student success is nested in teacher success.
- Ongoing and sustained support coaching for teachers yields positive student outcomes.
- Continue the integration of rigorous language, literacy and discipline instruction and learning.
- Professional learning refreshers on teacher-selected topics for each grade level, subject domain, and state of teacher learning and instruction.

Results: Compelling Leadership 2 of 2

- The principal articulated the clear vision for change leaving the old way of teaching and learning, and embracing the AC.
- She helped all other site administrators, teachers, coaches, students develop a common understanding, desire and determination to implement the AC school-wide.
- The AC professional development tool continues to be at the core of school efforts, using in-school trainers and coaches.
- Without a compelling moral imperative that is felt and acted upon by all adults in the school system (leaders, teachers, coaches, and parents), it would have been difficult if not impossible to persuade teachers to re-direct their instructional practice.



Common Core Instructional Shifts
February 2014

New Haven School Change
www.nhschoolchange.org

Cambridge Education

Common Core Instructional Shifts

1. Building knowledge through content-rich, nonfiction and informational texts
2. Reading, writing and speaking grounded in evidence from text, both literary and informational (sources)
3. Regular practice with complex text and its academic language

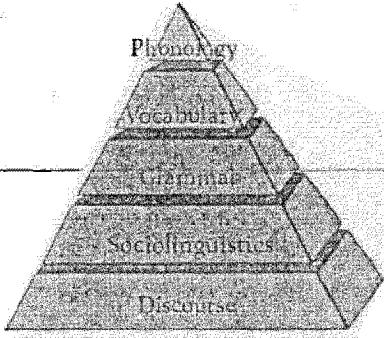
Cambridge Education

CCSS Instructional Shift 3: Regular practice with complex text and its academic language

- Growing complexity of texts students must read
- Staircase of complexity
- Focus on academic vocabulary
- Three tiers
- Across content/disciplines
- Words like *analyze* and *compare*

Cambridge Education

The Linguistic Dimensions of Academic Language



Phonology

Vocabulary

Grammar

Sociolinguistics

Discourse

Cambridge Education

Research of Common Core Learning Standards

The difference in students' vocabulary levels is a key factor in disparities in academic achievement

Only 5 - 15 percent of new words encountered upon first reading are retained therefore vocabulary instruction needs to be frequent and systematic in schools

If students are going to grasp and retain words and comprehend text, they need incremental, repeated exposure in a variety of contexts to the words they are trying to learn

When students make multiple connections between a new word and their own experiences, they develop a nuanced and flexible understanding of the word they are learning



Words in Context

For a reader to grasp the meaning of a word, two things must happen

The reader's internal representation of the word must be sufficiently complete and well articulated to allow the intended meaning to be known

The reader must understand the context well enough to select the intended meaning from the realm of the word's possible meanings



The Key

The key to students' vocabulary development is building rich and flexible word knowledge

Students need plentiful opportunities to use and respond to the words they learn through play, informal talk, discussion, reading or being read to and responding to what is read



I. Beck, M. McKeown and L. Kucan

Outlined a useful model for conceptualizing categories of words readers encounter

Describe three levels or *Tiers* in terms of the words' commonality (more to less frequently) and applicability (broader to narrower)

All three Tiers of vocabulary are vital to comprehension and vocabulary development

Learning Tier Two and Tier Three words typically requires more deliberate effort by teachers and students (for students whose first language is English)



Tier One Words

- Words of everyday speech
- Usually learned in early grades
- No, considered a challenge to the average native speaker
- Important but not the focus of academic language instruction
- Examples: baby, walk, said, go, blue, water, big, small



Tier Two Words

- General academic words
- More likely to appear in written text rather than speech
- Appear in all sorts of texts
 - informational texts, technical texts, and literary texts
- Highly generalizable because they are found across many types of texts
- Represent subtle or precise ways to say relatively simple things (example: saunter instead of walk)



Tier Three Words

- Domain-specific words
- Specific to a domain or field of study (examples: lava, legislature, circumference)
- Key to understanding a new concept within a text
- More common in informational text because of their specificity and close ties to content knowledge
- Recognized as new and "hard" words for most student readers
- Often explicitly defined by the author of a text, repeatedly used, and heavily scaffolded (e.g. a part of glossary)



Instructions for work time

- Context for selected text
 - Where in the unit will we use this text?
 - Why are students reading this text? (desired outcomes)
 - What prior knowledge should students have?
- Independently read the text
- Identify Tier II and Tier III words




Identifying Tier II and Tier III Words



Text Context:

Tier II


Tier III

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Warnings





- Beware of pre-printed lists for Tier II and Tier III vocabulary words
- Use professional judgment based on what student's need to know, understand and be able to do.
- Identify Tier II and Tier III words carefully and determine the most effective way for students to learn these words.
- Tier III domain-specific tied to a unit of study, necessary for students to understand the content or subject area information.
- The acquisition of vocabulary does NOT happen when students use dictionaries to look up words.

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Marzano's Six Step Process Currently in Curriculum Maps

1. The teacher provides a description, explanation, or example of the term.
2. Linguistic definition – students restate the description, explanation, or example in their own words.
3. Nonlinguistic definition – students construct a picture, paragraph, symbolic representation, or act out the term.
4. The teacher extends and refines understanding of the word by engaging students in activities that help them add to their knowledge of the terms or vocabulary notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students in games that enable them to play with the terms and reinforce word knowledge.

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VOCABULARY STRATEGIES

- Word Sorts
- Preview in Context
- Frayer Model
- Knowledge Rating Scale

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WORD SORTS

In a Word Sort (Gillet & Kita, 1979), students classify words into categories based on their prior knowledge and experiences. This strategy helps students recognize the semantic relationships among key concepts.

Students are asked to sort vocabulary terms into different categories.

There are two types of word sorts. In a "closed sort," the teacher provides the categories into which students are to assign words. In an "open sort," students group words into categories and identify their own labels for each category.

Word sorts help students develop a deeper understanding of key concepts.

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Procedure for Word Sorts

1. Select 15 - 20 vocabulary terms that are important to understanding the lesson and write them onto 3x5 index cards, one word per card.
2. Individually or in groups, students then sort words into categories.
3. If it is a Closed Word Sort, inform the students of the categories you have selected.
4. If it is an Open Word Sort, tell the students to read the words and cluster them into categories that make sense to them. They need to be able to defend their classifications.
5. As students complete their Word Sort, invite them to examine how others have clustered the words.
6. Classifying and reclassifying helps students extend and refine their understanding of the concepts studied.

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PREVIEW IN CONTEXT

1. Select words from text you think are unfamiliar and key to the understanding of the text.
2. Show students where the words are in the text and read the context surrounding the new word. Read aloud the passage and have the students read it silently.
3. Use questioning and discussion to lead students to a probable meaning. Use the following passage from *Animals: Turtles and Treasure*.

Medical researchers used animal matter which decays very quickly. This is like a part of a... Read and color a piece of string with one end the ends of decay. Decay is caused by bacteria.

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Specify the Word Meaning

4. Now lead the students to an understanding of the word. By asking them questions, you encourage them to use prior knowledge and clues to arrive at a meaning. An example of this type of questioning:

Teacher: What does the text tell you about the word decay?

Student: The dead animals decay.

Teacher: What happens to them when they decay?

Student: They rot.

Teacher: How would you tell from the text that decay means "to rot"?

Student: It said it says "rot" and "rotting" out.

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Expand the Word Meaning

5. After students have a basic understanding of the word, try to deepen their understanding by discussing synonyms, antonyms, etc. The discussion might go as follows:

Teacher: Can you think of any things that decay?

Student: Teeth, food, metals, computers.

Teacher: How do we prevent decay?

Student: Put something on things to keep them from decaying.

Teacher: Like what?

Student: Fluoride toothpaste and oil on hair and skin.

Teacher: What about dead things? How do we keep them from decaying?

Student: You can make a compost.

Teacher: Do you have any other words or phrases that are used in several of these items from decaying? Can you think of other words that use the same as decay?

