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STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION

TRANSMITTAL MEMORANDUM

TO: **Clerk of the Senate**
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FROM: **Theodore S. Sergi**
Commissioner of Education

DATE: **September 20, 2001**

SUBJECT: ***Hartford's Pilot Dual Language Program: Program Evaluation***

In accordance with Section 8, Public Act No. 00-204, of the Connecticut General Statutes (CGS), enclosed is a copy of *Hartford's Pilot Dual Language Program: Program Evaluation*. Please note that I am distributing copies of this report in accordance with CGS Section 11-4a.

Should you have any questions or require additional copies, please contact Mark Stapleton at (860) 713-6520.

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STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION

TO: Joint Standing Committee on Education; Superintendent Anthony S. Amato, Hartford Public Schools; Board of Trustees, Hartford Public Schools

FROM: Theodore S. Sergi, Commissioner of Education

SUBJECT: Pilot Dual Language Program, Hartford Public Schools

DATE: September 20, 2001

As required by Section 8, of Public Act 00-204, attached is the program evaluation report of the mandated pilot dual language program in Hartford.

Section 8 states that "For the school year commencing in 2000, the Hartford school district shall implement a pilot two-way language program in two schools that shall provide instruction in each language for fifty per cent of the instructional time during each day of such program."

The evaluation report focuses on the first year of the program in which two kindergarten classrooms in each of two schools participated. The evaluation was designed to provide formative information that might be used to guide further development of the program.

The evaluation report was based on qualitative and quantitative data. Data sources included instructional observations by educators with expertise in bilingual and dual language instruction, individual and focus group interviews with teachers, paraprofessionals and administrators, student achievement and district and school archival records.

The report includes a description of the evaluation plan, program sites, program planning, students, curriculum, teaching and administration personnel as well as staff development and student achievement in the first year. First-year program achievements and program recommendations complete the report. A summary of achievements and recommendations may be found below:

Achievements and Recommendations

In the implementation year of Hartford's pilot dual language program, Hartford experienced notable accomplishments, particularly in the areas of program planning, school-based management efforts, professional development, and team planning. In the first year of the program, Hartford modeled critical elements of the ideals of dual language programs important for program success. In the first year of the program, Hartford provided relevant instructional materials and personnel. In addition, faculty and

staff acknowledged receiving considerable building- and district-level support. Most importantly, preliminary achievement results suggest that first-year efforts in the pilot program resulted in higher language proficiency rates for ELLs in the pilot program than ELLs in a comparable transitional bilingual education program in the same district.

The extensive professional experience of central office upper management in administering dual language programs could be invaluable in strengthening the program in future years. Hartford is encouraged to utilize the dual language expertise of upper-level administrators and enhance the expertise of other administrators.

The pilot dual language program is included in School Improvement Plans. However, its presence is limited. Accordingly, Hartford is encouraged to fully integrate the program into school improvement plans, to systematically develop instructional curricula and academic performance standards for all students in the program (English language learners and Spanish language learners) that more fully support the goals of dual language programs.

Hartford's plans to apply for additional Title VII grants and to expand the program substantially, suggests that educators and the community have responded positively to the program. However, Hartford is encouraged to proceed carefully; move forward incrementally and systematically, expanding once a successful mode appears to be in place, as one upper-level administrator recommended.

The dual language program Action Research Team as well as Hartford's staff development efforts demonstrate Hartford's attempts to utilize dual language education research for planning and development. Hartford is encouraged to continue using dual-language-related research as a guide in development and to utilize an evaluation model that compares student outcomes with that of students in other instructional programs.

Hartford's Pilot Dual Language Program:

Program Evaluation

Connecticut State Department of Education
August 2001

Hartford's Pilot Dual Language Program:

Program Evaluation

August 2001

Agency: Connecticut State Department of Education

Evaluator: Norma Sinclair, Ph.D.
Connecticut State Department of Education
Division of Evaluation and Research

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Introduction

Concern about the effectiveness of bilingual education in Connecticut has continued since its inception more than ten years ago. In 1999, in an effort to strengthen the program, significant changes were made to the legislation (Section 10-17) governing the program. Last year, further legislation (Public Act 00-204, Section 8) was enacted that impacted one school district, "For the school year commencing in 2000, the Hartford school district shall implement a pilot two-way language program in two schools that shall provide instruction in each language for fifty percent of the instructional time during each day of such program. The State Department of Education, in conjunction with the board of trustees for the Hartford school district, shall evaluate the effectiveness of such pilot program and, on or before July 1, 2001, shall report, in accordance with section 11-4a of the general statutes, to the joint standing committee of the General Assembly having cognizance of matters relating to education on the results of its evaluation."

In June 2000, Hartford Public Schools received a five-year Bilingual Education Comprehensive School Grant (Title VII) from the United States Department of Education (USDE) to implement a dual language program. In September 2000, a dual language enrichment program was implemented in two of Hartford's elementary schools—Michael D. Fox and Maria Sanchez Elementary schools. The program was expected to fulfill the requirements of the Title VII grant and the Connecticut legislative mandate.

Organization of the Report

Before describing the findings of the evaluation, a brief history of dual language programs, including a description of the features of dual language programs, is designed to place the findings in context. The remainder of the report presents the evaluation design and findings.

- Section 2 presents the details of the evaluation plan, including a detailed description of the evaluation questions, and the instruments used to collect data for the report.
- Section 3 describes how the pilot program was planned.
- Section 4 details how the program is organized and administered.
- Section 5 presents a description of the students in the program, and their achievement at the beginning of the school year as well as the teaching that occurs. Section 5 also describes the achievement of the comparison groups.
- Section 6 presents a description of student achievement by the end of the year.
- Section 7 describes the professional development designed and conducted in the first year.
- Section 8 presents other teachers' perspective of the pilot program.
- Section 9 presents teachers' and administrators' program recommendations.
- Section 10 describes what will happen next year.
- Section 11 presents program evaluation recommendations.

1: A Brief History and Program Features

Much of the following history and description are taken from Christian (1994), Cloud, Genesee and Hamayan (2000), and Howard and Sugarman (2001). Bilingual education programs in the United States with characteristics of the dual language approach are commonly believed to have started in the 1960s, increasing to about 253 programs by January 2001.

In dual language programs, students from two different language groups participate. Generally, 50 percent of the students come from each language group. In the United States, one of the languages is invariably English. The other is the language of the English language learners (ELL) participating in the program. Spanish is the most prevalent second language in the United States, so in most instances, the second language in dual language programs is Spanish. However, Cantonese, Korean, Navajo, Japanese, and French have also been recorded as the second language of instruction.

Key goals for students in dual language programs include (a) bilingualism and biliteracy for all students, (b) grade-level academic achievement, and (c) cross-cultural cooperation and learning, resulting in positive attitudes toward both languages and cultures. In order to accomplish these goals, the programs provide content area instruction and language development in both languages. In order for programs to be listed in the Center for Applied Linguistics Directory of Two-Way Immersion Programs, (a) students must be integrated for at least 50 percent of the day at all grade levels, (b) content and literacy instruction must be provided to all students in both languages, and (c) each language group must make up one-third to two-thirds of the total student population.

The amount of time that instruction is provided in each language varies with the dual language model used. However, Howard and Sugarman (2001) report that the two most common models used are *minority-language dominant* and *balanced programs*. In the minority-language dominant programs, the language of ELLs is used for instruction 80-90 percent of the time in the primary grades; by fourth grade, the instructional language ratio is 50-50. The balanced program model offers equal instruction in the two languages at all grade levels.

According to Howard and Sugarman (2001), two percent of all programs in the United States separate students by dominant language for part of the school day in the primary grades. In these programs, students are placed in separate classes by first language and receive parallel instruction in the content areas in one or both languages, often apart from their partner class. Students are then integrated with their partner class for instruction for some part of each day or some part of each week.

Almost one-third of all programs nationwide choose the language of ELLs for initial literacy instruction. About 20 percent provide initial literacy instruction in both languages, and the same percentage separate students by first language for initial literacy instruction.

Some instructional approaches are better suited to dual language programs than others (Christian, 1994). Strategies that make content more comprehensible to second language speakers (sheltered instruction) are used. Hands-on learning helps students learn through experience. Peer interactions or cooperative learning provide opportunities to practice both languages and promote cross-cultural understandings. Thematic units promote connections across content areas, and multiple methods of teaching and reinforcement (use of graphics, reading, writing discussion) help students learn new concepts.

2: The Evaluation Plan

The first year of operation of this pilot program is also the Title VII planning or design year. Accordingly, although program planners have identified a treatment (the dual language approach curriculum) and a target student population, the first year is focused on devising and pilot testing policies, procedures and practices. The grant application reported that program planners would develop a new curriculum and school improvement plan, as well as devise professional development and parent involvement activities to support the program. In this early stage of the pilot program, a formative evaluation study was deemed most appropriate (Rossi & Freeman, 1993).

This formative evaluation attempted to address specific concerns central to the success of the pilot effort.

1) **HOW WAS THE PILOT PROGRAM PLANNED?**
   a) What was the catalyst for starting the program? What goals and objectives did the district hope to achieve?
   b) What resources (fiscal, human and material) were used to implement the program?
   c) How were schools, teachers, and students selected?
   d) How were schools, administrators, and teachers prepared for implementation?
   e) What resources (dual language models and community) were used in planning and implementing the program?
   f) Is the program an integral part of school strategic planning (school improvement plan)? Is it an integral part of the school mission and goals?

2) **HOW IS THE PILOT PROGRAM ORGANIZED AND ADMINISTERED?**
   a) What are the characteristic features of the program?
   b) How is the program administered?
   c) Are appropriate accountability systems in place for program administration?
   d) What dual language-related training have teachers and relevant paraprofessionals received?

3) **WHO WERE PILOT STUDENTS AND WHAT WERE THEY TAUGHT?**
   a) What are teachers' and paraprofessionals' roles in the classroom?
   b) What are students taught? To what extent does instruction embody the characteristics of successful dual language programs?

c) How is the current curriculum distinct from the previous one?
d) How do bilingual and mainstream staff/faculty and administrators support and participate in the program?

4) HOW MUCH DID STUDENTS LEARN?

a) Are appropriate systems in place for monitoring student achievement of state standards, including the English mastery standard?
b) How does the achievement of students in the pilot program compare with that of their peers?

5) WHAT IS PLANNED FOR NEXT YEAR?

a) What initiatives are planned for the next school year? For kindergarten students? For first grade?
b) What modifications are planned as a result of the first year's experience? For kindergarten? For first grade?

EVALUATION DESIGN CONSIDERATIONS

In planning the evaluation of the program, there were several considerations.

- The state-level charge to implement a pilot program would allow the Hartford Board, legislators and other stakeholders to examine the effectiveness of the program on a small scale before considering wide-scale implementation. However, the Title VII expectation was limited to comprehensive school-wide implementation in the two schools.
- At the time the report was written, the program had been in operation for less than a school year.
- Hartford was in its second year of implementing another district-wide reading/literacy initiative, called Success for All (SFA). This program was expected to continue in the schools with dual language programs.
- In both schools selected for dual language programs, transitional bilingual education programs were in place in which the primary intent was to transition students to all-English instruction, and to provide instruction in students' dominant language for no more than three years.
- Two evaluations would be conducted simultaneously—the Title VII evaluation and the state-level evaluation, each of which had somewhat different expectations.
- Although there is a two-year old program at Moylan School in Hartford, PA 00-204, Sec. 8 represented the first dual language mandate in Connecticut and the first evaluation of a dual language program.

The dual language approach to instruction is one of several approaches to educating ELLs. In Connecticut, the early-exit transitional approach is the most common method used. In addition, there are several variations of the dual language approach to instruction. However, all have shared core goals and indicators of success. Since the curriculum is the primary means of achieving program goals, a description of the written

curriculum and the curriculum as it is applied in the classroom were critical parts of the evaluation.

At the time the report was written, there was little achievement data available for students. Kindergarten students are exempt from most state assessment mandates. Accordingly, achievement information was limited to student language proficiency at the beginning and end of the year and structures in place for monitoring and fostering student achievement.

RESEARCH DESIGN

The evaluation primarily drew on qualitative data gathered through extensive interviews, classroom observations, and archival data. The foremost goal of the data gathered was to develop a rich description of the planning of the program, the way in which the program was administered, the schools, the teachers, the curriculum, the instruction, and the students—all the critical components of the program.

Originally, the evaluation included a quasi-experimental causal comparative study in which the end-of-year language proficiency and reading achievement of Spanish dominant students in the program and those of students at a comparison school with a transitional bilingual education was to be examined. The reading achievement of English dominant students was to be compared with mainstream students. Due to the timing of the evaluation report, however, and the state's exclusion of kindergarten students from state-mandated annual assessment, achievement data was limited to language proficiency. The report includes a summary description of pilot and comparison students' language proficiency in English and Spanish at the beginning of the year and at the end of the year.

INSTRUMENTS AND METHOD OF DATA COLLECTION

Focus Groups and Interviews

Individual interviews were conducted with each teacher and paraprofessional working in the pilot program. In addition, separate focus groups were conducted with a sample of bilingual education teachers and mainstream teachers who were not in the program. Building-level and district-level administrators were interviewed individually. Building level administrators included principals and Assistant Principals. District-level administrators included the Bilingual Education Coordinator, Dual Language Program Resource Specialist, the Executive Director for bilingual/TESOL programs, and the Assistant Superintendent for Curriculum and Instruction.

All focus groups and individual interviews were completed in two ways. Protocols of individual interviews were completed by hand. Tape recordings of the interviews were used to ensure accuracy. Notes were taken at focus group interviews and supplemented

later, using tape recordings to check for accuracy. Interview protocols are in Appendix A.

Classroom Observation

Based on the curriculum and discussions with Hartford administrators, an instruction observation protocol was identified and adapted for the purpose of evaluating the instruction that occurs in the pilot program. The observation protocol, the Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt & Short, 2000) was originally designed for measuring effective sheltered second language instruction. However, a content review of the instrument indicated that it was relevant to very relevant for instruction in students' first language as well. In addition, upon reviewing the instrument, Hartford administrators reported that it would provide useful feedback about instruction in the dual language program. A copy of the instrument is in Appendix B.

The modified SIOP comprises a total of 31 effective teaching strategies. Teachers may be rated from 0 (not evident in instruction) to 4 (highly evident in instruction) for each relevant strategy. Observers may indicate not applicable for every teaching strategy that is not relevant in the lesson being observed. Teachers may accumulate a maximum score of 124 points if all teaching strategies are deemed relevant.

Due to the varying types of instruction that takes place in a dual language program, the SIOP was used to rate instruction in three instructional situations—sheltered instruction, instruction in students' first language, and instruction for combined classes when both types of instruction occur simultaneously. First language instruction occurs in Spanish or English depending on the language dominance of the students being taught. Sheltered instruction occurs in either language in the pilot program, but in target students' second language. In combined classes, students from both language groups are combined, but only one instructional language is used. Accordingly, some students have sheltered instruction, while the others have first language instruction.

Observations of four types of lessons were conducted:

- Language arts instruction in students' first language, using *Success for All*;
- Math instruction in students' first language or sheltered instruction;
- Language arts instruction in students' second language; and
- Theme-based dual language instruction—combined classes.

Originally, the evaluation was designed to include two independent observations of each type of instruction in each of the four dual language classrooms. However, due to winter weather conditions and cost constraints, only one observation of each classroom could be used. In addition, language arts instruction in students' second language was observed in only one classroom.