Student 1: Rot.

Student 2: Spoil.

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FRAYER MODEL

The Frayer Four-Square Model (Frayer, Frederick, & Klausmeier, 1969) is a word categorization activity that helps students develop a thorough understanding of important concepts by studying them in a relational manner.

It also provides a visual means of distinguishing items that help define the concept from those that are just associated with it.

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Procedure for Frayer Four-Square Model

1. Select a key word or concept from the lesson, for example, *ecosystem*.
2. Generate a list of key characteristics of the concept. Key characteristics for *ecosystem* might be *relationships, interactions, surroundings, living things and nonliving things*.
3. Introduce the concept to students and show them your list of the key characteristics. Have students generate examples of the concept. Record responses on the Graphic Organizer. Examples of ecosystems might be *forests, cities, deserts and oceans*.
4. Have students read the selection and check to see if the characteristics and examples are accurate. Take time to clarify meaning of nonexamples.
5. Have students add nonexamples of the concept to their organizer. Some items might arise from examples and characteristics based on their reading and collaborating with their peers. Nonexamples of an ecosystem might be *automobiles, solutions or electricity*.

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KNOWLEDGE RATING SCALE

KNOWLEDGE RATING SCALE			

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Strategies to support students

- Reinforce connections between words and meanings
- Add to students' network of related words
- Suggest ways to apply the words

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Reinforce Connections

Acknowledge the appropriateness of an example and how it connects to the word's meaning

Teacher: Who can tell something that would be absurd?

Student: A rock that can walk.

Teacher: A rock that can walk would really be absurd, because that doesn't make any sense at all. How might you rescue a cat that was stuck high up in a tree?

Key is to make connections between the words and meanings.

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Add to Students' Network of Related Words

- Teacher: When you're exhausted you're really tired, tell us how it feels?
- Student: Sweaty.
- Student: Like I want to lay down.
- Student: Out of breath.

Key is to keep connecting known words with new words.

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Suggest Ways to Apply Words

- Teacher: When you come in from recess you could say, "I'm exhausted." When you climb the stairs you could say, "I'm exhausted," when else could you say you were exhausted?

Student: After riding my bike.

Student: when I stay up late.

Student: When I run to see who wins.

Key is to model for students and help them to apply the words to an appropriate context.

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Encourage Students to Become Involved

- Does what Jack just told us about sound festive to you?
 - What do you think of that could a new bike be dazzling?
 - What does it mean that Shana is reluctant to eat spinach?
 - Why do you think Tiana called Mr. Jackson illustrious?
- Key is to encourage students to become involved in responding to peers' comments.

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An Important Source: the Teacher's Language

Use words in conversations with students when possible and acknowledge when students use the identified words. Post some of these words:

- A student who worked at writing his name more clearly was called persistent.
- When the student completed good work the teacher called it exceptional.
- When the teacher announced that an individual, who had a particular skill, would be visiting, she was called an expert.
- Comment that the weather was inclement when school was cancelled.

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Instructional Strategies for Maintain Words

Vocabulary research points strongly to the need for frequent encounters with new words if they are to become permanent part of an individual's repertoire.

- Relating learned words to new stories
- Including some target words in daily message
- Creating a dictionary with word meanings and sample sentences
- Post and tally when any student uses the word during the day or when student(s) notice the teacher used the words

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Table 1. English Language Arts/Literacy CCSS Shifts and English Language Teacher Expertise

Shift	To address this shift, teachers of ELLs must be able to...
Building knowledge through content-rich nonfiction	<ul style="list-style-type: none"> ▪ Assess and build ELLs' background knowledge about the content and structure of nonfiction text ▪ Integrate ELL's background knowledge and culture into instruction ▪ Teach ELLs differences between structure of informational text and literary text ▪ Know and use ELLs' first-language reading literacy skills as a support as appropriate ▪ Adapt/supplement grade/level complex texts for ELLs at lower levels of English language proficiency ▪ Collaborate to share effective strategies for teaching ELLs using nonfiction ▪ Scaffold and support instruction using nonfiction for ELLs ▪ Design appropriate classroom assessments so that ELLs can demonstrate what they know and can do ▪ Use English language proficiency standards to support instruction
Reading, writing, and speaking grounded in evidence from both literacy and informational text	<ul style="list-style-type: none"> ▪ Build on students' background and cultures; build background where necessary on using evidence from different types of text ▪ Create appropriate text-dependent questions for students at different levels of English language proficiency ▪ Teach ELLs the academic language necessary so that they can use evidence from literary and informational text in reading, speaking, listening, and writing ▪ Provide ELLs with linguistic structures so that they can use evidence, cite sources, avoid plagiarism, synthesize information from grade-level complex text, and create argumentative/persuasive speech and writing ▪ Create and use scaffolding and supports so that ELLs at different levels of English language proficiency can take part in meaningful conversations and writing using complex text ▪ Design appropriate classroom assessments for ELLs at different levels of English language proficiency ▪ Collaborate to share effective strategies for teaching ELLs to cite evidence when writing and speaking ▪ Use English language proficiency standards to support instruction
Regular practice with complex text and its academic language	<ul style="list-style-type: none"> ▪ Analyze complex texts and make ELLs aware of academic language found in complex texts ▪ Choose and adapt supplementary texts in English and/or ELLs first language based on ELLs' reading level, English language proficiency level, background, and culture ▪ Teach ELLs strategies to guess unknown words (e.g., cognates, prefixes, roots, suffixes) ▪ Teach the meanings of words with multiple definitions, idiomatic expressions, and technical terms draw on these texts to speak and write across content areas ▪ Collaborate to share effective strategies for teaching ELLs the academic language they need to access complex text ▪ Use English language proficiency standards to support instruction

Note. Table adapted by Diane Stoehr Fenner from Student Achievement Partners. (2012). Description of Common Core shifts.

Addendum #5

Parent Engagement



UNIVERSIDAD PARA LOS PADRES

APUNTE EL DIA EN SU CALENDARIO

Sabado, 26 de abril del 2014



Gateway Community College
Calle Church #20
New Haven

Únase a cientos de padres de las Escuelas Publicas de New Haven para un día de talleres gratis y recursos de la comunidad.

Programas para niños de edades 3-12 • Mesas de Recursos • Premios • Talleres en Español • Ttransportación • Mucho mas!

Para mas información VISITE www.punh.org

Llame al (203) 497-7056 (Español)



CONNECTICUT COMMON CORE STANDARDS (CCSS)

Estándares Básicos Comunes de Connecticut Introducción para las familias

Parent University
Columbus Family Academy
5 de marzo de 2011

¿Qué son los "estándares"?

- Los estándares identifican lo que los estudiantes deben "saber y poder hacer" a cada edad.
- El sistema CCSS tiene mucho en común con el sistema previo de estándares educativos comunes de Connecticut.
- Desde julio 2010, Connecticut y otros 45 estados han adoptado un conjunto de estándares diseñados para preparar mejor a nuestros estudiantes para la universidad y para sus carreras profesionales.

¿Por qué CT adoptó los estándares?

- El sistema CCSS está alineado de acuerdo con las expectativas para la universidad y el trabajo del Siglo 21.
- El sistema CCSS está basado en los modelos educativos de los países con mejor rendimiento.

¿De qué manera ayudarán a nuestros niños los nuevos estándares?

- Los estándares prepararán a nuestros niños para tener éxito en una economía / sociedad globalizada.
- ♣ Los estándares prepararán a nuestros niños para aplicar el conocimiento y resolver problemas de manera activa.
- ♣ Los estándares brindarán a nuestros niños un enfoque consistente en habilidades de alto nivel en matemática y lectura, escritura, capacidad oral y capacidad auditiva en diferentes materias.

Ideas Clave y estándares en tres áreas

- Artes del Lenguaje
- Conocimiento práctico en Ciencias Sociales, Ciencia y Materias Técnicas.
- Matemáticas

Artes del lenguaje- K-12 Escritura:

- Argumentación- tomar partido sobre una cuestión utilizando evidencia de lo leído anteriormente.
- Explicación- explicar un tema utilizando evidencia de lo anteriormente leído.
- Narración- contar una historia utilizando recursos literarios.

Artes del lenguaje- K-12 Lectura

- Aprender las habilidades fundamentales de la lectura para poder concentrarse en la comprensión de textos en las diferentes materias.
- Leer textos más complejos en cada año escolar.
- Leer textos de ficción y no ficción (informativos) por igual.
- Leer detalladamente para encontrar evidencia para responder preguntas.

K-12 Capacidad oral y capacidad auditiva y K-12 Lenguaje:

- Investigar para construir conocimiento y presentar conocimiento a otras personas.
- Vocabulario académico.
- Oportunidades para hablar, preguntar y tomar parte en discusiones.

Conocimiento práctico en Ciencias Sociales, Ciencia y Materias Técnicas.

- Leer, escribir, hablar y escuchar en altos niveles de complejidad en todas las materias.
- Construir un conocimiento del mundo por medio de la lectura detallada de textos sobre diferentes temas y materias.
- La universidad, la carrera y la ciudadanía del Siglo 21 requieren de la comprensión de textos complejos y de la realización de tareas complejas.

Conocimiento práctico en Ciencias Sociales, Ciencia y Materias Técnicas.

- "Materias técnicas" son aquellas con un alto nivel de conocimiento procedimental ("cómo") incluyendo Arte, Educación Física, Salud, Vocacional y las materias de Educación Técnica, Información y Tecnologías de la Comunicación, y todas las Lenguas del Mundo.

Conocimiento práctico en Ciencias Sociales, Ciencia y Materias Técnicas.

- Un ejemplo de estándar para la lectura de Ciencia y de las Materias Técnicas de grado 11-12:
 - Integrar y evaluar múltiples fuentes de información presentadas en diversos formatos o medios (por ejemplo tabla de datos, video, artículo) para poder contestar una pregunta o para resolver un problema.

Estándares en Matemática Jardín de infantes - Grado 8

- Desarrollar una base sólida en números enteros, suma, resta, multiplicación, división y fracciones.
- Construir una profunda comprensión, no simplemente una habilidad procedimental.
- Desarrollar fluidez (velocidad y comodidad) en el cálculo, medidas y proporciones y razonamiento proposicional.

Estándares en Matemática Grados 9-12

- ♦ Énfasis en el uso de matemáticas y estadísticas para el análisis de problemas, comprenderlos mejor y mejorar las decisiones.
- ♦ ♣ Aplicación de las matemáticas en situaciones nuevas con múltiples soluciones posibles, así como los alumnos de la universidad y los empleados lo hacen.

K-12 Estándares para la matemática

Los comportamientos y los hábitos de los estudiantes exitosos de matemáticas:

Por ejemplo:

- Darle sentido a los problemas y perseverar al momento de resolverlos.
- Buscar y expresar regularidad en el razonamiento repetitivo.

THE NEW HAVEN EARLY CHILDHOOD COUNCIL & LULAC HEAD START THE DUAL LANGUAGE AND LITERACY PILOT PROJECT

The **Dual Language & Literacy Pilot Project** now operating at LULAC Head Start's Mill River Center is one of 6 Early Literacy Grants from the Connecticut State Department of Education, the Graustein Memorial Fund and the Annie E. Casey Foundation. Through this pilot project, pre-school children enrolled in 3 selected classrooms receive all of their curriculum and instruction in English or in Spanish on a scheduled basis throughout each week. Parents are also a crucial part of this project. Each Friday they attend a brief bi-lingual presentation on the chosen book of the week along with props and suggestions for how the book should be presented and shared with the children. The project also provides training and support for classroom teachers.

How does the Dual Language Program work with children in the classroom?

In a Dual Language classroom, the teachers speak to all of the children in one language, English or Spanish, for the whole day according to a fixed schedule. Research has shown that hearing one language at a time supports language and literacy development and helps children learn vocabulary in each language. The teachers speak with the children in Spanish on Monday and Tuesdays. On Wednesdays and Thursdays the teachers speak with the children in English. On Friday, the teachers and children interact with each other in both languages freely.

How does the Dual Language Program work with families?

Each Friday, parents are invited to a workshop on language and literacy at LULAC. Families of the children meet as they drop off their children from 7:30 to 9 AM or when they pick up their children from 4 to 5 PM. Each week, families receive a free bilingual children's story book and learn ways to support their child's emerging literacy skills. We are pleased that the Director of the Connecticut Children's Museum, Sandy Malmquist, and the museum staff, Carmen Santiago and Melissa Rivera are organizing the family workshops. Each of the museum staff is an early childhood educator with experience in early language and literacy development in young children.

What are the benefits of an Early Childhood Dual Language & Literacy Program?

There has been research to suggest that both native Spanish speakers and native English speakers benefit from acquiring a second language in preschool. For children whose home language is Spanish or English, a Dual Language Program strengthens children's home language skills by increasing their vocabulary through the use of both classroom conversations and dialogic reading of the high quality bi-lingual children's picture and story books given to each classroom and the parents through this grant. The dual language program also provides a foundation for learning about the American and Latino cultures as well as the English and Spanish languages.

A strong partner in this Project is the New Haven Public Schools and its Department of English Language Learners. The Dual Language & Literacy Project will assess the language and literacy skills of each child at the beginning and at the conclusion of the project to measure the project's effectiveness.

PARTNERS: LULAC HEAD START, NEW HAVEN PUBLIC SCHOOLS, NEW HAVEN EARLY CHILDHOOD COUNCIL, CONNECTICUT CHILDREN'S MUSEUM

FUNDERS: CONNECTICUT STATE DEPARTMENT OF EDUCATION, GRAUSTEIN MEMORIAL FUND, ANNIE E. CASEY FOUNDATION

A Dual Language & Literacy Project
 Proyecto de lectura de dos idiomas
 with LULAC Head Start

nhcc
 New Haven Early Childhood Council

Dual Language & Literacy Project

DULLP is a two-part, intensive dual language preschool project.



Weekly family literacy workshops.



Classroom coaching and literacy work.

Challenges DULLP addresses:

- In Connecticut, 74% of Latino and African-American children are not at goal for reading by grade 3.
- High-quality, bi-lingual children's picture books are not readily available to families.
- Family literacy levels are low in both their native language and in a second language.



On-site classroom coaching and professional development.

ON-SITE COACHING

- Bi-lingual educator models language-rich learning experiences.
- Helps to implement literacy-driven lessons in English & Spanish.
- Supports design of bi-lingual and engaging learning environments.

PROFESSIONAL DEVELOPMENT

- Training on the dual-language model of 2 days English/2 days Spanish.
- Workshops conducted on pre-literacy skills.
- Strategies developed to enhance oral language development.

Teachers.

- Teachers across 3 Head Start classrooms receive 10 hours of weekly on-site coaching for 32 weeks.
- Teachers participate in professional development workshops to learn the dual language model.



Classroom Goals.

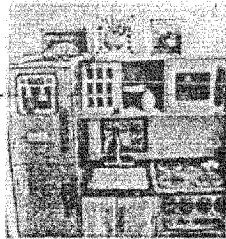
- Engage teachers in understanding the interrelationship between language acquisition and literacy.
- To consult on preparing a language & literacy-rich preschool environment.
- Incorporate important factors conducive to dual language learning:
 - Language consistency.
 - Comprehensible instruction.
 - Making connections and comparisons.
 - View all times as opportunities for learning.



Classroom ELLCO.

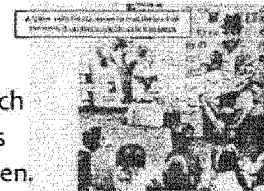
Early Language & Literacy Classroom Observation.

- 1st: Literacy Environment Checklist.
Organization and content of classroom.
- 2nd: Classroom Observation and Teacher Interview.
Rating of quality of language and literacy environment and experiences in a given classroom.
- 3rd: Literacy Activities Rating Scale.
Information on the nature and duration of literacy-related activities observed.