To provide context for the observers, each observation was accompanied by a brief pre-observation interview in which teachers described what they would be teaching, what

students would be learning and what language would be used. The pre-observation interview protocol and the observation supplement are in Appendix B.

The evaluation proposal may be found in Appendix C.

3: How Was the Pilot Program Planned?

THE CATALYST FOR THE PROGRAM

Much of the history and description of the program are taken from background interviews with the following individuals: Ana Maria Olezza, Bilingual Education Coordinator; Carol Shapiro Bernson, Program Resource Specialist and Assistant Bilingual Education Coordinator; Carmen Iglesias, Dual Language Resource Teacher. Additional background was secured from Delia Bello, previously Bilingual Education Director, and now principal of one of the participating pilot schools as well as Jaime Aquino, Assistant Superintendent of Hartford Schools and Rosa Quezada, Executive Director, Bilingual Education/TESOL.

The pilot program was implemented as a result of a confluence of bilingual education trends, local administrative and legislative concern. The first dual language program in Hartford began at Moylan School about two years ago as part of a national trend of using the dual language approach to boost the achievement of LEP students. With the support of a new superintendent, district administrators explored new initiatives to boost the academic achievement of Hartford's students. Administrators and local legislative representatives discussed the expansion of dual language programs. District administrators visited one of the oldest dual language programs in the United States, The Coral Way Bilingual Elementary School in Miami, Florida. The district then applied for a five-year school-wide comprehensive Title VII grant to fund the program. The grant application was submitted in January 2000 and was approved for $1,375,000 in the summer of the same year. Grant-related goals and objectives are in Appendix D.

Under normal circumstances, the first year of the grant is a planning year in which the district has an opportunity to secure staff and other program personnel, plan the curriculum, develop and purchase instructional materials, and review and modify strategic plans for participating schools. However, shortly after the grant application was submitted, the legislature passed Public Act 00-204, mandating a pilot dual language program in two schools in Hartford. What would have been a year-long, planning process was abbreviated to accommodate mandated implementation in September.

PROGRAM RESOURCES

Delia Bello, previously a teacher at Moylan School, was appointed district Bilingual Education Coordinator in 1999. She received approval to apply for a five-year, Title VII school-wide, comprehensive grant to fund the establishment of the pilot program.

The district expected to pilot the program at two elementary schools—Michael D. Fox and Sanchez schools. The Title VII grant is the only funding source directly linked to the program and secured specifically for that purpose.

The grant funds one full-time position—a district-level program resource specialist who coordinated professional development, program-planning activities, and functioned as the primary district-level contact person for the program. The grant also funds varying amounts of time from the bilingual education coordinator, Assistant Superintendent for Curriculum and Instruction, the district-wide Foreign Languages Chair, and the Executive Director for Bilingual Education and other programs. Shortly before school began in September, grant funds were used to purchase classroom materials, including textbooks for second-language instruction (*Cuenta Cuentos* and *Into English*), big books in Spanish and English for reading aloud to students. The grant also funded dual language professional development materials and services as well as support programs for students' guardians.

A bilingual and a mainstream monolingual teacher were selected to staff each of the two classes in each school that comprised the pilot program. Each teacher was assigned a paraprofessional for support in the classroom. Lastly, a dual language resource teacher (based at Sanchez) provided daily assistance to pilot program teachers in planning and carrying out instruction.

SELECTION OF SCHOOLS, TEACHERS AND STUDENTS

The bilingual education director selected the sites for the pilot program. The principal of Sanchez School had previously expressed interest in implementing a dual language program. The principal of M.D. Fox agreed to participate after learning about the project from the director and attending a conference in California about the dual language approach.

The principal at each pilot school selected the teachers to teach in the first year of the program. In both instances, teachers had previously experimented with dual language strategies on an informal basis with other teachers.

Students are enrolled in the pilot program on a voluntary basis. Soon after deciding to implement a dual language program in the spring of 2000, Hartford began recruiting students by mailing informational brochures to parents and guardians. During school registration, kindergarten students and their guardians were directed to on-site central office staff who informed them about the new program. Interested parents completed a placement form and students were preliminarily placed in the English or Spanish dominant class, based on guardians' estimate of students' English proficiency. Students' placement was formally determined by administering PRE-LAS (Pre-Language Assessment Scales).

Hartford continued to publicize the new program through mini-demonstrations of the program during registration. They also set up displays describing the program at Open House and during Parent/Teacher conferences. Recruitment materials may be found in Appendix E.

PLANNING IN THE FIRST YEAR

In spite of abbreviated planning prior to program implementation, Hartford assembled an Action Research Team, as required by the grant for the first year of the program. The Action Research Team included representatives from pre-kindergarten – grade six from each pilot site, parents/guardians, and other members of the community. It was designed to develop:

- A plan for the implementation of the two-way model;
- A professional development plan to support the model;
- A curriculum development/alignment plan to support the model; and
- A parent involvement plan to support the model.

District files described the following activities to develop the plans:

- Research and assess existing two-way language models;
- Identify teaching strategies to support the dual language program and the reading/literacy focus of *Success for All*;
- Identify appropriate materials, supplies and equipment to support the program; and
- Participate in revising the school improvement plans.

While the Action Research Team worked toward its goals, a separate and independent School Improvement Team (SIT) for each school concerned itself with the review and revision of existing school's School Improvement Plan. As part of school-based management, each pilot school revises and updates its school improvement plan on a schedule determined by the central office. Both schools had current school improvement plans on file at the time of this evaluation.

The program resource specialist and program resource teacher participated in the Action Research Team and the School Improvement Teams. Completed School Improvement Plans were submitted at the end of the school year. The Action Research Team developed recommendations for the School Improvement Plan at the end of the school year. However, administrators were not certain how many of recommendations had been incorporated into School Improvement Plan.

Due to the timing of the implementation of the program, references to the dual language program were minimal in School Improvement Plans that included the first year of the program. An examination of the plans for 2001-2002 for Sanchez and 2001-2003 for M.D. Fox revealed that the dual language program has been incorporated into strategic planning.

The pilot program appears to be an objective incorporated in an overall CMT language arts goal at Sanchez. However, it is somewhat unclear how the language arts objective would be measured and a Spanish as a second language standard is not specified. At M.D. Fox, the program appears to be a goal attached to a priority need at M.D. Fox, with specific programmatic objectives; for example, provide professional development for school-wide staff, identify staff on an annual basis for partnered classrooms. Dual language appears to be integrated throughout the strategic plan. However, no standards for Spanish language learners are evident.

Copies of the most recent school improvement plans may be found in Appendix F.

SUMMARY: HOW WAS THE PROGRAM PLANNED?

The first year of the program under the Title VII grant that funds the program was designed to be a planning year. However, due to the Connecticut mandate to implement a pilot dual language program in two schools by September 2000 (PA 00-204), the pre-program implementation planning process was severely abbreviated from one year to approximately four months.

Within a few months, in preparation for the program, the district completed an inordinate number of tasks. The district hired two central office administrators and paraprofessionals, purchased new texts and supplementary materials, selected schools, assigned teachers, designed and conducted emergency dual language professional development for teachers, recruited and enrolled students, tested students and placed them. Central office administrators completed much of the pre-program planning.

Planning continued throughout the first year of the program with the assistance of the Action Research Team required by the grant and staffed by pilot program and mainstream teachers from both schools, administrators, parents/guardians and other community members. The School Improvement team for each school, an independent team of educators and community representatives, revised the school improvement plan concurrent with the deliberations of the Action Research Team.

The Action Research Team produced a set of recommendations for the School Improvement Plans at the end of the year. The School Improvement Plans included the dual language program in differing ways. However, both appear to have excluded goals and objectives related to Spanish as a second language achievement standards. In addition, some of the goals were somewhat unclear.

4: How was the Program Organized and Administered?

CHARACTERISTIC FEATURES OF THE PROGRAM

School Setting

The opportunity for native English-speaking students to practice the second language they are learning is a key component of dual language programs. The pilot schools are located in neighborhoods that provide many opportunities to acquire and maintain Spanish. The schools cater to a population of students that is primarily of Hispanic origin; approximately 96 percent of Sanchez students and approximately 80 percent of M.D. Fox students are Hispanic (Strategic, School Profile, 1998-99). In addition, 83 percent of M.D. Fox students and 98 percent of Sanchez students have non-English home languages. Spanish can be heard on neighborhood streets, in neighborhood stores and in and around the pilot schools.

Geographically, the two pilot sites are in close proximity to each other. They are both located in the south end of Hartford. However, the physical structures are distinctive in their differences.

Sanchez is a relatively new school (about eight years old) that is in excellent repair with many modern conveniences. A six-foot high rust-colored wrought iron fence surrounds the large, three-story, brick structure. The school, which still looks freshly painted, is surrounded by small neighborhood stores, old brownstones, and some boarded up buildings.

The school building is almost completely self-contained for the approximately 519 Pre-K – grade 6 students who attend the school. A buzzer system allows guests into the building. The two pre-kindergarten and four kindergarten classrooms are located in the same corridor on the first floor to the right of the lobby area. There is a lavatory in each Pre-K and kindergarten classroom and the school building surrounds an enclosed courtyard-like playground for kindergarten and first grade. Staff park in an underground garage and instructional materials are stored in a basement store room. There is no playground for the upper grades although one is in the planning stages. Parents and guardians congregate on the black top that serves as a play area for the upper grades at the back entrance of the school in the mornings as they wait for the doors to open. They wait for their charges at the front of the school in the afternoons as students exit.

M.D. Fox is housed in the old Hartford High School, a large blond-stone, three-story building built in the 1920s. The exterior of the building is crumbling in places and, like many older schools, the building and grounds are in need of restoration and maintenance.

A buzzer system monitors guests entering the building. First grade classrooms are in the front hallway as you enter the building and kindergarten classrooms, all nine of them, are located close to each other toward the back of the building. An outdoor playground is just outside the hallway of kindergarten classrooms. Like Sanchez, students' guardians

congregate in front of the school in the mornings and at the end of the day to await students' exit. M.D. Fox is a large school with more than 1,000 students in grades K – 5.

The schools are relatively close to the urban revitalization area that includes Trinity College, the Institute for Living, Hartford Hospital, and the Learning Corridor. Nevertheless, the schools are still surrounded by signs of urban decay. In addition, the vast majority of students are eligible for free/reduced-priced meals at school, indicating that most students live in relative poverty.

Instructional Setting

The pilot program comprises two kindergarten classes in each school. The class in which students were placed was determined by language dominance. Accordingly, in each school, the pilot program consists of one class of English dominant students and one of Spanish dominant students. Classes are located next to each other in each school. A teacher and paraprofessional dominant in students' first language is assigned to each classroom. However, teachers in Spanish-dominant classes are bilingual education teachers and they are bilingual. Paraprofessionals in those classes also appear to be bilingual.

Each classroom in the pilot program is carpeted and attractively decorated with samples of student work as well as colorful teacher-made and commercial charts that focus on a variety of typical curricular themes, including the alphabet, numeracy, weather, and calendar-related themes. Each room is separated into learning centers, including mathematics, science, writing, construction, art, drama, and computer science.

Differences in modern conveniences, evident throughout the schools, were also noticeable in the classrooms. While classrooms at M.D. Fox were larger than those at Sanchez, classroom materials at M.D. Fox were stored in the classrooms themselves, reducing the space available for instruction. As might be expected in a newer school, classroom fixtures appeared to be in better repair and more comfortable for students at Sanchez than at M.D. Fox.

Curriculum, Instructional Schedule, and Instructional Arrangement

Initially, the curriculum and instruction schedules in the pilot programs at both schools were almost identical. Students were generally expected to spend the entire morning in their homerooms and the afternoon in their second language classrooms. However, schedules were intense and highly scripted, beginning with 2 ½ hours of instruction each day in the Early Learning Program developed by the Success for All Foundation. The Early Learning Program is followed by 55 minutes of mathematics conducted in English at one school and students' dominant language at the other. Students break for a 30-minute lunch and a 15-minute recess. Students then go on to an afternoon of "dual language instruction" for 75 minutes, Specials (physical education, music) for 50 minutes and homework for 20 minutes, ending the day at 3:15 p.m.

Figure 1

Pilot Program Instruction Schedule Summary: Fall 2000

Activity	TIME		Language of Instruction	Instructional Arrangement
	Fox	Sanchez		
Early Learning Program	8:42-11:05	8:42-10:55	Dominant language	Students apart
Sharing/Wrap-Up		11:40 – 11-50	Dominant language	Students apart
Mathematics	11:05-12:00	10:55 – 11:40	Dom. language (Sanchez) English only (M.D. Fox)	Students apart
Lunch	12 00–12:30	11:50-12:20		Students integrated
Recess	12:30-12:45	12:25 – 12:40		Students integrated
Instruction in students' second language, reinforcing morning instruction. Theme-Day on Wednesdays only.	12:45-2:00	12:45-2:00	Second Language, with exception of Wednesdays*	Students apart, with the exception of Wednesdays when they are integrated
Specials	2:05-2:55	2:05-2:55	English	Students integrated
Homework	2:55-3:15	3:00-3:15		Students integrated

* Students combined for instruction and language of instruction alternated each week.

Early Learning program instruction was provided in students' dominant language in their homerooms. The Early Learning program is a thematically-based curriculum intended to develop the following oral language, listening skills, literacy skills, numeracy skills, creative expression, and positive self-esteem. Early Learning Program themes are in Figure 1. It is the kindergarten portion of the Success-for-All program used district-wide. Instructional materials for the Early Learning Program were varied, provided in students' dominant language, and selected specifically for the pilot program. Instructional materials include big books, *Peabody Picture Vocabulary* materials, learning center materials, and *Kinderoots*.

Mathematics instruction was provided in students' first language at Sanchez School and in Sheltered English at M.D. Fox School. Teachers used manipulatives, learning centers as well as students' textbook.

Initially, on every day except Wednesdays, students received instruction in their second language in the afternoons. Instruction was designed to reinforce what is taught in the morning, but in students' second language. On Wednesdays, students were combined for instruction, with teachers alternating the instructional language weekly. Instruction was structured around the themes described in Figure 2. Instructional practices at the

beginning of the year have evolved into a more flexible instructional arrangement in which students are mixed for instruction more frequently. For example, at Sanchez, students are combined for instruction daily for a part of the afternoon, with half of each language group going to each teacher. At M.D. Fox, the same instructional arrangement occurs, with the exception of two Wednesdays per month when teachers take turns teaching both language groups. Detailed schedules may be found in Appendix G.

Figure 2

Early Learning Themes 2000-2001

Special Me/Getting Along: How do I stay healthy?	September 5 - September 22
Healthy Me: Doctors and Nurses	September 25 – October 20
Community Helpers: Community Helpers use different means of transportation	October 23 – November 21
Transportation: We use rockets to go to Space	January 2 – January 26
Space: Mae C. Jemison—first African-American astronaut	January 2 – January 26
Kenya: Were there dinosaurs in Africa?	January 29 – March 2
Dinosaurs: Big Bang theory	March 5 – March 30
Environment: Plants are affected by the environment	April – May 4
Plants: Bonsai—a small tree from Japan	May 7 – June 1
Japan	June 4 – June 20

CLASSROOM CLIMATE

Both schools have intense schedules at the kindergarten level, with all-day kindergarten, and an accelerated curriculum in which students complete a program designed for the entire day in the morning so that they have time to focus on second language learning in the afternoons. Accordingly, classrooms are very business-like with lessons completed at what seems like lightening speed. Paraprofessionals set up lessons, clean up and help students finish up so that teachers move smoothly from one lesson to another.