Classrooms.

- Language and literacy-rich classroom environments are created for 60 children.
- Classrooms are provided with a copy of the book-of-the-week, the literacy learning fact and the book prop.
- Children hear the book read in English or in Spanish each day in the classroom.



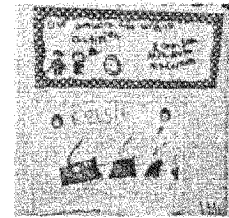
Classroom Strategies.

Creating Positive Language & Literacy Rich Environments.

- Picture book and storytelling.
 - Read dramatically by varying your voice.
 - Tell children what a word means.
 - Encourage the children to "read" the pictures themselves.
 - Use props to illustrate the action in the story.
- Talk with children.
 - Tell them stories about what they are doing.
 - Look children in the eye when communicating.
- Sing and hum to children.
 - Play music.
- Be a language model.
- Play along with children.
- Find teachable moments.

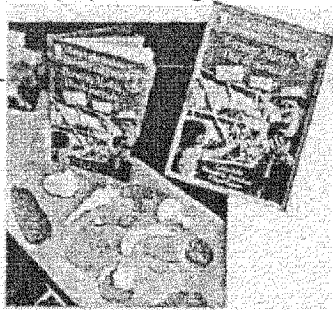
Extending classroom learning.

- Classroom literacy work is coordinated with the upcoming Family Workshop book.



Farmers' Market Art.

- The book and activity for the upcoming Family Workshop are displayed during the week.



Families.



- DULLP hosts 28 weekly Family Literacy Workshops for 60 families.
- Provides books and activities for homes.
- Children become competent and confident learners in two languages.



The Importance of Home Libraries.

- Most homes have few high-quality children's picture books. Susan Neuman, author of the book, *Handbook of Early Literacy Research*, found that in middle class neighborhoods there were about 13 book titles for every child. By contrast, in lower socioeconomic neighborhoods, Neuman found that there was only one book title for every 300 children.¹

1. Neuman, S., & Dickinson, D. (Eds.) (2006). *Handbook of Early Literacy Research* (Vol. 2). The Guilford Press.

Home Libraries.

“Home library size has a very substantial effect on educational attainments, even adjusting for parents' education, father's occupational status and other family background characteristics.”²



2. Dr. Marsh Freeman, University of Nevada - *Journal of Research in Social Stratification and Mobility*.

Literacy Messages.

At the conclusion of each Family Workshop, families are reminded to read with their child every day.

Percent of children, nationwide, read to every day:

White: 67%
Asian: 60%
Hispanic: 37%
Black: 35%

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Family Workshop Goals.

- Family engagement is measured by 90% attendance at weekly workshops.
Result: 94% average attendance rate.
Note: Families attend even when their child is absent.
- 100% of families reading at home everyday.
Result: All families report reading nearly every day.
Note: Older siblings also read to the children.
- Build high-quality, bi-lingual home libraries.
Result: Families received an average of 18/19 books to date.



Preparing Family Literacy Workshops.

- Book titles identified.
- Books are translated if a bi-lingual version is not available.



Literacy props.

- Literacy props chosen that provide dimension to the book.
- Activities are interactive and educational.



Outreach.

- Posters are designed and posted each week.
- Teachers talk with families about the book they will receive.
- Children eagerly await Fridays – the workshop day – and remind their parents to attend.

HISTORIAS • STORIES

Taller de Historias para las Familias Family Literacy Workshop

- Hablamos y aprendemos.
- Compartimos y aprendemos.
- Nos divertimos y aprendemos.

Friday, November 22 • Viernes, 22 de noviembre
LULAC Head Start



2019-2020
LULAC Head Start
Familias de los Niños de LULAC
2019-2020

Family Literacy Workshops.



- Three staff.
- Offered at both morning drop-off (7:30 to 9 am) and afternoon pick-up times (4 to 5 pm).
- 15 minute workshops delivered in English and Spanish to small groups of families.
- Mini-workshops given in English or Spanish to individual families.

Family Literacy workshops.

- Interactive book reading.
- Literacy prop demonstrated.
- Literacy Learning fact explained.



Literacy Learning Fact Bookmarks.

- One fact per book.
- Facts mirror developmental domains.
- Support parents as children's first and best teachers.
- Families want to have complete set.



STORIES HISTORIAS
Dual Language & Literacy Project

Live with Learning
Page #8

¡Ayuda con sus hijos a leer sobre COLORES!

TALK WITH YOUR CHILD ABOUT:

- REALING COLORS
- FINDING COLORS
- MAKING COLORS

Los niños disfrutan ayudar a los papás a aprender sobre COLORES.

HABLAR CON SU NIÑO(A) SOBRE:

- RECONOCIENDO COLORES
- ENCONTRANDO COLORES
- HACIENDO COLORES

Literacy Learning Facts.

Social-Emotional

Interpersonal
Intrapersonal



¡Ayuda a su hijo(a) a aprender sobre cómo se sienten los niños y niñas! ¡Ayuda a su hijo(a) a aprender sobre cómo se sienten los niños y niñas!



STORIES HISTORIAS
Dual Language & Literacy Project

Gossie & Gansi!

Live with Learning
Page #1

¡Ayuda con sus hijos a leer sobre COMPROMISO!

TALK WITH YOUR CHILD ABOUT:

- NAME
- YOURS
- OURS

Los niños disfrutan ayudar a los papás a aprender sobre COMPROMISO.

HABLAR CON SU NIÑO(A) SOBRE:

- NOMBRE
- TUS COSAS
- NUESTROS COSAS

Literacy Learning Facts.

Cognitive

Linguistic
Naturalist
Logical-Mathematical



¡Ayuda a su hijo(a) a aprender sobre cómo se sienten los niños y niñas! ¡Ayuda a su hijo(a) a aprender sobre cómo se sienten los niños y niñas!



STORIES HISTORIAS
Dual Language & Literacy Project

Wanna!

Live with Learning
Page #10

¡Ayuda con sus hijos a leer sobre CUANTOS!

TALK WITH YOUR CHILD ABOUT:

- LOOKING AT PICTURES
- TELLING STORIES

Los niños disfrutan ayudar a los papás a aprender sobre CUANTOS.

HABLAR CON SU NIÑO(A) SOBRE:

- MIRAR LOS RETRATOS
- DECIR HISTORIAS

Literacy Learning Facts.

Physical

Fine Motor

Gross Motor



Los niños que están aprendiendo a leer y escribir aprenden mejor cuando se conectan con sus experiencias. Este libro les ayuda a conectar sus propias experiencias con las del libro. El libro les ayuda a comprender mejor el mundo que los rodea.



STORIES HISTORIAS
Dual Language & Literacy Project

Freight Train Tren de Carga

Una vez

Señor Don José, el dueño del tren, tenía un hijo llamado LARGO.

PAGE WITH YOUR CHILD ABOUT:

- IDENTIFICATION
- VOWEL LONGE VOWELS
- Los niños pueden contar a los niños aprendiendo sobre MUESTRAS LARGAS.
- HABILIDADES DE MOTRILIDAD FINA:
 - IMITACIÓN
 - USAR MUESTRAS DE LARGOS

Literacy Learning Facts

Creative

Spacial

Musical



Los niños que están aprendiendo a leer y escribir aprenden mejor cuando se conectan con sus experiencias. Este libro les ayuda a conectar sus propias experiencias con las del libro. El libro les ayuda a comprender mejor el mundo que los rodea.



STORIES HISTORIAS
Dual Language & Literacy Project

Freight Train Tren de Carga

Una vez

Los niños que están aprendiendo a leer y escribir aprenden mejor cuando se conectan con sus experiencias. Este libro les ayuda a conectar sus propias experiencias con las del libro. El libro les ayuda a comprender mejor el mundo que los rodea.

- UP
- DOWN
- AROUND
- THROUGH
- OVER
- UNDER

Los niños pueden aprender a leer y escribir cuando se conectan con sus experiencias.

- APUNTA
- ASISTE
- ALIENADO
- ATRAVÉSAR
- ENFOCA
- RETIENE

Family Stories.

Quinito's Neighborhood

During the workshop, we talked about how this project is a language and literacy project and that talking with children and making connections to their lives is an important conversation starter.

One mom said that she stopped reading at the page with the sewing machine and the sewing machine, remembering that we had said to always read with the book. She then took her daughter down to the basement to show her the sewing machine she had inherited from her grandmother.

The little girl asked her mom what you do with a sewing machine and she mom said you could fix clothes that are torn or have a hole in them. The little girl then asked her mom to fix her shoes because it had a hole in it. They then talked about how the sewing machine could fix shoes, fix shoes, fix shoes... so the mother bought her daughter a Hello Kitty sewing machine for Christmas and she and the child have been busy making dolls and pethouses.



Children's neighborhood is made up of many different buildings, shops, and services. It is a mix of people from different backgrounds, cultures, and languages. It is a mix of people from different backgrounds, cultures, and languages. It is a mix of people from different backgrounds, cultures, and languages.

Family Stories.

Five Little Monkeys Jumpin' on the Bed

One mom said the program, books and songs help her child. During, at the beginning of the program, the child didn't speak much with group and now, by practicing the songs and stories, he pretends to read the story to his bigger brother at home and participates more at school.

Another mom said the child sings the Five Little Monkeys. Another mom said the child sings the Five Little Monkeys. Another mom said the child sings the Five Little Monkeys.

A dad reported that the child had lost one of the five monkeys, so they went on a search and found it. They were then able to talk about what happens when you subtract one monkey and then add it back into the bed again, counting from one to five and back again.



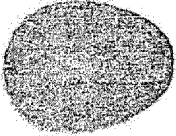
Family Stories.

Daniel's Mystery Egg

During the workshop, we demonstrated how children could hide different items from a broken paper mache egg and ask their family members to guess what was inside.

One mom reported that she hid something different in the egg every night with her child as they slept. When he woke up, he would ask her questions and guess what was inside the egg.

After several conversations about different animals that hatch from eggs, the child asked, "Did I hatch from an egg?"



Reading Daniel's is a great book for read-aloud. When Daniel hatches from the egg, he is still in a bag, and shows it to his friends as they come along. The author gives some suggestions for recommended vocabulary words that might be hidden in the egg. In Daniel's case, it is a word, not a small toy. So the book gives you the egg, but the egg hatches, and a fun surprise.

DULLP: an innovative, dual language and literacy pilot program for preschool children.

DULLP PARTNERS AND FUNDERS



Children's Fund of Connecticut
 Connecticut Center for School Change
 Connecticut Children's Museum
 LULAC Head Start
 National Grade Level Reading Campaign
 New Haven Early Childhood Council
 New Haven Public Schools



State of Connecticut Department of Education
 William Caspar Graustein Memorial Fund

Common Core Engagement Plan



New Haven School Change
NEW HAVEN PUBLIC SCHOOLS

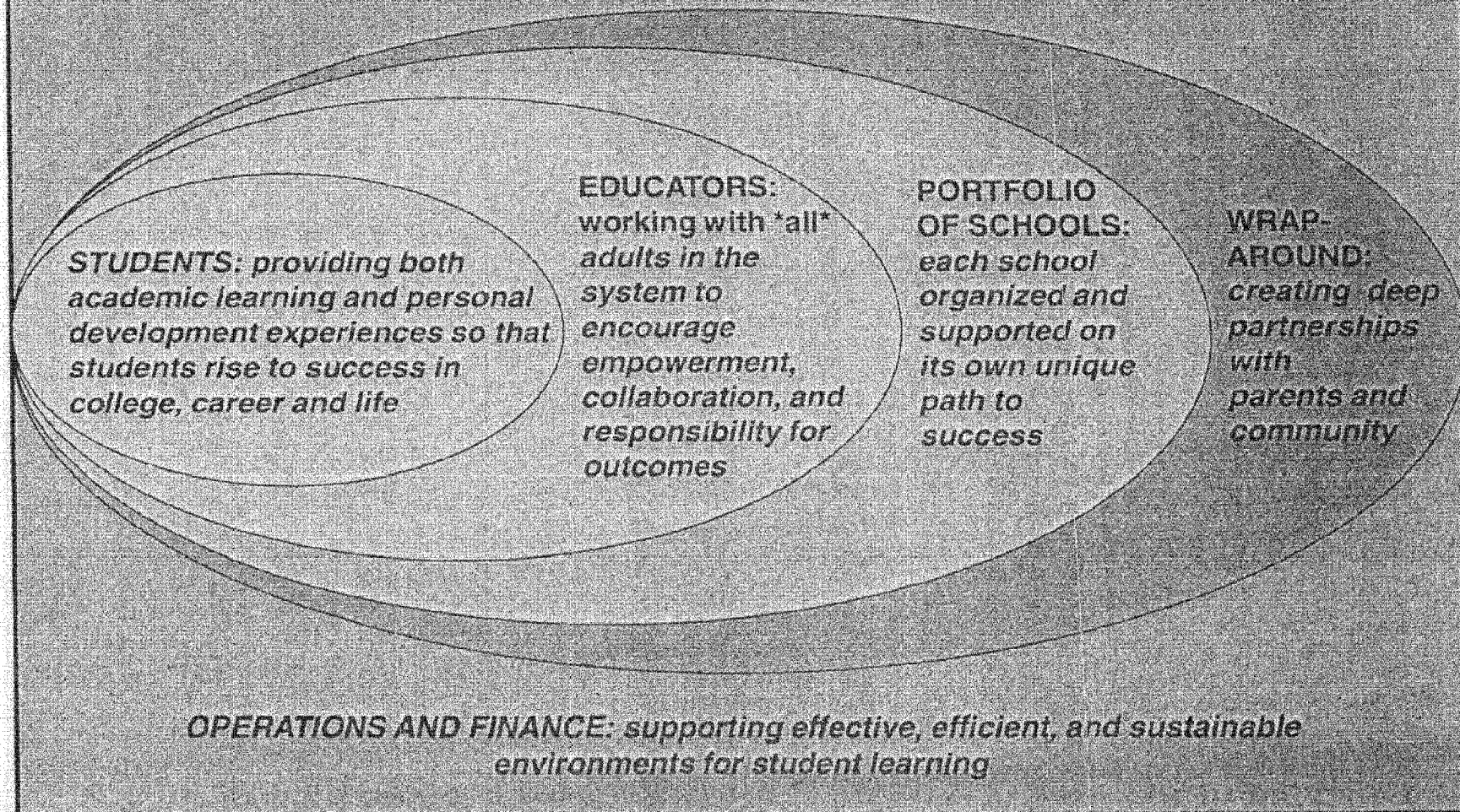
Stakeholder	Concern	Message	Influence
Parents	<ul style="list-style-type: none"> • High-stakes testing bad for kids • Scores will go down • Not enough technology in the schools/students from low-income neighborhoods don't have keyboard skills • Common/Core SBAC will widen achievement gap • Literature being replaced by non-fiction • Standards created by policy makers, not teachers • Loss of art, music instruction 	<p>CCSS raise the bar for ALL students, so that no matter what school you go to or where you live, your child is held to the same high standards.</p> <p>We believe our students can do it.</p> <p>CCSS will help students master the skills necessary to succeed in college, compete for the best jobs</p> <p>Scores will go down at first and that's OK.</p>	<p>Parent ambassadors to attend meetings/forums</p> <p>Parent University session – March 15</p> <p>Gather dates of CC workshops at schools, compile, send parent/teacher ambassadors</p> <p>Handout/one-pager</p> <p>Citywide forum?</p>
Teachers & Principals	<ul style="list-style-type: none"> • CC-aligned test scores tied to teacher evaluations • Criticism of implementation of Common Core – too quickly • Standards are too rigid – teachers can't be creative • Literature being replaced by non-fiction • Too much emphasis on tech • How will dips in scores affect my school? • What kind of support will we get in implementing CC? • How do we respond to parent concerns 	<p>CCSS creates set of rigorous learning standards, but districts and teachers control curriculum.</p> <p>Success depends on having creative, passionate and skilled teachers.</p> <p>Having fewer, higher standards means teachers have more time in the classroom to go deeper.</p> <p>New is ahead of the curve in implementing CCSS.</p>	<p>Teacher ambassadors</p> <p>Trainings for teachers on how to talk about CC with parents?</p> <p>Key points one-pager for teachers and principals</p> <p>Outline/suggested PowerPoint</p> <p>Compile list of schools doing workshops</p>
Opponents	<ul style="list-style-type: none"> • CCSS driven by money and politics • Gates pouring money into CC • Teachers not involved in creation of standards • Standards not tested 	<p>Parents should opt out</p>	<p>Myth vs Facts of Common Core</p> <p>Have parent/teacher ambassadors available to go to opposition-led forums</p> <p>Create list of upcoming forums</p>