In spite of the hurried atmosphere, students appear to remain on task for the most part. However, the afternoons found a few students with eyelids drooping, napping during instruction and experiencing some difficulty remaining alert.

In spite of the lock-step, highly prescriptive approach to instruction, there were distinctive differences in teaching styles. In some classes, teachers exhibited a great deal of warmth, patting students on the back, giving students a quick hug, encouraging, smiling keeping students involved and learning with music and movement. In other classes, teachers tended to be more formal in their relationship with students, and students reciprocating.

ADMINISTRATIVE STRUCTURE

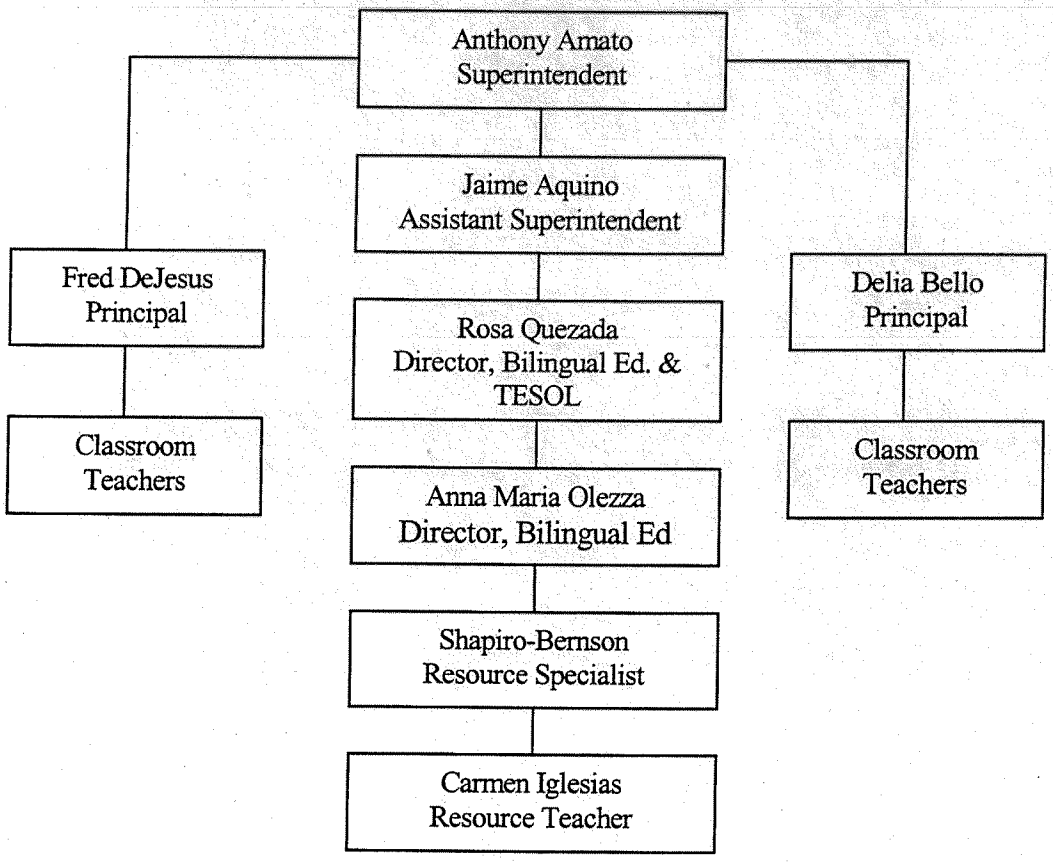
The administration of the pilot program is complex. Several district-level personnel changes, which occurred before the program was implemented in September, compounded administrative complexity. Delia Bello was appointed principal of Sanchez School, one of the pilot sites. A new bilingual education director, Anna Maria Olezza, came on board, with 25 percent of her time allocated to primarily the fiscal administration of the pilot dual language program. She reports to the director of Early Childhood, Bilingual Education and TESOL, Rosa Quezada, who, in turn, reports to one of two assistant superintendents, Jaime Aquino.

Most upper management staff people were relatively new to the district when the program was implemented. The Superintendent of Schools, assistant superintendents as well as Rosa Quezada had been in the district for less than three years when the program was implemented.

A central office administrator was re-assigned to the pilot program full time at the beginning of the year. This project resource specialist reports to the bilingual education director, and is the primary contact between central office and the USDE as well as the pilot schools. At about the same time, a teacher was hired to function as a special resource to teachers in the pilot program, primarily assisting with curriculum and lesson planning. She is based at Sanchez School and reports to the project resource specialist. The principals of the two pilot sites report directly to the superintendent of schools for evaluation purposes due to the schools' priority designation. All staff persons are evaluated using a standardized evaluation system. A graphic representation of the primary reporting lines of authority may be found in Figure 3.

Figure 3

Reporting Lines of Authority: Pilot Dual Language Program



Accountability Systems and Who Administers the Program

In the first year of the program, the key administrators of the pilot program include central office and building-level administrators as well as pilot program classroom teachers at the kindergarten and other selected classroom teachers. The operation of the program appear to be the responsibility of primarily the following:

Central Office:

Jaime Aquino, Assistant Superintendent for Curriculum and Instruction

Rosa Quezada, Senior Director of Early Childhood, Biligual/TESOL, Technology and Schools of Choice

Anna Maria Olezza, Coordinator, Bilingual Education

Carol Shapiro-Bernson, Program Resource Specialist and Assistant Coordinator of Bilingual Education

Carmen Iglesias, Program resource teacher

Principals:

Delia Bello, Principal, Maria Sanchez School

Fred DeJesus, Principal, Michael D. Fox School

Classroom Teachers and Paraprofessionals: M.D. Fox School

Kathy Secand, classroom teacher, kindergarten English component

Maria Lopez, classroom teacher, kindergarten Spanish component

Jeannette Peters, paraprofessional, kindergarten English component

Millie Rodriguez, paraprofessional, kindergarten Spanish component

Classroom Teachers and Paraprofessionals: Sanchez School

Jennifer Dominguez, classroom teacher, kindergarten English component

Merida Febo, classroom teacher, kindergarten Spanish component

Sara Laborde, paraprofessional, kindergarten English component

Maria Cruz, paraprofessional, kindergarten Spanish component

Central Office Administrator Profiles. Interviews with central office administrators revealed that upper level managers involved with the program had significant experience in teaching and operating bilingual and dual language programs. Although their long-term goals for the program varied somewhat, they viewed dual language programs as critical instruments for educational choice that promotes a world-language-enriched environment in the district.

Jaime Aquino has had experience as a bilingual education practitioner, administrator and teacher educator. Dr. Aquino reportedly has administered both dual language and bilingual education programs previously in New York and California. In addition, he has taught bilingual education as a member of the faculty at the University of California. He has been with the Hartford school district for about two years.

Asked about the goals that he hoped the program would achieve, Dr. Aquino stated that additive bilingualism was a critical goal of the program, in which students would graduate fluently bilingual and bi-literate. He saw the program as the vehicle for accomplishing bilingualism and bi-literacy for all children in Hartford and an opportunity

to bring in students from suburban towns to benefit from a bilingual, bi-literate environment and fosters bi-cultural understanding.

Dr. Aquino sees his role in the program as consultant and supporter. He discusses pilot program-related matters with the director and resource specialist and function as a sounding board for the program. He views Anna Maria Olezza and the principals of the pilot schools as having primary responsibility for the program.

Rosa Quezada has also had experience in bilingual education and dual language programs as a practitioner, teacher educator and administrator. Dr. Quezada started her career as a bilingual education kindergarten teacher in New Britain at "one of the first dual language programs...in the state." She has been a dual language program consultant, taught bilingual education at the university of Connecticut and initiated the doctoral program in bilingual education at the university. Prior to joining the central office staff in Hartford about two years ago, she held central office administrative positions in New Haven and Stamford, and in both cases bilingual education was a part of her responsibilities. Dr. Quezada was reportedly actively involved in obtaining the passage of bilingual education legislation in Connecticut.

Dr. Quezada hoped that the program would achieve the goal of offering an opportunity to parents who want second language training for their children, since Hartford does not offer world language instruction at the elementary level. As Director for, among other areas, Schools of Choice, she believes the pilot program has the potential of transforming the schools into Interdistrict Magnet schools that focus on the dual language approach.

Dr Quezada sees her role as providing support to the pilot program in the form of engaging in discussions regarding programmatic and administrative issues: for example, she was involved in discussion around resolving scheduling conflicts with *Success for All*, the district's early learning program. She is the immediate supervisor of the district's coordinator of bilingual education.

Unlike, upper management, current central office bilingual education staff had no prior experience with dual language programs. However, they directed bilingual educatioin programs.

Prior to joining central office staff in Hartford, **Anna Maria Olezza** assisted in administering the bilingual education program in the Town of Bridgeport. She also assisted in developing a grant for a dual language model for a Bridgeport school. Dr. Olezza has been with the program for less than one year as coordinator of the bilingual education program. Twenty-five percent of her time has been allocated to the dual language program.

Dr. Olezza describes long-term program goals as bilingualism and bi-literacy in Spanish and English with two different linguistic populations, students dominant in Spanish and students dominant in English. A second long-term goal is the development of rapport, close ties and friendships among children from two different linguistic groups.

Identifying the best dual language model for Hartford's pilot schools is how Dr. Olezza describes one of the primary goals of the program. Dr. Olezza noted that she was particularly interested in learning about systems that combined *Success for All*, the early learning program implemented in Hartford, with the dual language approach.

Asked about concerns regarding the model in place now, Dr. Olezza noted that she would like to see students integrated for longer periods of time, since the research shows that most language acquisition occurs among students and between teachers and students. She indicated that Hartford planned to experiment with more extensive student integration in the second semester.

Carol Shapiro-Bernson has spent her entire career as a bilingual education and ESL educator in Massachusetts and Connecticut. She has taught and administered bilingual education programs. Ms. Shapiro-Bernson joined central office staff approximately ten years ago to assist in administering the bilingual education program, working with teachers as a central office resource from the beginning. She is currently the project resource specialist for the dual language program and assistant bilingual education coordinator. Like Dr. Olezza, Ms. Shapiro-Bernson had no direct experience with dual language programs prior to the implementation of the pilot program. However, of central office staff involved in the program, she has had the most experienced with Hartford's schools.

Ms. Shapiro-Bernson is the only central office staff person who works full-time on the dual language program. She is the primary contact for pilot program teachers, ensuring that "activities related to the grant are fulfilled and objectives are accomplished." Accordingly, she, along with the coordinator, designs staff development and parental involvement activities, she facilitates the purchase of instructional materials for the program, coordinates the design and implementation of second language, Spanish, and dual language components of the program and assists in negotiating the intersection of the district curriculum and the needs of the instructional needs of the pilot program. She "works closely" with Anna Maria Olezza and "works with the support and knowledge of the principals" of the schools involved.

Asked about the primary goals of the dual language program, Ms. Shapiro-Bernson saw enhanced student achievement in both languages as most important. As she viewed it, critical goals include the development of bilingual, bi-literate, and bicultural students; equipping teachers with a wide repertoire of teaching strategies to teach first and second-language learners, increasing parental involvement, and working with Hartford's curriculum to develop students' first and second language instruction.

Carmen Iglesias is the resource teacher for the pilot program. She joined the program last September and primarily serves as a resource for classroom teachers participating in the program. Although she is based at Sanchez School, she supports teachers at both pilot schools, spending two days per week at each school. She spends much of her time observing and modeling instructional strategies, participating in team planning meetings and assisting teachers in acquiring instructional materials, participating in the Action

Research Group and assisting in coordinating workshops and district-level conferences. She works closely with Carol Shapiro-Bernson. However, she is evaluated by Anna Maria Olezza, the bilingual education district coordinator.

Ms. Iglesias had no dual language experience prior to joining the pilot program. However, she began her career as an ESL and mainstream teacher in Puerto Rico. She joined Sanchez School in 1990, where she taught bilingual education. While there, she developed an interest in the dual language approach and sought to learn more about it.

Building Level Administrator Profiles: Principals. All central office administrators interviewed, identified the principals as the building-level administrators of the pilot program. Central office administrators described principals as having critical roles in the hiring of teachers for the program. They supervise teachers, make teaching assignments, review lesson plans, conduct teaching observations, and complete teacher and paraprofessional evaluations. With principals holding the keys to school and staff activities schedules, all central office sponsored pilot program activities are conducted with the cooperation and support of principals.

Delia Bello taught bilingual education at Moylan School before completing her doctoral thesis on the dual language approach to bilingual education. She collected thesis data from one of the first dual language programs in the nation, Coral Way Elementary School in Florida. Dr. Bello, formerly the central office coordinator for bilingual education, was instrumental in the development of the Title VII grant and directed initial planning efforts for the pilot program. As the previous district coordinator, Dr. Bello selected pilot schools and directed student recruitment and initial curriculum development activities for the program.

As the principal, Dr. Bello reports that she supervises and evaluates all teachers at Sanchez, including pilot program teachers and paraprofessionals. She sees herself as having ultimate school-level administrative responsibility for the program, but also taps classroom teachers as having administrative responsibility.

Asked about her expectations for the program, Dr. Bello reported that she had high expectations of the program in the beginning, but with implementation of the program, her expectations became more realistic. While she has the instructional materials and the staff necessary, the scheduling demands of the mainstream *Success for All* curriculum and the highly-scripted nature of the curriculum "makes it difficult to add the dual language...and it has cut into the 50-50 [dual language] model."

Fred DeJesus is principal of M.D. Fox Elementary School. The pilot dual language program housed in his school is his introduction to the dual language approach to education. His background in dual language education is limited to district-supported professional development and dual language conferences. However, he was involved in discussions around the pilot before it was implemented and volunteered his school as a pilot site.

As principal, Mr. DeJesus reports that he has primary building-level responsibility for the program; he supervises and evaluates all teachers. In his view, Anna Maria Olezza, District Coordinator, has district-level responsibility for the program and for the Title VII grant that funds it.

Asked about his expectations for the program, Mr. DeJesus noted that, "Almost 90 percent of our students have languages other than English at home. [The program] represents opportunities for LEPs to meet state standards. It should give all our students the opportunity to succeed not only in their native language. I expect parents to become involved and that we will provide professional development to support best practices to improve teaching techniques and methodologies in second language acquisition." However, he also sees *Success for All* as a scheduling constraint. "Teachers just feel that there is so much on their plates right now that they don't know how they will do something else." He also expressed concern that the dual language program will result in limiting parental choice in the instructional approach used.

Building Level Administrator Profiles Assistant-Principals. Altogether, the pilot schools have a total of three assistant principals—two at M.D. Fox (Dr. Bernett Hines and Ms. Sylvia Lazarus) and one at Sanchez School (Mr. Joe DaGrosa). Assistant principals' involvement in the program appears to be relatively limited. None of the assistant-principals have any direct experience in the dual language approach nor were they involved in planning the program at their schools.

All assistant principals agreed that the principals had the primary building-level responsibility for the program. However, at M.D. Fox the assistant principals share in the supervision and the evaluation of teachers, including the teachers in the pilot program.

All assistant-principals appear to be informed about the pilot program and activities relevant to the program. All of them are involved in the revision of the school improvement plan and reportedly attempting to incorporate goals of the dual language program in the new plan. However, assistant principals do not appear to be directly involved in directing the program or in staff development at either school. One assistant principal summed up by saying, "I try to stay involved. Professional development on my own as time permits."

Classroom Teacher Profiles. At each school, a bilingual education teacher teams with mainstream classroom teacher in the pilot program. At Sanchez, the previous principal asked Jennifer Dominguez, an elementary-education certified, first grade teacher for two years, to teach the English dominant kindergarten class in the pilot program. Maria Febo,

a kindergarten certified in bilingual education and teaching in that area since 1992, agreed to teach the corresponding class of Spanish dominant students. At M.D. Fox, the principal asked two first grade teachers, Maria Lopez, a certified bilingual education teacher and Kathy Sikand, a certified elementary teacher, to take over the pilot classrooms. Most participating teachers were veterans. One taught for only two years prior to the implementation of the pilot program. However, the others have been certified teachers for more than nine years.

Though none of the teachers had taught in a dual language program previously, all had demonstrated interest in the dual language approach through prior professional development choices or by informally experimenting with dual language methodology. Both Ms. Lopez and Ms. Sikand were in the habit of exchanging classes periodically and teaching students in their second language. Ms. Febo had sought training in the dual language approach on her own, and Ms. Dominguez planned with teachers from "sister" bilingual education classes.

All teachers described themselves as excited, but also "scared," "nervous," or "overwhelmed" by the new program. Formal training they received before school began consisted primarily of in-service staff development. All teachers attended a three-day dual language summer institute designed and sponsored by Hartford. One attended a dual language conference in California and staff development at Coral Way Elementary School in Miami, Florida. Since September, teachers have been involved in more extensive staff development including training in using instructional materials and in student assessment, one-on-one coaching, support in instructional planning on grade level teams.

None of the teachers were extensively involved in planning prior to implementation; one teacher reported that she had been consulted about appropriate instructional materials. Since implementation, all teachers have also been directly involved in planning through the Action Research Team, making recommendations for modifications in the school improvement plan, the curriculum, and staff development.

All teachers regard Carol Shapiro-Bernson as the primary administrator of the pilot program. Principals are regarded as first-line administrators in all other areas, and Carmen Iglesias is also regarded as a critical administrator.

Principals or assistant principals reportedly evaluated and supervised teachers. One teacher indicated that she was primarily supervised by Carol Shapiro-Bernson and Carmen Iglesias. While teachers at Sanchez tended to submit requests for materials to the principal's office, teachers at M.D. Fox almost exclusively submitted such requests to Carol and Carmen.

Paraprofessional Profiles. Four paraprofessionals assist teachers in the pilot program. All paraprofessionals reported previous experience in bilingual education classrooms—from two to several years of experience and expressed pleasure at being selected to participate. Some of the paraprofessionals worked with the same classroom teachers

prior to the implementation of the dual language program. All were assigned or notified of their assignment by the principal.

Paraprofessionals essentially assist classroom teachers implement the curriculum by contributing to the smooth operation of planned activities in the fast-paced *Success for All* learning environment. They set up for instruction, prepare and distribute materials, work with students in small groups or one-on-one. Paraprofessionals enhance student opportunity to learn by encouraging "active listening," attending to individual student needs that might otherwise prove distracting (e.g., a child in tears because she wanted to work in the art, not the writing center), facilitating transitions by assisting students complete assignments, even cleaning up while the teacher introduces a new lesson. On occasion, a paraprofessional may function as a teacher substitute in a teacher's absence.

Paraprofessionals also assist in "housekeeping" activities and assisting with transitions between classes. For example, paraprofessionals assist in escorting students to their classrooms at arrival in the morning, to the cafeteria, specials and recess. They may gather homework assignments, correct them and record their receipt. They assist in the development of instructional materials and the display of student work.

The paraprofessionals attended a three-day dual language workshop two to three weeks before the beginning of school in September. However, they have not had any further training since then. Two paraprofessionals expressed a desire for further training, while the remaining two were satisfied with the supervision and information they received directly from classroom teachers. The principal evaluates all paraprofessionals.

ADMINISTRATION AND THE SCHOOL IMPROVEMENT PLAN

Classroom teachers appeared to be involved in the administration of the program, by virtue of their participation in the Dual Language Action Research Team. Through the Action Research Team, all pilot program teachers were actively involved in planning curriculum; with classroom teachers piloting instructional approaches and materials and assisting Carmen Iglesias in developing model thematic units for next year. In effect, in the first year, instruction and the curriculum were works in progress, with curriculum development taking place concurrently with instruction in consultation with the resource teacher.

Other teachers were involved in reviewing and revising the School Improvement Plan, another requirement of the federal grant that is expected to bring the plan into alignment with the new pilot program. School improvement plans include the schools' mission and vision, as well as school policy regarding schools needs, curriculum, instruction, assessment, leadership and organization, school and community resources, and budgeting.

SUMMARY: PROGRAM ORGANIZATION AND ADMINISTRATION

Selected pilot program schools are geographically located in Hartford neighborhoods that provide many opportunities to acquire and maintain Spanish. The schools cater to a student population that is primarily of Hispanic origin; approximately 96 percent of Sanchez students and 80 percent of M.D. Fox students are of Hispanic origin. Accordingly, the vast majority of students in the pilot program are of Hispanic origin.

Sanchez is a relatively new school at eight years old that is almost completely self-contained with an indoor playground for the lower grades and social services housed in the building and a clean, well-lit storage room in the basement for storing instructional materials. By contrast, M.D. Fox is more than eighty years old and in need of restoration, adequate maintenance, and adequate storage facilities.

In both buildings, pilot program classrooms are housed in adjacent classrooms and classrooms are organized in learning centers. A teacher and a paraprofessional staff each classroom.

Classes have parallel highly scripted instruction and intense instructional schedules. Accordingly, all teachers teach the same or very similar topics at the same time. Administrators have had to make some difficult decisions to make the dual language program possible. In order to retain an effective language arts program (Success for All), first-language instruction in language arts that takes place most of the day in other kindergarten classrooms is condensed into mornings, in order to free the afternoons for second language instruction. Initially students were integrated for instruction on Wednesday afternoons, specials and non-academic periods. In the second marking period, as teachers became more comfortable with the curriculum, students were integrated more frequently in the afternoons.

In spite of lightening speed instruction and a hurried classroom atmosphere, students appeared to remain on task for most of the day, with the assistance of paraprofessionals who appeared to specialize in set, clean up, and helping students finish up, so teachers can move onto the next lesson. However, afternoons found a few students having difficulty remaining alert and napping during instruction.

The pilot dual language program is organized in a traditional top-down fashion, with much of the direction for the program originating from the central office for Hartford Schools. Central office upper management is well versed and experienced in the operation of dual language programs. Carol Shapiro-Bernson functions as the primary central office administrator of the program and the liaison between practitioners at the building-level and policy-makers at the central office.

Although the official chain of command appears relatively straightforward, the lines of communication and supervision make it far more complex. For example, although the superintendent evaluates principals in the pilot schools, an assistant superintendent reports that the senior cabinet supervises principals. The senior cabinet comprises the

superintendent, assistant superintendents, the Chief of Staff, the Executive Director of Bilingual/TESOL and the Human Resources Director. For "most areas," the Chief of Staff, Robert Henry, supervises principals. Jaime Aquino provides supervision in curriculum and instruction.

Most teachers and paraprofessionals report that their principals evaluated them. In one case, assistant principals shared the responsibility. By contrast, teachers reported that principals shared supervision with assistant principals, the central office resource specialist and resource teacher.

In the first year of the program, principals report that they were kept informed of program activities and approached for approvals when appropriate, but they did not appear to have the hands-on involvement in the program that Carol Shapiro-Bernson and Carmen Iglesias appeared to have. Principals did not always supervise the acquisition and distribution of instructional materials and they did not appear to be involved as in the design of staff development. Carol Shapiro-Bernson and Carmen Iglesisas appeared to spend much time with teachers in instructional planning and observations, staff development.

As members of the Dual Language Action Research Team, classroom teachers appeared to be actively involved in the administration of the program. Through the Action Research Team, all pilot program teachers were involved in planning curriculum. Other teachers were involved in reviewing and revising the School Improvement Plan, another requirement of the federal grant that is expected to bring the plan into alignment with the new pilot program.

5: Who were Pilot Students and What Were they Taught?

PILOT PROGRAM STUDENT DESCRIPTION

At the beginning of the school year, the first year of the pilot program, a total of 72 kindergarten students were enrolled, with about half of the total at each school site. All students were recruited through summer mailings to their homes and during the registration process in September.

Based on students' assessed language dominance, slightly more English dominant students were enrolled in the pilot program than students identified as dominant in Spanish. A total of 20 students identified as English dominant and 16 students identified as Spanish dominant were enrolled in the kindergarten pilot program at M.D. Fox. At Sanchez School, 19 students were enrolled in the English dominant kindergarten class and 17 students in the Spanish dominant kindergarten class. Central office staff reported that their goal is to attempt to enhance the number of students dominant in Spanish to reduce the impact of attrition in future years.

There were slightly more girls than boys in each program. Hartford Schools was more concerned about recruiting an adequate number of students for the program than to ensure that each gender was equivalently represented.

The vast majority of students in the pilot program were of Hispanic origin, including students whose dominant language was identified as English. About three-quarters of the students in English dominant classes in the pilot program were Hispanic. The remaining students were of African descent.

More Sanchez students than M.D. Fox students attended pre-kindergarten. About one-half of the English dominant class and two-thirds of the Spanish dominant class at Sanchez attended pre-kindergarten. At M.D. Fox one-fifth of the Spanish dominant class and one-twelfth of the English dominant class attended pre-kindergarten. Table 1 presents student gender and ethnicity by class assignment at the beginning of the school year.

COMPARISON GROUP STUDENT DESCRIPTION

Burr School was selected as the site of the comparison group due to the similarity in school profiles. Burr is a PK – 8 school located in the Frog Hollow neighborhood, with an enrollment of 745 students. In 1999-2000, 84 percent of Burr students were Hispanic and 92 percent were from homes where another language was spoken. Twenty-seven percent of the students at Burr were enrolled in bilingual education or English as a second Language.

A single bilingual education and mainstream class at Burr were selected as the comparison groups for the pilot program evaluation. The gender and ethnicity of the students in the comparison group are included in Table 1.

Table 1
Description of students in the pilot dual language program and comparison group

Description	**M.D. Fox School**		**Sanchez School**		**Burr School**	
	English	Spanish	English	Spanish	Main-stream	Biling-ual Ed.
Gender						
Female	12	8	10	9	7	8
Male	8	8	9	8	4	10
Total	20	16	19	17	11	18
Ethnicity						
African American	4		5		3	
Hispanic	16	16	14	17	5	18
Non-Hispanic White	20	16	19	17	3	18

STUDENT PLACEMENT

Students were preliminarily placed in classes for English or Spanish dominant students based on students' parents/guardians estimation of their language dominance. Fall assessment of student language skills as well as teacher recommendation and parental preference determined final student placement.

Hartford used the Pre-Language Assessment Scales (Pre-LAS) designed for Pre-K – 1 students to assist in determining student placement. The Pre-LAS was designed to measure students' oral language development in English or in Spanish. Pre-LAS scores are transformed into five levels that group students into grades of language proficiency ranging from non-speaker to fluent speaker, as follows:

LAS Score		LAS	Score
Age 4	**Ages 5-6**	**Level**	**Interpretation**
0 – 56	0 – 61	1	Non-speaker
57 – 66	62 - 71	2	Limited
67 – 76	72 –81	3	Limited
77 – 86	82 – 91	4	Fluent
87 – 100	92 –100	5	Fluent

All incoming students completed the English and Spanish versions of the assessment. Students' highest score determined language dominance and appropriate placement. Table 2 presents the mean LAS scores and LAS levels of pilot program students at M.D. Fox. Tables 3 and 4 present the language levels and scores of pilot program students at Sanchez and comparison group students at Burr School.

Pilot program student scores at the beginning of the year suggest a range of proficiency levels in students first and second languages. Scores also suggest that in most cases, students were not deemed "fluent" in their dominant language. Students' mean scores in the language designated their dominant language indicated that they were "limited" speakers of their first language. The scores suggest that incoming pilot program kindergarten students overall demonstrated underdeveloped oral skills in their dominant language.

Table 2
Pre-LAS scores of M.D. Fox pilot program students in September

	M.D. Fox School			
LAS Levels	English Dominant		Spanish Dominant	
	LAS English	LAS Spanish	LAS English	LAS Spanish
1 = Non-speaker	1	10	5	10
2 = Limited	7	1	5	3
3 = Limited	8	1	3	1
4 = Fluent Speaker	2	-	2	-
5 = Fluent Speaker	1	-	1	-
Mean Score	71.4	29.8	30.5	56.5

Table 3
Pre-LAS scores of Sanchez pilot program students in September

	Sanchez School			
LAS Levels	English Dominant		Spanish Dominant	
	LAS English	LAS Spanish	LAS English	LAS Spanish
1 = Non-speaker	5	13	10	3
2 = Limited	5	1	2	6
3 = Limited	3	1	2	5
4 = Fluent Speaker	2	-	-	1
5 = Fluent Speaker	1	-	-	-
Mean Score	64.9	33.9	36.9	64.6

Table 4
Pre-LAS scores of comparison group at Burr School in September

	Burr School	
LAS Levels	Bilingual Education Students	
	English	Spanish
1 = Non-speaker	17	1
2 = Limited	-	2
3 = Limited	-	10
4 = Fluent Speaker	1	5
5 = Fluent Speaker	-	-
Mean Score	22.7	76.3

By the end of the school year, a total of four students (three English-dominant students) had withdrawn from the Sanchez program and one English dominant student had been added. At M.D. Fox, five students had withdrawn from the program (two Spanish dominant students), and five students (one Spanish dominant student) had been added.

A total of 63 of the original 72 students were still enrolled in the pilot program at the end of the school year. With six students added during the school year, 69 students were on classroom rosters. Programs were experiencing substantial attrition by the end of the first year. However, central office was successful in maintaining class size, and reportedly planned to continue to recruit students for first grade in order to reduce the impact of attrition on the pilot program.

STUDENT BACKGROUND: TEACHER COMMENTS

In interviews with pilot program teachers, they indicated that they were not involved in the recruitment or selection of students. Central office personnel handled recruitment and registration.

Teachers were asked what information they had about students when they first arrived in their classrooms. All teachers indicated that they received a class list that included students' address and telephone numbers. One teacher reported that she read students' cumulative files and talked to their pre-k teachers "to get to know new students better."

Teachers were asked how they would describe their students' background and readiness for school at the beginning of the program. Teachers agreed that student language proficiency varied. Of Spanish dominant students, teachers reported that overall students demonstrated oral proficiency in Spanish. However, their oral English language skills varied. Some students had no second language skills, while others had some. A few students were proficient in both languages. Of English dominant students, one teacher reported that some students exhibited limited English and Spanish conversational skills.

Teachers appeared to agree that school readiness was mixed. While teachers reported that about half of their students had satisfactory readiness skills, the remaining students were not ready. Some students could not cut or color. Some students had poor social skills. Some students had repeated kindergarten. Teachers reported that students required a lot of structure. A few of the teachers' new students were from troubled home envirnments. Accordingly, in addition to poor readiness skills, teachers had to manage the social problems of these kindergarteners.