<p>Elected Officials – Mayor, Alders, Delegation</p>	<ul style="list-style-type: none"> • Concerns re public perception of CC • Can schools implement CC properly and will CC help students now and in long run? • Do we have enough technology? • Will this widen achievement gap? • How do teachers feel? • Why should we get on board with supporting CC? 	<p>CC creates common standards for all students – all students at every school held to same high standards = EQUITY</p> <p>New Haven ahead of curve in implementing CC – we have been rolling it out for couple years</p> <p>Scores will go down at first and that’s OK. CC gives us clearer picture of what kids know and are capable of.</p> <p>CC will help us prepare our students to succeed at next level</p> <p>If done right, will help lower drop-out rate, help students succeed in college, get good jobs</p>	<p>Is there an ask here?</p>
<p>Community</p>	<ul style="list-style-type: none"> • Similar to parents and elected officials’ concerns • Concerns re public perception of CC • Can schools implement CC properly and will CC help students now and in long run? • Do we have enough technology? • Will this widen achievement gap? • How do teachers feel? • Why should we get on board with supporting CC? 	<p>Same as above</p>	
<p>Universities/ Higher Ed</p>	<ul style="list-style-type: none"> • Too many graduates need remedial help in first year/ PA 12-40 • For students to succeed (graduate) in college, need deeper understanding of math, reading comprehension, writing, problem solving 		
<p>Business/ Workforce</p>	<ul style="list-style-type: none"> • Students not graduating with skills to enter workforce • Need 21st Century skills • Need deeper knowledge of math, reading, writing to compete for jobs 		

NHPS SCHOOL CHANGE:

Eliminating the achievement gap, keeping students on the path to graduation, and ensuring every student is ready and able to be successful in college, career and most of all life . . .

. . . by providing great learning days that engage our students, teachers, leaders, and other staff in purposeful, supportive, and meaningful experiences.



Unit 1: Polynomial, Rational, and Radical Relationships

This unit develops the structural similarities between the system of polynomials and the system of integers. Students draw on analogies between polynomial arithmetic and base-ten computation, focusing on properties of operations, particularly the distributive property. Students connect multiplication of polynomials with multiplication of multi-digit integers, and division of polynomials with long division of integers. Students identify zeros of polynomials, including complex zeros of quadratic polynomials, and make connections between zeros of polynomials and solutions of polynomial equations. The unit culminates with the fundamental theorem of algebra. Rational numbers extend the arithmetic of integers by allowing division by all numbers except 0. Similarly, rational expressions extend the arithmetic of polynomials by allowing division by all polynomials except the zero polynomial. A central theme of this unit is that the arithmetic of rational expressions is governed by the same rules as the arithmetic of rational numbers.

Unit 1: Polynomial, Rational, and Radical Relationships	
Clusters and Instructional Notes	Common Core State Standards
<ul style="list-style-type: none"> Perform arithmetic operations with complex numbers. 	<p>N.CN.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.</p> <p>N.CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.</p>
<ul style="list-style-type: none"> Use complex numbers in polynomial identities and equations. <p><i>Limit to polynomials with real coefficients.</i></p>	<p>N.CN.7 Solve quadratic equations with real coefficients that have complex solutions.</p> <p>N.CN.8 (a) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.</p> <p>N.CN.9 (c) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.</p>
<ul style="list-style-type: none"> Interpret the structure of expressions. <p><i>Extend to polynomial and rational expressions.</i></p>	<p>A.SSE.1 Interpret expressions that represent a quantity in terms of its context.*</p> <ol style="list-style-type: none"> Interpret parts of an expression, such as terms, factors, and coefficients. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P. <p>A.SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^2 - y^2$ as $(x^2) - (y^2)$, thus recognizing it as a difference of squares that can be factored as $(x - y)(x + y)$.</p>
<ul style="list-style-type: none"> Write expressions in equivalent forms to solve problems. <p><i>Consider extending A.SSE.4 to infinite geometric series in curricular implementations of this course description.</i></p>	<p>A.SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.*</p>
<ul style="list-style-type: none"> Perform arithmetic operations on polynomials. <p><i>Extend beyond the quadratic polynomials found in Algebra I.</i></p>	<p>A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p>
<ul style="list-style-type: none"> Understand the relationship between zeros and factors of polynomials. 	<p>A.APR.2 Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.</p> <p>A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p>

Unit 1: Polynomial, Rational, and Radical Relationships	
Clusters and Instructional Notes	Common Core State Standards
<ul style="list-style-type: none"> Use polynomial identities to solve problems. <p><i>This cluster has many possibilities for optional enrichment, such as relating the example in A.APR.4 to the solution of the system $u^2+v^2=1$, $v = t(u+1)$, relating the Pascal triangle property of binomial coefficients to $(x+y)^n = (x+y)(x+y)^{n-1}$, deriving explicit formulas for the coefficients, or proving the binomial theorem by induction.</i></p>	<p>A.APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.</p> <p>A.APR.5 (a) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.</p>
<ul style="list-style-type: none"> Rewrite rational expressions. <p><i>The limitations on rational functions apply to the rational expressions in A.APR.6. A.APR.7 requires the general division algorithm for polynomials.</i></p>	<p>A.APR.6 Rewrite simple rational expressions in different forms; write $\frac{a(x)/b(x)}$ in the form $q(x) + \frac{r(x)}{b(x)}$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or for the more complicated examples, a computer algebra system.</p> <p>A.APR.7 (a) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply and divide rational expressions.</p>
<ul style="list-style-type: none"> Understand solving equations as a process of reasoning and explain the reasoning. <p><i>Extend to simple rational and radical equations.</i></p>	<p>A.REI.7 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p>
<ul style="list-style-type: none"> Represent and solve equations and inequalities graphically. <p><i>Include combinations of linear, polynomial, rational, radical, absolute value, and exponential functions.</i></p>	<p>A.REI.1 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations; include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*</p>
<ul style="list-style-type: none"> Analyze functions using different representations. <p><i>Relate F.IF.7c to the relationship between zeros of quadratic functions and their factored forms.</i></p>	<p>F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*</p> <p>c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p>

Unit 2: Trigonometric Functions

Building on their previous work with functions, and on their work with trigonometric ratios and circles in Geometry, students now use the coordinate plane to extend trigonometry to model periodic phenomena.