Asked what else was important for the evaluator to know about students in the pilot program, teachers reported that some of the students were bilingual when they arrived and that student demonstrated a variety of oral proficiency levels in both groups of students which facilitated student modeling. One teacher reported that some students lived out-of-town and presumably were drawn to the bilingual/bi-literate goal of the program.

STUDENT INSTRUCTION

Planning for Instruction

Dual language program teachers formally plan together once or twice each week and submit their lesson plans to the principal's office. However, teachers reported that they informally planned daily. Say one teacher, "I plan at lunch, before school, after school..." In addition to planning with their co-teachers, all kindergarten teachers plan learning centers together about once per month. Each teacher selects one or more centers to work on, and shares it with the other teachers on the grade-level team. Teachers may also plan their *Success for All* units together.

Teachers reported that Carmen Iglesias, the pilot program resource teacher, often sat in on planning meetings, offering suggestions and commenting on what was planned. In addition, Ms. Iglesias conducted classroom observations, and provided teachers with feedback on their instruction.

Teaching in the Pilot Program

During the period that instructional observers visited the pilot program, students were learning about Kenya—the early learning theme through March 2, 2001. Accordingly, students were read books about Kenya in Spanish and in English. In a Spanish as a Second Language class, class, students packed "suitcases" by cutting out appropriate "clothing" from magazines and glued them to their suitcases. They learned words associated with the theme—maheta (suitcase), pittos (airplane). In one school, for Theme Day, a guest speaker talked to students about Kenya. In another school, students learned about regions of Kenya and matched characteristics (pictures) with the various regions.

In language arts, all classes used Kinderoots, part of the early learning system. In Spanish language arts, students read *En La Granja* and used manipulatives to associate sounds with words. Students learned "o" words, reviewed letter formation and letter sounds and did partner reading. Students, dominant in English, had a parallel lesson on the same day. In English language arts on another day, students identified "d" words, "read" *The Wet Dog* and answered comprehension questions about the story, while their Spanish dominant peers completed a parallel lesson in Spanish.

Teachers conducted parallel lessons in mathematics as well. All students appeared to be in Chapter 8 of their mathematics text which focused on counting coins (pennies), comparing quantities of coins, determining which quantity was "greater than" (major que) or "less than" (menor que), and expressing the result in sentences in Spanish or English. Sample lesson plans and student work may be found in Appendix H.

Instructional ratings may be found in Figure 5 to Figure 16. A single observer completed all School A ratings. A second observer completed all School B ratings. The Sheltered Instructional Observation Protocol (SIOP) on which ratings were based may be found in

Appendix B. The SIOP comprises effective teaching strategies in the following dimensions:

Figure 4

SIOP: Dimensions of Effective Teaching Strategies

Dimensions	**Items**
Preparation	1 - 7
Instruction: Building Background	8 - 10
Instruction: Comprehensible Input	1 - 13
Instruction: Strategies	14 - 16
Instruction: Interaction	17 - 20
Instruction: Practice/Application	21 - 23
Instruction: Lesson Delivery	24 - 27
Review/Assessment	28 – 31

Although ratings were restricted to a single observer in each school, ratings provide some insight regarding the perceived effectiveness of instructional strategies used in the pilot program. Overall, instructional ratings were relatively high. Observers routinely indicated that the vast majority of effective teaching strategies on the SIOP were "highly evident" in the lessons that they observed. With the exception of the score for Theme Day instruction at School B, total points for pilot program teachers ranged from 75 to 95 percent of the maximum score possible. The outlier score (66 percent) received for Theme Day instruction at School B was due primarily to the format of the lesson—a guest speaker who was somewhat unprepared.

Table 5
Total Scores on the Sheltered Instruction Observation Protocol

Subject	Percent of Total Points	
	School A	School B
English Language Arts	79	81
Spanish Language Arts	91	81
Mathematics in English	80	75
Mathematics in Spanish	78	77
Spanish Language Arts: Second Language Instr.	N/A	93
Theme Day: Combined Instruction	89	66

School A. In language arts, the following strategies appeared to be less evident than others: *Building Background* and some areas of *Instruction: Lesson Delivery*. In addition, in mathematics, the observer rated *Comprehensive Review* as less evident than other instructional strategies in *Review/Assessment*.

Combined instruction that includes concurrent first and second language instruction received ratings second only to Spanish language arts. In one class, however, the observer rated instruction lower in some areas of *Instructional Strategies* as well as one area of *Instructional Interaction*, "opportunities for students to clarify key concepts in first language."

School B. The observer at School B also found *Building Background* and *Instructional Strategies* to be less evident than other areas. With the exception of second language instruction in Spanish language arts, *Review/Assessment* tended to be less evident as well.

Overall, second language instruction in Spanish received the highest instructional rating. Unfortunately, ratings were unavailable for second language instruction in English.

Figure 5
English Language Arts: First Language (School A)

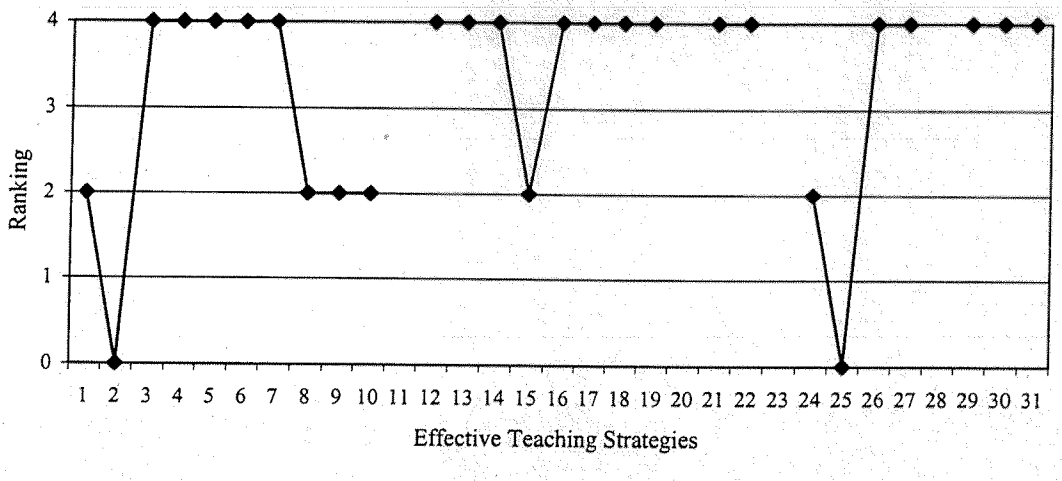


Figure 6
Spanish Language Arts: First Language (School A)

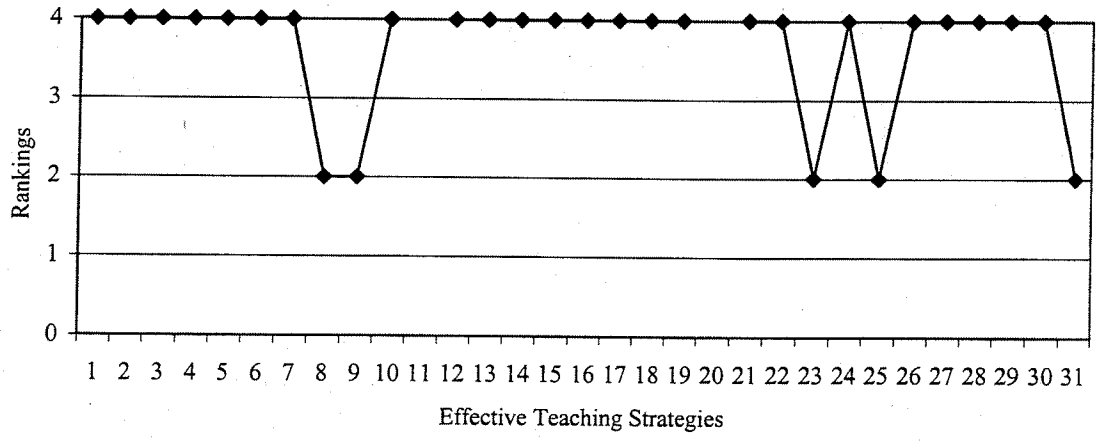


Figure 7
Mathematics Instruction in English (School A)

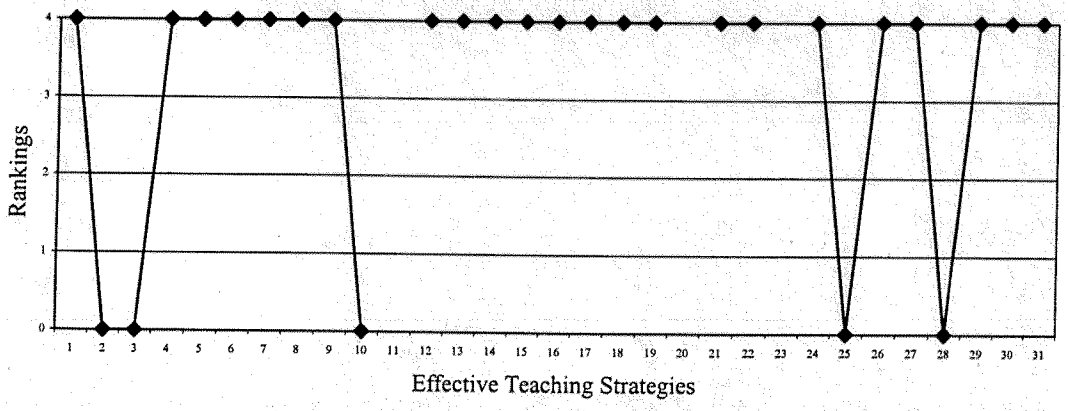


Figure 8
Mathematics Instruction in Spanish (School A)

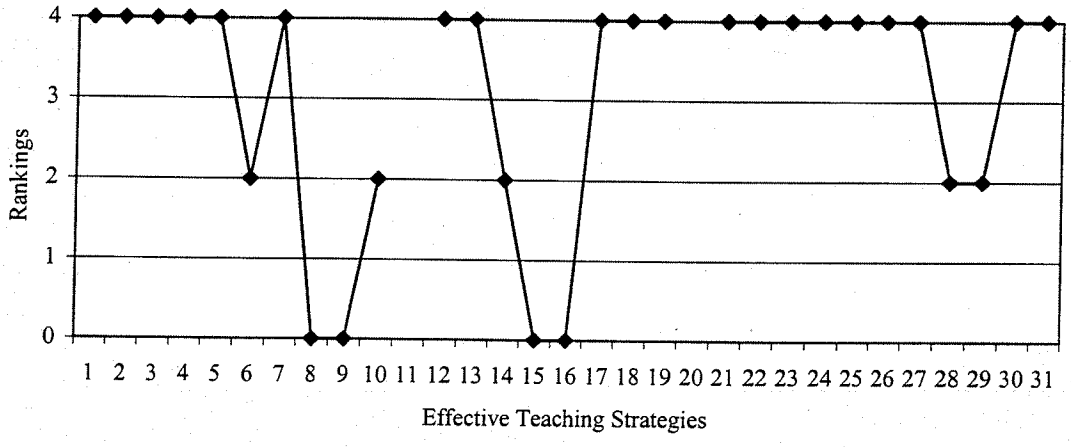


Figure 9
Theme Day: Combined Group Instruction (School A)

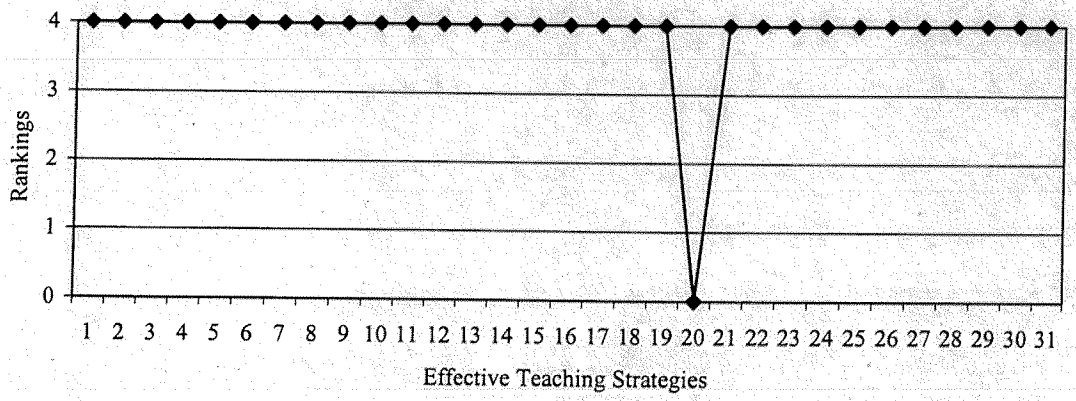


Figure 10
Theme Day: Combined Group Instruction (School A)

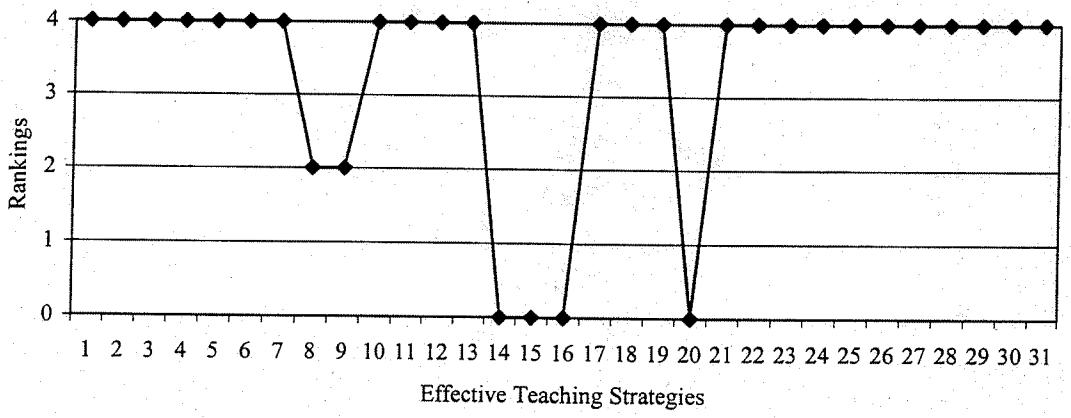


Figure 11
English Language Arts: First Language (School B)

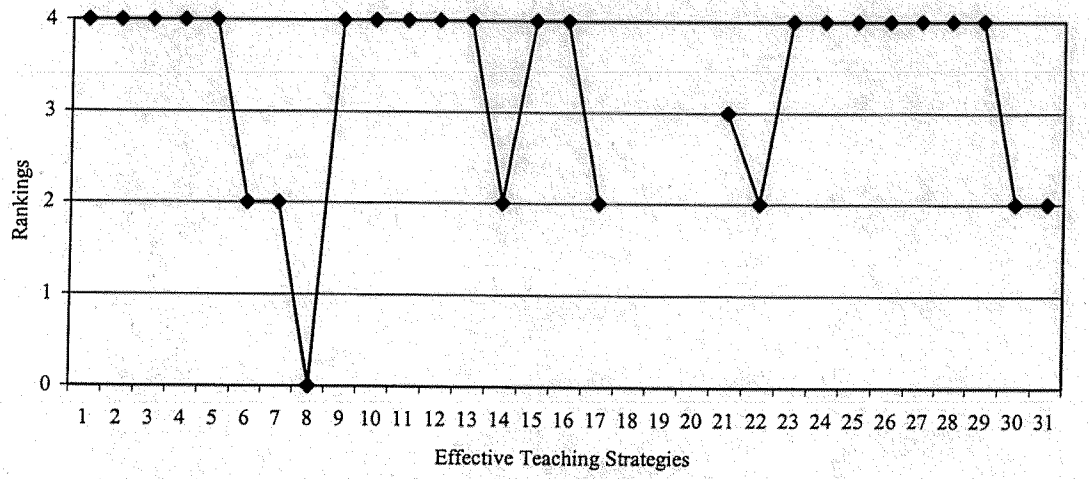


Figure 12
Spanish Language Arts: First Language (School B)

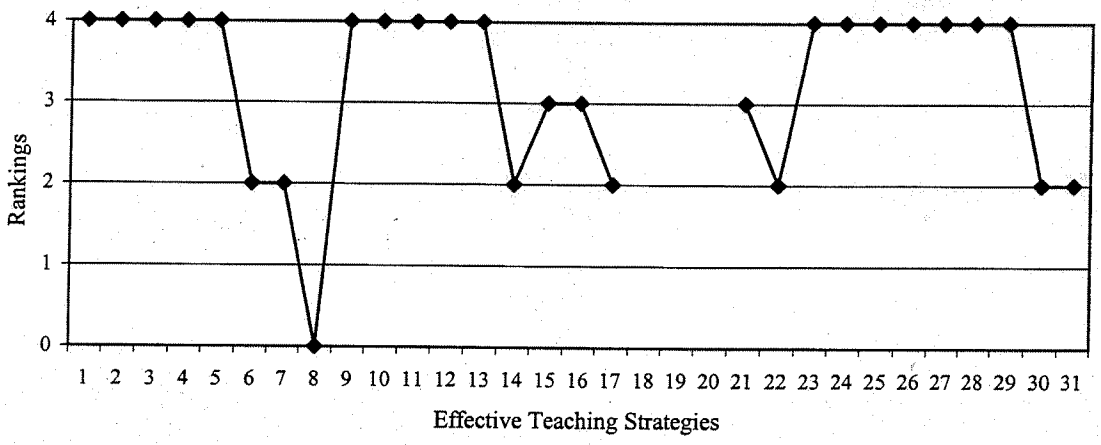


Figure 13
Mathematics Instruction in English (School B)

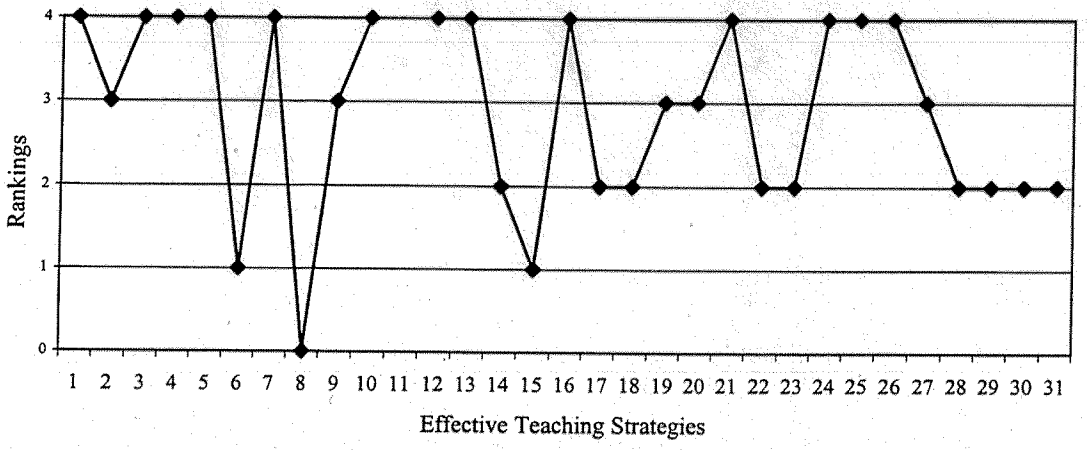


Figure 14
Mathematics Instruction in Spanish (School B)

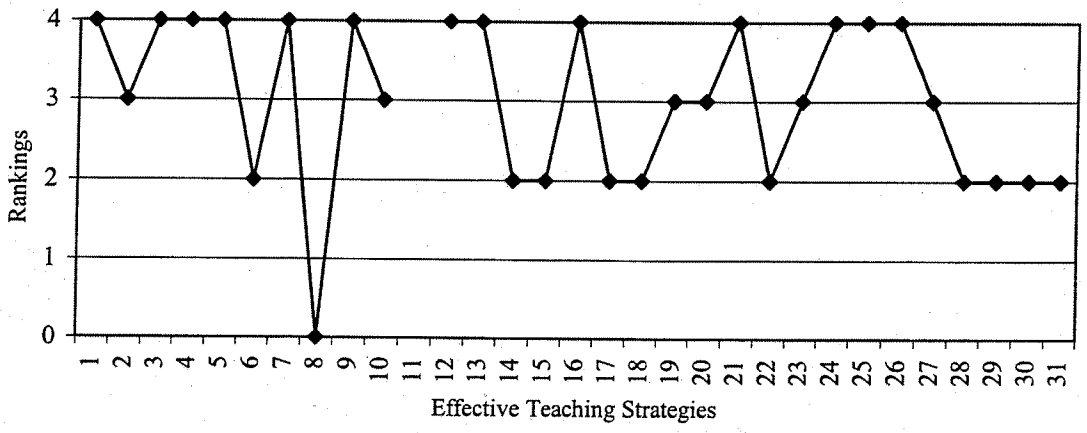


Figure 15
Spanish Language Arts: Second Language Instruction (School B)

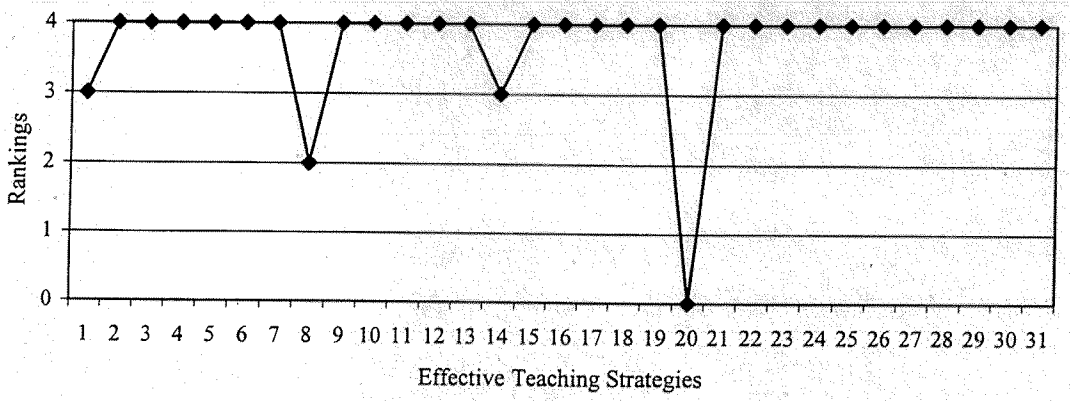
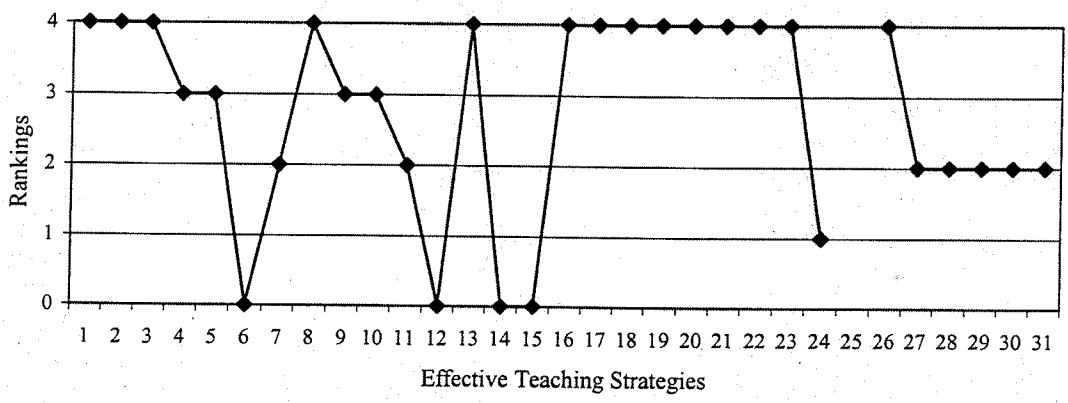


Figure 16
Theme Day: Combined Group Instruction (School B)



INSTRUCTION: FROM PILOT PROGRAM TEACHERS' PERSPECTIVE

In interviews with pilot program teachers, they were asked how instruction provided in the dual language program is different from that provided in mainstream programs. In general teachers reported that the curricula are the same, with the exception that the pilot program provides an accelerated program in which they have to complete almost a full day's work in the morning; in kindergarten *Success for All* is normally an all-day program. In the dual language program, *Success for All* is limited to the mornings. Second language instruction and specials take place in the afternoon. In effect, the afternoons provide more flexibility. Says one teacher, "For kindergarten, we go beyond what's in the school curriculum—an accelerated curriculum."

When teachers were asked what resources they had that were critical to teaching in a dual language program, teachers replied that their paraprofessionals were critical in allowing them to keep the fast-paced instruction on schedule. "Without our paras, we will die," summed up one teacher. One English dominant mentioned *Into English*, the primary ESL text. Teachers also reported songs, books, big books, and music were all good resources for teaching and learning. "We have tons of things to enhance activities, puppets, big books, etc.," said one teacher.

When teachers were asked what additional materials they needed to make their program successful, all teachers expressed the desire for more small and big books in Spanish and English as well as other resources for story telling.

Student Assessment. When teachers were asked how they used Pre-LAS results, all teachers reported that they did not use Pre-LAS to make instructional decisions. However, they reported using SFA assessment results in a variety of ways. Teachers reported using test results to "adjust instruction," "to know what [students] need, to follow up with them [students]," "to discuss at parent conferences, use them to plan [instruction]."

INSTRUCTION FROM ADMINISTRATORS' PERSPECTIVE

As the instructional leader for their schools, principals are automatically the instructional leaders for the dual language program in their schools. Accordingly, in interviews with principals, they were asked about their role in the design and implementation of instruction in the pilot program. In response to the question, "Who is responsible for deciding what to teach and when to teach it," principals confirmed the pivotal role of central office and the *Success for All* Foundation in determining the contents of the curriculum.

Delia Bello, in her capacity as the previous bilingual education coordinator, was more directly involved in curriculum development than her colleague at M.D. Fox, who indicated that other the concurrent implementation of other initiatives prevented him from becoming more directly involved.

Records of achievement of students in the pilot program will be critical in assisting teachers and administrators evaluate the progress of students and the pilot program. Student assessment decisions appeared to be relatively centralized. Students are required to complete standardized state-required assessments, *Success for All* assessments, and pilot program-required assessments (e.g., Aprenda, checklists, portfolio assessments).

Principals were asked who interpreted student assessment results. Principals indicated that central office, building-level administrators, and teachers interpreted results. There did not appear to be a systematic program-wide or school-wide procedure in place for aggregating, analyzing, interpreting, communicating and using assessment results to improve instruction and learning.

There appeared to be some guidelines for keeping student records. Principals indicated that records (cum folders) moved with students and that district-required records are kept in students' cum folders. One principal reported that two language folders would be kept for all students in the dual language program.

SUMMARY: WHO ARE PILOT PROGRAM STUDENTS AND WHAT ARE THEY TAUGHT?

A total of 72 students were enrolled in the pilot program at the beginning of the school year and 69 students were enrolled by the end of the year. Slightly more English dominant than Spanish dominant students were enrolled in the program. However, the vast majority of pilot program students were of Hispanic origin, including about three-quarters of the students in English dominant classes. The remaining students were of African descent. Most students were from the surrounding neighborhoods. However, teachers reported that a few students were from out of town.

The program resource specialist and the principals' offices handled much of the student registration. Students were preliminarily placed based on parents'/guardians' estimation of their language dominance. Fall assessment using the LAS English and LAS Spanish tests determined final placement. Test scores indicated a range of language proficiency levels at the beginning of the year, suggesting that incoming kindergarten students demonstrated underdeveloped oral skills in their dominant languages.

Teachers agreed that students exhibited limited conversational skills in their first languages at the beginning of the school year. In addition, teachers reported that students' readiness for school was mixed, with about half having satisfactory readiness skills. Furthermore, a few students appeared to have socio-emotional challenges.

Teachers had little information about their students before they first arrived in the classroom. Information about students was limited to class lists with student addresses and phone numbers. Less than half of all students had attended pre-kindergarten. Accordingly, little information was available from cumulative files.

Administrators confirmed that central office has a pivotal role in determining the curriculum and had to negotiate the pilot's kindergarten curriculum with the *Success for All* foundation. In general, teachers and administrators reported that the pilot and mainstream curricula are the same, with the exception that the pilot provides an accelerated program. Both pilot schools have full-day kindergarten and for slightly more than half of the day, students are engaged in highly scripted instruction as a part of the *Success for All* program that is normally a full-day program in kindergarten. Students received instruction in mathematics in the morning as well. In the afternoons, second language instruction reinforces the morning's work.

Teachers conduct parallel *Success for All* and mathematics lessons. They reported that they plan together once or twice per week, but that they informally plan daily. In addition to planning for the pilot program, the kindergarten team plans learning centers together about once each month. Carmen Iglesias, the resource teacher for the program, often participates in instructional planning, engages in classroom observation and provides instructional feedback.

Ratings of teacher instruction were restricted to a single observer in each school. Ratings were based on effective teaching strategies on the Sheltered Instruction Observation Protocol (SIOP). Observers agreed that effective strategies including Building Background some areas of Instructional Strategies (e.g., lesson delivery), as well as comprehensive review in Review/Assessment were less evident than other strategies.

Teachers reported that they used *Success for All* assessments rather than Pre-LAS to make instructional decisions. Faculty and administrators appeared to use various assessment results. However, there did not appear to be a systematic plan in place for using assessment results.

Teachers reported that their paraprofessionals were critical resources to teaching in the dual language program. They also expressed more resources for reading in both languages and for story telling.

6: How Much Did Students Learn?

SYSTEMS FOR MONITORING STUDENT ACHIEVEMENT

As part of the grant proposal for the pilot program, Hartford planned a battery of assessments to monitor the progress of pilot program students in kindergarten. Assessments included the following:

- Pre-LAS English and Spanish
- Second Language Oral Language Rating (two rating scales)
- English Oral Language Vocabulary Assessment (district developed)

- Kindergarten Assessment (linked to *Success for All*)
- Kindergarten Assessment for *Success for All* themes
- Story Retelling for *Success for All*
- Math Performance Assessment (linked to math textbook)

Each school's School Improvement Plan suggests that grade level performance is the standard applied as a part of the *Success for All* program. Math achievement standards are determined by the student text and monthly text-based tests. As students are promoted through the grades, state standardized assessments, including the Developmental Reading Assessment (DRA) and the Connecticut Mastery Test (CMT) will be used to measure student progress in English.

Hartford's grant proposal suggests a standard of "increased skills" for English, Spanish, math, science and technology, but does not specify performance levels. Per legislative mandate, the Department established English mastery standards for all students eligible for bilingual education programs. Level 5 on the LAS Oral English edition was established as the English proficiency mastery standard for language achievement. Above the intervention level on the CMT was established as the standard for academic achievement in English. All schools must adhere to the minimum standards prescribed for Spanish dominant students. Like all other school districts with bilingual education programs, Hartford is required to establish grade-level standards by which to measure annual progress for Spanish dominant students. One building-level administrator indicated that a level 3 on the LAS English had been adopted for Spanish dominant kindergarten students.