Unit 2: Trigonometric Functions	
Clusters and Instructional Notes	Common Core State Standards
<ul style="list-style-type: none"> Extend the domain of trigonometric functions using the unit circle. 	<p>FTF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.</p> <p>FTF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.</p>
<ul style="list-style-type: none"> Model periodic phenomena with trigonometric functions. 	<p>FTF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*</p>
<ul style="list-style-type: none"> Prove and apply trigonometric identities. <p><i>An Algebra II course with an additional focus on trigonometry could include the (*) standard FTF.9: Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems. This could be limited to acute angles in Algebra II.</i></p>	<p>FTF.6 Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$, and the quadrant of the angle.</p>

Unit 3: Modeling with Functions

In this unit students synthesize and generalize what they have learned about a variety of function families. They extend their work with exponential functions to include solving exponential equations with logarithms. They explore the effects of transformations on graphs of diverse functions, including functions arising in an application, in order to abstract the general principle that transformations on a graph always have the same effect regardless of the type of the underlying function. They identify appropriate types of functions to model a situation, they adjust parameters to improve the model, and they compare models by analyzing appropriateness of fit and making judgments about the domain over which a model is a good fit. *The description of modeling as “the process of choosing and using mathematics and statistics to analyze empirical situations, to understand them better, and to make decisions” is at the heart of this unit. The narrative discussion and diagram of the modeling cycle should be considered when knowledge of functions, statistics, and geometry is applied in a modeling context.*

Unit 3: Modeling with Functions	
Clusters and Instructional Notes	Common Core State Standards
<p>• Create equations that describe numbers or relationships.</p> <p><i>For A.CED.1, use all available types of functions to create such equations, including root functions, but constrain to simple cases. While functions used in A.CED.2, 3, and 4 will often be linear, exponential, or quadratic the types of problems should draw from more complex situations than those addressed in Algebra I. For example, finding the equation of a line through a given point perpendicular to another line allows one to find the distance from a point to a line. Note that the example given for A.CED.4 applies to earlier instances of this standard, not to the current course.</i></p>	<p>A.CED.1 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i></p> <p>A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i></p> <p>A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i></p>
<p>• Interpret functions that arise in applications in terms of a context.</p> <p><i>Emphasize the selection of a model function based on behavior of data and context.</i></p>	<p>F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; and behavior, and periodicity.*</i></p> <p>F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(t)$ gives the number of person-hours t takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*</i></p> <p>F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*</p>

Unit 3: Modeling with Functions	
Clusters and Instructional Notes	Common Core State Standards
<p>Analyze functions using different representations.</p> <p><i>Focus on applications and how key features relate to characteristics of a situation, making selection of a particular type of function model appropriate.</i></p>	<p>F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*</p> <p>b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p> <p>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p> <p>F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</p>
<p>Build a function that models a relationship between two quantities.</p> <p><i>Develop models for more complex or sophisticated situations than in previous courses.</i></p>	<p>F.BF.1 Write a function that describes a relationship between two quantities.*</p> <p>b. Combine standard function types using arithmetic operations. <i>For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</i></p>
<p>Build new functions from existing functions.</p> <p><i>Use transformations of functions to find models as students consider increasingly more complex situations. For F.BF.3, note the effect of multiple transformations on a single graph and the common effect of each transformation across function types. Extend F.BF.4a to simple rational, simple radical, and simple exponential functions; connect F.BF.4a to F.LE.4.</i></p>	<p>F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology; include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p>F.BF.4 Find inverse functions.</p> <p>a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. <i>For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.</i></p>
<p>Construct and compare linear, quadratic, and exponential models and solve problems.</p> <p><i>Consider extending this unit to include the relationship between properties of logarithms and properties of exponents, such as the connection between the properties of exponents and the basic logarithm property that $\log xy = \log x + \log y$.</i></p>	<p>F.LE.4 For exponential models, express as a logarithm the solution to $a b^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.</p>

Unit 4: Inferences and Conclusions from Data

In this unit, students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. They identify different ways of collecting data—including sample surveys, experiments, and simulations—and the role that randomness and careful design play in the conclusions that can be drawn.

Unit 4: Inferences and Conclusions from Data	
Clusters and Instructional Notes	Common Core State Standards
<ul style="list-style-type: none"> Summarize, represent, and interpret data on a single count or measurement variable. <p><i>While students may have heard of the normal distribution, it is unlikely that they will have prior experience using it to make specific estimates. Build on students' understanding of data distributions to help them see how the normal distribution uses area to make estimates of frequencies (which can be expressed as probabilities). Emphasize that only some data are well described by a normal distribution.</i></p>	<p>S.ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.</p>
<ul style="list-style-type: none"> Understand and evaluate random processes underlying statistical experiments. <p><i>For S.IC.2, include comparing theoretical and empirical results to evaluate the effectiveness of a treatment.</i></p>	<p>S.IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</p> <p>S.IC.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. <i>For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?</i></p>
<ul style="list-style-type: none"> Make inferences and justify conclusions from sample surveys, experiments, and observational studies. <p><i>In earlier grades, students are introduced to different ways of collecting data and use graphical displays and summary statistics to make comparisons. These ideas are revisited with a focus on how the way in which data is collected determines the scope and nature of the conclusions that can be drawn from that data. The concept of statistical significance is developed informally through simulation as meaning a result that is unlikely to have occurred solely as a result of random selection in sampling or random assignment in an experiment.</i></p> <p><i>For S.IC.4 and 5, focus on the variability of results from experiments—that is, focus on statistics as a way of dealing with, not eliminating, inherent randomness.</i></p>	<p>S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.</p> <p>S.IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.</p> <p>S.IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.</p> <p>S.IC.6 Evaluate reports based on data.</p>
<ul style="list-style-type: none"> Use probability to evaluate outcomes of decisions. <p><i>Extend to more complex probability models. Include situations such as those involving quality control or diagnostic tests that yield both false positive and false negative results.</i></p>	<p>S.MD.6 (†) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).</p> <p>S.MD.7 (A) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>

Overview of the Integrated Pathway for the Common Core State Mathematics Standards

This table shows the domains and clusters in each course in the Integrated Pathway. The standards from each cluster included in that course are listed below each cluster. For each course, limits and focus for the clusters are shown in italics.

Domains	Mathematics I	Mathematics II	Mathematics III	Fourth Courses*
Number and Quantity	The Real Number System	<ul style="list-style-type: none"> Extend the properties of exponents to rational exponents. N.RN.2 Use properties of rational and irrational numbers. N.RN.3 		
	Quantities	<ul style="list-style-type: none"> Reason quantitatively and use units to solve problems. <i>Foundation for work with expressions, equations and functions</i> N.Q.1, 2, 3 		
	The Complex Number System	<ul style="list-style-type: none"> Perform arithmetic operations with complex numbers. <i>Use complex numbers in polynomial identities and equations.</i> N.CN.1, 2 <i>Quadratics with real coefficients</i> N.CN.7, (+) 8, (+) 9 	<ul style="list-style-type: none"> Use complex numbers in polynomial identities and equations. <i>Polynomials with real coefficients; apply N.CN.9 to higher degree polynomials</i> (+) N.CN.8, 9 	<ul style="list-style-type: none"> Perform arithmetic operations with complex numbers. (+) N.CN.3 Represent complex numbers and their operations on the complex plane. (+) N.CM.4, 5, 6
	Vector Quantities and Matrices			<ul style="list-style-type: none"> Represent and model with vector quantities. (+) NVM.1, 2, 3 Perform operations on vectors. (+) NVM.4a, 4b, 4c, 5a, 5b Perform operations on matrices and use matrices in applications. (+) NVM.6, 7, 8, 9, 10, 11, 12

*The (+) standards in this column are those in the Common Core State Standards that are not included in any of the Integrated Pathway courses. They would be used in additional courses developed to follow Mathematics III.