No second language proficiency standard was evident in Hartford's grant proposal or in school improvement plans for English dominant students. However, building-level administrators indicated that a Level 3 on the LAS Spanish had been adopted for kindergarten English dominant students. For academic achievement, Hartford had indicated that the *Aprenda* would be administered annually to measure student achievement in Spanish. However, due to the introduction of new assessment mandates and concerns about over-testing, use of the *Aprenda* was dropped.

Language proficiency standards appear to have been established for kindergarten students. However, proficiency standards have not yet been set for other grade levels. It is not clear how student performance on the assessments listed above is linked to or will facilitate achievement of statewide standards.

PILOT PROGRAM ACHIEVEMENT RESULTS

First-year achievement was limited to language proficiency as measured by the LAS. Although students were enrolled after the inception of the program in September, only

students in the program for the entire year were included in language proficiency analyses. In addition, mainstream students were excluded from language proficiency analyses.

The following questions were addressed:

1. What percentage of pilot program students achieved the established kindergarten-level language proficiency standard of Level 3 on the Pre-LAS English and Pre-LAS Spanish?

2. Were there significant differences in the language proficiency of Spanish dominant students in the dual language and bilingual education programs after pre-program language proficiency was accounted for?

3. Were there significant differences between the language proficiency of English dominant students in the two pilot schools after pre-program language proficiency was accounted for?

Crosstabs analyses was conducted to determine the percentage of pilot program students achieving a Level 3 on the Pre-LAS English and Pre-LAS Spanish tests by the end of the school year. To ensure that students had had a full year of instruction, crosstabs analyses were limited to students included on class rosters at the beginning of the school year. Proficiency analyses indicated the following:

- The language proficiency level of pilot program students improved overall by the end of the school year in both their first and second languages.

- By the end of the school year, more than two-thirds of all English dominant students performed at level three or better in their first language. More than one-half of all Spanish dominant students performed at level three or better in their first language. Burr students appeared to start out with better skills than pilot students in their first language and continued to improve.

- Students also improved in second language acquisition. By the end of the school year, about one third of all pilot students performed at a Level 3 or better in their second language, compared with about 10 percent in the fall. Burr students appeared to improve more slowly in second language acquisition, with about one-fifth performing at a Level 3 or better by the end of the school year.

Student performance levels on the Pre-LAS English and Spanish may be found in Table 6 – Table 8 below.

Table 6
Beginning and year-end Pre-LAS scores of M.D. Fox pilot program students

	M.D. Fox School							
	English Dominant				Spanish Dominant			
	LAS English		LAS Spanish		LAS English		LAS Spanish	
LAS Levels	fall	spr.	fall	spr,	fall	spr.	fall	spr.
1 = Non-speaker	1		12	9	10	5	6	
2 = Limited	7		2	1		4	3	2
3 = Limited	5	4	1	6	1	5	3	11
4 = Fluent Speaker	2	8						1
5 = Fluent Speaker	1	1						
Total Students	16	13	15	16	11	14	12	14

Table 7
Beginning and year-end Pre-LAS scores of Sanchez pilot program students

	Sanchez School							
	English Dominant				Spanish Dominant			
	LAS English		LAS Spanish		LAS English		LAS Spanish	
LAS Levels	fall	spr.	fall	spr.	fall	spr.	fall	spr.
1 = Non-speaker	5	2	11	11	9	7	3	2
2 = Limited	4	3	1	2	3	5	6	5
3 = Limited	3	4	1	2	1	3	5	7
4 = Fluent Speaker	1	6				1		2
5 = Fluent Speaker	1	1						
Total Students	14	16	13	15	13	16	14	16

Table 8
Beginning and year-end Pre-LAS scores of comparison group at Burr School

	Burr School			
	Bilingual Education Students			
	English		Spanish	
LAS Levels	fall	spr.	fall	spr.
1 = Non-speaker	17	13	1	1
2 = Limited		1	2	
3 = Limited		3	10	6
4 = Fluent Speaker	1	1	5	7
5 = Fluent Speaker				1
Total Students	18	18	18	15

Analysis of covariance was conducted to estimate significant differences in year-end language proficiency between the pilot and Spanish dominant comparison group (Burr bilingual students). Analysis of covariance was conducted to evaluate differences in year-end language proficiency between pilot English dominant groups. Spring Pre-LAS English and Spanish scores served as the year-end proficiency measure (dependent variables). Pre-program differences in language proficiency were accounted for by using student proficiency as estimated by the fall 2000 administration of the Pre-LAS English test and the Pre-LAS Spanish test as covariates.

Language proficiency differences between English and Spanish dominant groups were expected and assumed to be significant. Accordingly, differences between language groups were not compared. Proficiency analyses indicated the following:

- All student scores on the LAS English and LAS Spanish improved from the fall to the spring administration of the tests, suggesting enhanced language proficiency.

- There were no significant differences in the Spanish proficiency of pilot program students and students in the bilingual education comparison group, once pre-program differences were accounted for.

- Pilot program students were significantly more English proficient than students in the bilingual education comparison group ($p < .05$) once pre-program differences were accounted for. Further examination indicated that Spanish dominant students in the pilot program at M.D. Fox had significantly higher English proficiency rates than the bilingual education comparison group at Burr ($p < .05$). However, there were no significant differences between the English proficiency of Spanish dominant students at the two pilot program sites.

- There were no significant differences in the English proficiency of English dominant students once pre-program differences were accounted for.

- There were significant differences in the Spanish proficiency of English dominant students in the pilot program once pre-program differences were accounted for. English dominant students at the M.D. Fox site had significantly higher Spanish proficiency rates than English dominant students at Sanchez ($p < .01$).

Mean proficiency rates may be found in Table 9 and Table 10.

Table 9
LAS English and LAS Spanish year-end score means of Spanish dominant pilot program and comparison group students

LAS Test	Subjects	n	Adj. Mean	Std. Err.	F-Ratio	P
LAS Spanish					**1.42**	**.26**
Pilot	Sanchez	13	74.13	1.97		
	M.D. Fox	11	78.06	2.17		
Comparison	Burr	15	78.38	1.94		
LAS English					**5.77**	**.01**
Pilot	Sanchez	13	49.15	4.46		
	M.D. Fox	11	64.65	4.93		
Comparison	Burr	18	42.22	4.04		

Table 10
LAS English and Spanish year-end score means of English dominant pilot program students

LAS Test	Subjects	n	Adj. Mean	Std. Err.	F-Ratio	P
LAS Spanish					**8.69**	**.01**
	Sanchez	12	38.32	4.21		
	M.D. Fox	14	55.37	3.89		
LAS English					**1.39**	**.25**
	Sanchez	13	78.48	2.44		
	M.D. Fox	13	82.67	2.44		

SUMMARY: STUDENT LEARNING

In the first year of the pilot program, teachers used a battery of assessments to measure student progress in reading/language arts, mathematics, and second language development. Most formal assessments were linked to *Success for All* and students' math unit tests found in the math text. Performance standards were established for both the language arts and math textbook.

Pilot students completed one standardized test, the Pre-LAS English and Spanish tests, at the beginning and toward the end of the school year. The Aprenda, previously intended to

measure student achievement in Spanish was dropped due to concerns about over-testing students.

Language proficiency tests indicated that student proficiency in their first and second languages improved over the school year. A greater proportion of students achieved the standard established for kindergarten of limited proficiency (Level three on the LAS) at the end of the year than at the beginning of the school year.

First-year student performance on the language proficiency tests suggested that Spanish dominant pilot program students were significantly more proficient in English than students in the comparison group at Burr School by the end of the year. In addition, English dominant students at M.D. Fox appeared to be significantly more proficient in Spanish than English dominant students at Sanchez School by the end of the school year.

7: Professional Development

Professional development for the dual language program appears to be determined primarily by central office administrators. Assistant Superintendent, Jaime Aquino indicated that he was the system-wide director of professional development. Carol Shapiro-Bernson and Anna Maria Olezza collaborate in designing professional development for bilingual education and dual language programs. Principals indicated that professional development was designed based on needs assessment and collaboration with the central office and teachers.

In 2000-2001, two major dual language professional development efforts took place:

- A three-day dual language summer institute, August 21 – 23, 2000, and
- A two-day dual language institute, June 28 – 29, 2001.

Numerous professional development workshops on various topics were conducted the summer before the implementation of the pilot program and throughout the year. Central office documents indicate that teachers attended approximately 32 professional development workshops and conferences during the school year.

The majority of professional development offerings were designed for all teachers. About one-third was designed for current pilot program teachers or those assigned to teach in the future, particularly first and second grade teachers. One or more pilot program teachers attended about half of all professional development offerings. In addition to workshops and conferences, teachers attended staff meetings, instructional planning meetings of various types and participated on the Action Research Team.

The workshops conducted in 2000-2001 as well as the participants may be found in Figure 17.

Figure 17
Professional Development for 2000-2001

Professional Development In-Service Topic	Pilot Teachers	Non-Pilot Teachers	Para-professionals
1. Dual Language Summer Institute (August 21-23, 2000)	X	X	X
2. National Two-Way Bilingual Immersion Conference (July 16-19, 200)	X		
3. Literacy Enhancement & Test Sophistication Program (October 19, 2000)	X	X	
4. Phonemic Awareness: The Reading/Writing Connection (October 23, 2000)		X	
5. Interactive Writing: Sanchez (November 27, 2000)	X	X	
6. Second Language Strategies Workshop (November 28, 2000)	X	X	
7. Developing a Second Language through Cuentacuentos, Into English and Phonics and Friends (December 7, 2000)	X	X	
8. Consolidating Learning for Teachers, for Students: Sanchez (December 18, 2000)	X	X	
9. First-Grade Consolidation (December 18, 2000)		X	
10. First Annual Technology in Education Conference (December 20, 2000)		X	
11. Science Kits (January 18, 2001)	X	X	X
12. Success for All (12 workshops)	X	X	
13. Home Language Arts (January 31, 2001)		X	
14. Into English Training (February 7, 2001)	X	X	
15. Empowering Writers (February 8, 2001)		X	
16. Interventions for Struggling Students (February 8, 2001)		X	
17. Informational Staff Meeting (re: Dual language program, February 13, 2001)		X	
18. Supporting Emergent Readers and Writers: Sanchez (February 26, 2001)	X	X	
19. Spanish Writing Component (March 15, 2001)		X	
20. Sheltered English Instruction (March 21, 2001)		X	
21. Dual Language Education (June 28-29, 2001)	X	X	X

8: The Pilot Program From Other Teachers' Perspective

Most teachers at each pilot site are expected to be involved in the dual language program by the end of the grant period. Accordingly, the opinions and perspectives of teachers not currently directly involved in the program are critical to its success. In an attempt to secure the perspectives of prospective dual language teachers, two focus group meetings were held, one for bilingual education teachers from each pilot site on January 23, 2001 and the other for mainstream teachers on February 13, 2001.

A total of 12 bilingual education teachers from both schools attended the January 23 focus group interview and 15 mainstream teachers attended the February 13 interview. Teachers represented kindergarten through grade five.

The State bilingual education consultant served as the moderator at one focus group interview and the principal evaluator served as moderator at the other. Teacher comments were recorded on flip charts and focus group meetings were tape-recorded.

Teacher comments in both focus group meetings suggested that teachers had some information about the pilot program in their schools. Teachers knew that Spanish dominant and English monolingual kindergarten students were involved and that instruction was conducted alternately in Spanish and in English. They also knew that the program would expand to first grade the following year. Some teachers were able to describe the fundamentals of the instructional schedule and the texts used by the program.

Teachers were asked to describe the dual language activities in which they had participated. Activities generally included the dual language summer institute, staff meetings as well as first and second grade team meetings at Sanchez. A few teachers participated in the Action Research Team. Others indicated that the dual language resource teacher (Carmen Iglesias) had attended their grade level 4eam meetings to present on dual language. A first grade teacher commented that they were continuing a pre-pilot program activity of integrating bilingual and monolingual students on Fridays.

Teachers were asked how they had collaborated with dual language teachers in their school. Sanchez teachers commented that they collaborated through grade-level planning meetings. Teachers at M.D. Fox shared lesson plans and ideas for instruction. Teachers with classrooms close to those of the pilot program occasionally conversed. However, overall, teachers reported that they had little time to interact with pilot program teachers. "The only information we received is the information disseminated at staff meetings," said one teacher. Said another teacher, "We have specials at different times and lunches at different times at M.D. Fox, so we don't have time to get together with them."

Asked how administrators encouraged the participation of teachers who are not in the program, teachers reported that principals provided release time for participation in related activities and made staff meetings available for updates.

Teachers who had not been involved in dual language program related activities were asked to share their reasons. Teachers primarily commented that they had a highly scripted day where every minute is accounted for and they did not have the time to get involved. "Teachers are told what they will be in and how long they should be there. There is not free choice in Hartford," said one teacher. Said another teacher, "There is so much going on, you can only spread yourself so thin." Another teacher commented that schools were focusing on the lower grades and fourth and fifth grade teachers were "forgotten about."

Teachers did not appear to know how they would be involved in the near future (for the remainder of the school year or the following year). However, to help them feel a greater part of the program, teachers suggested more staff discussion times outside of staff meetings, time to observe instruction in participating classrooms, presentations to all grade level teams and greater integration of pilot and non-pilot students.

Asked how they feel about the program, teachers responded positively overall, calling dual language "the wave of the future for bilingual programs," "very beneficial," "common-place in Europe." One teacher drew comparisons between the dual language program and similar programs in Montreal, Canada. However, some teachers broached concerns that English dominant students were weak in their first language and needed time to develop first-language skills. Teachers also disclosed concerns about:

Having adequate training and preparation to effectively teach in a dual language program.

Finding the time to "do all the things that we are expected to do now."

Class size, "We can do it with about 15 students."

Having the cream of the crop in the pilot program, "You can't help but succeed if you have the cream of the crop."

The availability of paraprofessionals, "We are at rock bottom with paraprofessionals." "Paraprofessionals are often pulled out to cover other classes, PPTs and other activities. I am concerned that teacher are not getting support and help they need to make the program a success."

9: Teacher and Administrator Recommendations

Teachers and administrators were asked in focus group and individual interviews what could be done to improve the program to make it more effective. Here is a sample of responses:

Mainstream teachers:

- More flexibility with instruction

- More parental involvement
- Teacher empowerment. More teacher decision-making.
- More individualized instruction.
- More common instructional planning time.
- More active involvement of administrators in classrooms. Show support through actions, not just words.
- Consider how students with special needs might be involved.

The following represents administrators' response to the question, "What needs to be done to ensure the effectiveness of the program? "

- My concern is that people may see two-way as the way to solve the LEP "problem". Not every one is right for the two-way. I thought we [the program] would go school-wide [as required by the grant], but I don't think every student can do it. We will try, but it's too soon and we need to meet the needs of all students.

- We need to come to terms with the time constraints of *Success for All* and two-way.

- Additional parent education and continued professional development for teachers. Continue communicating information to teachers and letting everyone know what's going on, especially the results of the program].

- The biggest issue is time and coordinating two-way and *Success for All.*

- The whole school needs to support the program.