Domains	Mathematics I	Mathematics II	Mathematics III	Fourth Courses
<p>Seeing Structure in Expressions</p>	<p>Interpret the structure of expressions.</p> <p><i>Linear expressions and exponential expressions with integer exponents.</i></p> <p>ASSE.1A.1b</p>	<p>Interpret the structure of expressions.</p> <p><i>Quadratic and exponential.</i></p> <p>ASSE.1A.1c</p> <p>Write expressions in equivalent forms to solve problems.</p> <p><i>Quadratic and exponential.</i></p> <p>ASSE.1A.1b, 1c</p>	<p>Interpret the structure of expressions.</p> <p><i>Polynomial and rational.</i></p> <p>ASSE.1A.1c</p> <p>Write expressions in equivalent forms to solve problems.</p> <p>ASSE.4</p>	
<p>Arithmetic with Polynomials and Rational Expressions</p>		<p>Perform arithmetic operations on polynomials.</p> <p><i>Polynomials that simplify to quadratics.</i></p> <p>A.APR.1</p>	<p>Perform arithmetic operations on polynomials.</p> <p><i>Beyond quadratic.</i></p> <p>A.APR.1</p>	<p>Understand the relationship between zeros and factors of polynomials.</p> <p>A.APR.2, 3</p> <p>Use polynomial identities to solve problems.</p> <p>A.APR.4, (1) 5</p> <p>Rewrite rational expressions.</p> <p><i>Linear and quadratic denominators.</i></p> <p>A.APR.6, (1) 7</p>
<p>Creating Equations</p>	<p>Create equations that describe numbers or relationships.</p> <p><i>Linear and exponential (Integer inputs only).</i></p> <p>ACED.1.2, 3, 4</p>	<p>Create equations that describe numbers or relationships.</p> <p><i>In ACED.4 include formulas involving quadratic terms.</i></p> <p>ACED.1.2, 4</p>	<p>Create equations that describe numbers or relationships.</p> <p><i>Equations using all variable types of variables including simple polynomial terms.</i></p> <p>ACED.1.2, 3, 4</p>	

Algebra

	Domains	Mathematics I	Mathematics II	Mathematics III	Fourth Courses
Algebra	Reasoning with Equations and Inequalities	<ul style="list-style-type: none"> Understand solving equations as a process of reasoning and explain the reasoning. <i>Master linear, learn as general principle</i> A.REI.1 	<ul style="list-style-type: none"> Solve equations and inequalities in one variable. <i>Quadratics with real coefficients</i> A.REI.4a, 4b 	<ul style="list-style-type: none"> Understand solving equations as a process of reasoning and explain the reasoning. <i>Simple radical and rational</i> A.REI.2 	<ul style="list-style-type: none"> Solve systems of equations. (+) A.REI.8, 9
		<ul style="list-style-type: none"> Solve equations and inequalities in one variable. <i>Linear inequalities; literal that are linear in the variables being solved for; exponential of a form, such as $2^x = 1/x$</i> A.REI.3 	<ul style="list-style-type: none"> Solve systems of equations. <i>Linear-quadratic systems</i> A.REI.7 	<ul style="list-style-type: none"> Represent and solve equations and inequalities graphically. <i>Combine polynomial, rational, radical, absolute value, and exponential functions</i> A.REI.1 	
		<ul style="list-style-type: none"> Solve systems of equations. <i>Linear systems</i> A.RE.5, 6 Represent and solve equations and inequalities graphically. <i>Linear and exponential; learn as general principle</i> A.REI.10, 11, 12 			
Functions	Interpreting Functions	<ul style="list-style-type: none"> Understand the concept of a function and use function notation. <i>Learn as general principle. Focus on linear and exponential (integer domains) and on arithmetic and geometric sequences</i> F.F.1.2, 3 	<ul style="list-style-type: none"> Interpret functions that arise in applications in terms of a context. <i>Quadratic</i> F.IF.4, 5, 6 	<ul style="list-style-type: none"> Interpret functions that arise in applications in terms of a context. <i>Include rational, square root and cube root; emphasize selection of appropriate models</i> F.IF.4, 5, 6 	<ul style="list-style-type: none"> Analyze functions using different representations. <i>Logarithmic and trigonometric functions</i> (+) F.IF.7d
		<ul style="list-style-type: none"> Interpret functions that arise in applications in terms of a context. <i>Linear and exponential (linear domain)</i> F.IF.4, 5, 6 	<ul style="list-style-type: none"> Analyze functions using different representations. <i>Linear, exponential, quadratic, absolute value, step, piecewise defined</i> F.IF.7a, 7b, 8a, 8b, 9 	<ul style="list-style-type: none"> Analyze functions using different representations. <i>Include rational and radical; focus on using key features to guide selection of appropriate type of model function</i> F.IF.7a, 7c, 7e, 8, 9 	
		<ul style="list-style-type: none"> Analyze functions using different representations. <i>Linear and exponential</i> F.IF.7a, 7e, 9 			

Domains	Mathematics I	Mathematics II	Mathematics III	Fourth Courses
Function	<p>Build a function that models a relationship between two quantities.</p> <p><i>For F.BF.1, 2, linear and exponential (integer inputs)</i></p> <p>F.BF.1a, 1b, 2</p> <p>Build new functions from existing functions.</p> <p><i>Linear and exponential, focus on vertical translations for exponential</i></p> <p>F.BF.3</p>	<p>Build a function that models a relationship between two quantities.</p> <p><i>Quadratic and exponential</i></p> <p>F.BF.1a, 1b</p> <p>Build new functions from existing functions.</p> <p><i>Quadratic, absolute value</i></p> <p>F.BF.3, 4a</p>	<p>Build a function that models a relationship between two quantities.</p> <p><i>include all types of functions studied</i></p> <p>F.BF.1b</p> <p>Build new functions from existing functions.</p> <p><i>Include simple radical, rational, and exponential functions, emphasize common effect of each transformation across function types.</i></p> <p>F.BF.3, 4a</p>	<p>Build a function that models a relationship between two quantities.</p> <p>(+) F.BF.1c</p> <p>Build new functions from existing functions.</p> <p>(+) F.BF.4b, 4c, 4d, 5</p>
	<p>Construct and compare linear, quadratic, and exponential models and solve problems.</p> <p><i>Linear and exponential</i></p> <p>F.LE.1a, 1b, 1c, 2, 3</p> <p>Interpret expressions for functions in terms of the situation they model.</p> <p><i>Linear and exponential of form $f(x) = b \cdot k^x$</i></p> <p>F.LE.5</p>	<p>Construct and compare linear, quadratic, and exponential models and solve problems.</p> <p><i>Include quadratic.</i></p> <p>F.LE.3</p>	<p>Construct and compare linear, quadratic, and exponential models and solve problems.</p> <p><i>Logarithms as solutions for exponentials</i></p> <p>F.LE.4</p>	
	<p>Linear, Quadratic, and Exponential Models</p>		<p>Prove and apply trigonometric identities.</p> <p>F.TF.8</p>	<p>Extend the domain of trigonometric functions using the unit circle.</p> <p>F.TF.1, 2</p> <p>Model periodic phenomena with trigonometric functions.</p> <p>F.TF.5</p>
Trigonometric Functions				

Domains	Mathematics I	Mathematics II	Mathematics III	Fourth Courses
Congruence	<ul style="list-style-type: none"> • Experiment with transformations in the plane. G.CO.1, 2, 3, 4, 5 • Understand congruence in terms of rigid motions. G.CO.5 • Prove theorems involving triangles. Focus on similarity, congruence, and right triangles. Focus on writing proofs. G.CO.9, 10, 11 	<ul style="list-style-type: none"> • Prove geometric theorems. Focus on writing proofs while using variety of ways of writing proofs. G.CO.9, 10, 11 		
	<ul style="list-style-type: none"> • Understand congruence in terms of rigid motions. G.CO.5, 7, 8 • Make geometric constructions. Formalize and explain processes. G.CO.12, 13 			
Similarity, Right Triangles, and Trigonometry		<ul style="list-style-type: none"> • Understand and apply similarity in terms of similarity transformations. G.SRT.1a, 1b, 2, 3 • Prove theorems involving similarity. Focus on validity of underlying reasoning while using variety of formats. G.SRT.4, 5 • Define trigonometric ratios and solve problems involving right triangles. G.SRT.6, 7, 8 	<ul style="list-style-type: none"> • Apply trigonometry to general triangles. (+) G.SRT.9, 10, 11 	
Circles		<ul style="list-style-type: none"> • Understand and apply theorems about circles. G.C.1, 2, 3, 4 • Find arc lengths and areas of sectors of circles. Radian introduced only as unit of measure. G.G.5 		