- We need to have a group in each school to continue examine the progress of the program [Action Research Team]. We need to continue grade level teams for curriculum planning. We need to do more staff development in both languages, more parent involvement activities. Central office drives some staff development. Some will have to be school-based.

- Teachers must have time to plan and to collaborate.

- We need adequate funding, extensive professional development, and we must get buy-in from the community--parents.

10: Plans for Next Year

Plans for Sanchez and M.D. Fox include two partnered kindergarten classrooms at Sanchez and three partnered kindergarten classrooms at M.D. Fox. Kindergarten students enrolled at Sanchez whose parents who don't wish to participate in the dual language program will be assigned to Burns School nearby. Kindergarten students enrolling at

M.D. Fox, whose parents don't wish to participate in the dual language program will be assigned to three remaining traditional kindergarten classrooms in the same building. To reduce attrition, new first-graders at either school will be allowed to enroll in the dual language program.

Final decisions have not yet been made about the curriculum. However, the program resource specialist indicated some consideration would be given to integrating first-grader all day, with the exception of a half-hour literacy block.

In spite of expressed concerns about expanding the dual language program too quickly, Hartford reportedly has submitted Title VII grant applications to implement pre-kindergarten dual language programs in two additional schools—Betances and Parkville. Two additional schools (Burns and Barnard Brown) will implement pre-kindergarten dual language programs without the assistance of the grant, but with professional development support from the central office. The latter two schools will integrate students for one hour each day.

11: Program Achievements and Recommendations

In the implementation year of Hartford's pilot dual language program, Hartford experienced notable accomplishments, particularly in the areas of program planning, school-based management efforts, professional development, and team planning. In the first year of the program, Hartford modeled critical elements of the ideals of dual language programs important for program success. In the first year of the program, Hartford provided relevant instructional materials and personnel. In addition, faculty and staff acknowledged receiving considerable building- and district-level support. Most importantly, preliminary achievement results suggest that first-year efforts in the pilot program resulted in higher language proficiency rates for ELLs in the pilot program than ELLs in a comparable transitional bilingual education program in the same district.

The extensive professional experience of central office upper management in administering dual language programs could be invaluable in strengthening the program in future years. Hartford is encouraged to utilize the dual language expertise of upper-level administrators and enhance the expertise of other administrators.

The pilot dual language program is included in School Improvement Plans. However, its presence is limited. Accordingly, Hartford is encouraged to fully integrate the program into school improvement plans, to systematically develop instructional curricula and academic performance standards for all students in the program (English language learners and Spanish language learners) that more fully support the goals of dual language programs.

Hartford's plans to apply for additional Title VII grants and to expand the program substantially, suggests that educators and the community have responded positively to the program. However, Hartford is encouraged to proceed carefully; move forward

incrementally and systematically, expanding once a successful mode appears to be in place, as one upper-level administrator recommended.

The dual language program Action Research Team as well as Hartford's staff development efforts demonstrate Hartford's attempts to utilize dual language education research for planning and development. Hartford is encouraged to continue using dual-language-related research as a guide in development and to utilize an evaluation model that compares student outcomes with that of students in other instructional programs. Achievements and recommendations are detailed below.

AREAS OF ACHIEVEMENT

- **Student achievement.** Student achievement is one of the most critical goals of every educational enterprise and preliminary English language proficiency results indicate that the pilot dual language program experienced some success in this area in the first year. Preliminary results suggest that at the end of the school year ELL students in the pilot dual language program were more proficient in English than ELLs in the transitional bilingual education program at Burr School. Additionally, Spanish language learners at M.D. Fox were more proficient in Spanish than their peers at Sanchez by the end of the year. Unfortunately, without grade-level language proficiency standards, it is not clear that students made adequate progress by the end of the year.

- **Professional development and resource teacher.** Hartford Schools provided a wide array of professional development for classroom teachers in the first year of the pilot. The majority of the offerings were designed for all teachers. However, Hartford's provision of a resource teacher for the pilot program resulted in on-site, in-person, continuous resource of pedagogical strategies and instructional materials critical for teachers in this unfamiliar teaching territory.

- **Instructional materials and instructional support.** In general, pilot program teachers were pleased with the instructional materials and teaching support (paraprofessionals and administrators) available to them. Teachers described their paraprofessionals as vital to the smooth operation of the program and administrators as supportive of the program. While teachers expressed the desire for more reading materials to foster Spanish literacy, they praised the instructional materials and supplies available to them.

- **Instructional planning.** Teachers acknowledged that instructional planning was an ongoing activity. Planning in grade-level and program teams proved to be an efficient way of preparing for instruction and keeping colleagues informed of the progress of the program.

- **Positive learning environment.** Teachers described students as having poor readiness skills and some students as facing social and emotional challenges. The attractive, modern physical structure housing the Sanchez School pilot program,

including in-classroom conveniences, adequate storage facilities, and on-site social services contribute to a learning environment equipped to address the social/emotional and learning needs of students.

- **Community support.** Community support is crucial to the continued success of the dual language program. Hartford's plans to introduce additional, un-mandated dual language programs next year, suggests that Hartford's teachers, administrators and community have been receptive to the dual language program initiative.

RECOMMENDATIONS

1. **Performance standards for ELLs.** Rigorous grade-level standards for second language learning and academic achievment are crucial to adequately monitor the progress and measure the achievement of students in the dual language program. The Department has established English mastery standards (linguistic and academic standards) on specified assessments for English language learners (ELLs). These assessments are administered to all ELLs in mandated bilingual education programs annually and ELLs must meet the standards before they may "exit" bilingual programs.

   Each district is also required to establish standards of adequate progress for ELLs who do not meet the exit standards and schools must provide support services if students do not make adequate progress each year. Hartford must use Connecticut's English mastery standards to establish **standards of adequate progress** for ELLs at each grade-level use the standards to measure progress in linguistic and academic achievement. These standards should be reflected in each school's School Improvement Plan.

2. **Performance standards for Spanish language learners.** The literature suggests that English dominant students' initial progress in acquiring a second language often erodes over time. Relevant measures of linguistic and academic achievement and rigorous grade-level performance standards for **Spanish** language learners should assist teachers maintain student progress. Connecticut's standardized assessments should be used where possible to enhance efficiency and facilitate comparison with other academic programs. These standards should be reflected in each school's School Improvement Plan.

3. **Curriculum frameworks.** Performance standards are difficult to attain without landmarks and directions. The Action Research Team began the work of developing landmarks and directions with a curriculum plan. With plans to expand dual language programs in Hartford, curriculum development must continue and must result in the development of curriculum frameworks for English as a Second Language and Spanish as a Second Language. The dual language approach should also be reflected in curriculum frameworks in other subject areas.

4. **Expand student recruitment.** In the first year of the pilot program, three-quarters of participating students were of Hispanic origin. In an attempt to facilitate the key dual language goal of fostering inter-cultural understanding, Hartford is encouraged to extend student recruitment efforts to other Hartford neighborhoods and other towns.

5. **Student integration and student fatigue.** Administrators and teachers interviewed expressed concern about the intense schedules on the kindergarten level. There was some evidence that students' schedules might have resulted in student fatigue in the afternoons. Teachers expressed concern about the highly scripted curriculum. All educators were grappling with meeting the goals of *Success for All* and the 50-50 instructional legislative requirement (50 percent in each instructional language) of the dual language program. The literature suggests that greater student integration results in greater language gains faster. Hartford must continue to examine how the curriculum might be adjusted to reduce student fatigue and enhance student integration without sacrificing student achievement.

6. **Action research.** Due to the small number of students in the pilot program and the evolving nature of the curriculum, it is difficult to draw clear conclusions about the impact of curriculum and scheduling on student achievement. However, each pilot site offered differing quantities of instruction in English as well as differing quantities of student integration and these might have had some effect on student achievement. Accordingly, it is recommended that Hartford continue to conduct action research to identify the impact of quantity of instruction in English and student integration on student achievement.

7. **Administrator professional development.** Strong leadership is particularly important for the effective operation of dual language programs (Gould, Genesee and Hamayan, 2000). In order to enhance program leadership, clear lines of accountability for the program is critical, with performance evaluation tied to program goals and objectives. Administrators, particularly instructional leaders, should be encouraged to enhance their understanding of dual language programs and their ability to supervise those programs through relevant professional development.

8. **Recommended professional development offerings.** The district provided numerous professional development offerings to pilot and mainstream teachers in 2000-2001. The district is encouraged to continue offering relevant professional development that upgrades and updates teaching strategies for dual language programs as well as teachers', paraprofessionals' and administrators' ability to effectively utilize assessment information. Offerings are recommended in areas such as effective second language strategies for English and Spanish dominant students; and designing, using, and interpreting student assessment. Teachers not yet participating in the pilot program should receive release time to conduct pilot program classroom observations as an additional professional development alternative.

9. **Fostering support.** Hartford is encouraged to identify effective methods of keeping all stakeholders (pilot and mainstream teachers, paraprofessionals, administrators, parents/guardians, community) informed of plans and developments in Hartford's dual language programs in order to reduce anxiety about the program and facilitate feelings of ownership.

10. **Expansion.** Hartford is poised to undertake rapid expansion of the pilot program. Although this suggests important widespread support for the program, Hartford is encouraged to proceed carefully; move forward incrementally and systematically, expanding once a successful mode appears to be in place, as one upper-level administrator recommended. Speedy completion of curriculum frameworks as indicated in Recommendation 3, and performance standards would assist in establishing a firm foundation for expansion. Hartford is also encouraged to establish an evaluation model that incorporates comparison of pilot program student outcomes with that of students in other Hartford Public Schools instructional programs.

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APPENDIX A: INTERVIEW PROTOCOLS

PRINCIPAL INTERVIEW PROTOCOL
Hartford Dual Language Program

PURPOSE OF THE INTERVIEW: Semi-structured interviews are one component of the evaluation of Hartford's dual-language pilot program, which is mandated by Section 8, P.A. 00-24. The interviews are designed to collect critical information about the characteristics of the program and how the program functions, how the program is organized and how it is administered. This Interview is designed to secure information about your role in the program.

Name of Administrator:

Title of Administrator:

School: Interview Date:

QUESTIONS	FOLLOW-UP QUESTIONS AND RESPONSES
First, tell me how your school got involved in the program.	
1. Tell me about the selection process. When and how was your school selected?	
2. What were your feelings about the program in the beginning?	
3. What were your expectations of the program?	
4. What previous involvement have you had with dual-language programs?	COURSE WORK: ADMINISTRATION OR OTHER EXPERIENCE:
The next few questions will focus on the planning of the program.	
5. How were you involved in the planning of the dual-language program?	Who else was involved in program planning?
6. What's being done to adjust school mission/goals as a result of the program?	• **If interviewee is principal**, may I have a copy of school's current strategic plan, mission, and goals? Indicate which will be forwarded. • How are you involved in the school improvement team?

Administration is critical to any program's success, so tell me how this program is administered.

7. Who has primary responsibility for the administration of the dual-language program?

Other program administrator(s)? Who?

8. Who is responsible for the following administrative tasks for the program?

S = Superintendent P = Principal B = Bilingual Director
O = Other. Request explanation of other.

Hiring

Principal:	Vice-Principals:
Teachers:	Paraprofessionals:

Supervising

Principal:	How often?
Vice-Principal(s):	How often?
Program Teachers:	How often?
Program Paraprofessionals:	How often?

Evaluation

Principal:	How often?
Vice-Principal:	How often?
Program Teachers:	How often?
Program Paraprofessionals:	How often?

Teaching assignments:

9. How are fiscal resources for the program handled?

What fiscal responsibilities do you have?

Is the program budget integrated in school budget? How?

10. Do you foresee any personnel or fiscal barriers to an effective program?

If yes, what barriers?

What can be done to remove them?

The next few questions will address your role as instructional leader.	
11. Who is responsible for making the following curriculum and instruction decisions?	S = Superintendent P = Principal B = Bilingual Director T = Teacher A = Paraprofessional R = Program resource teacher O = Other. Request explanation of other. • Deciding what to teach in the program and when to teach it: • Deciding where students should be placed:
12. How are you involved in curriculum development efforts?	
13. How will the curriculum for the program be integrated into the school curriculum?	
14. How are legislative requirements integrated into the curriculum of the new program?	
15. What is your role in providing professional development for program staff/faculty?	How is the new law (P.A. 99-211) integrated into the professional development plan?
16. Who is responsible for making the following student monitoring and assessment decisions for students in the program?	• Deciding when and how student learning should be assessed: • Interpreting student performance on assessments: o How will the results of the following tests be used? PRE-LAS: o Success for All:
17. Who is primarily responsible for resolving issues parents have with the program?	

18. How does the dual-language program compare with the transitional program in your school?	Instruction: Students:
The next two questions address the records kept for each student.	
19. What records are kept in each student's file?	How long are these records kept? Who maintains student records and what application is used to maintain them?
20. What happens to the records after students leave a teacher's classroom?	
Finally, this set of questions asks you to anticipate what will happen next year.	
21. How are you preparing for students who will be in the program next year?	New kindergarten students Pilot first graders
22. What else do you think needs to happen to ensure the program's effectiveness?	
23. Are there any other thoughts or feelings you would like to share to help us understand your feelings about the dual-language program? The impact it has had on your school?	

VICE PRINCIPAL INTERVIEW PROTOCOL
Hartford Dual Language Program

PURPOSE OF THE INTERVIEW: Semi-structured interviews are one component of the evaluation of Hartford's dual-language pilot program, which is mandated by Section 8, P.A. 00-24. The interviews are designed to collect critical information about the characteristics of the program and how the program functions, how the program is organized and how it is administered. This Interview is designed to secure information about your role in the program.

Name of Administrator:

Title of Administrator:

School: Interview Date:

QUESTIONS	FOLLOW-UP QUESTIONS AND RESPONSES
First, tell me how your school got involved in the program.	
1. What were your feelings about the program in the beginning?	
2. What were your expectations of the program?	
3. What previous involvement have you had with dual-language programs?	COURSE WORK: ADMINISTRATION OR OTHER EXPERIENCE:
The next few questions will focus on the planning of the program.	
4. How were you involved in the planning of the dual-language program?	Who else was involved in program planning?
5. How are you involved in modifying school mission/goals as a result of the new program?	
Administration is critical to any program's success, so tell me how this program is administered.	
6. Who has primary responsibility for the administration of the dual-language program?	Other program administrator(s)? Who?

7. Who is responsible for the following administrative tasks for the program?

S = Superintendent P = Principal B = Bilingual Director
O = Other. Request explanation of other.

Hiring

Principal:	Vice-Principals:
Teachers:	Paraprofessionals:

Supervising

Principal:	How often?
Vice-Principal(s):	How often?
Program Teachers:	How often?
Program Paraprofessionals:	How often?

Evaluation

Principal:	How often?
Vice-Principal:	How often?
Program Teachers:	How often?
Program Paraprofessionals:	How often?

Teaching assignments:

The next few questions will address your role as instructional leader.

8. How are you involved in curriculum development efforts?

9. How will the curriculum for the program be integrated into the school curriculum?

10. What is your role in providing professional development for program staff/faculty?

How is the new law (P.A. 99-211) integrated into the professional development plan?

11. Who is responsible for making the following student monitoring and assessment decisions for students in the program?	• Deciding when and how student learning should be assessed: • Interpreting student performance on assessments: o How will the results of the following tests be used? PRE-LAS: o Success for All:
12. Who is primarily responsible for resolving issues parents have with the program?	
13. How does the dual-language program compare with the transitional bilingual education program?	Instruction Students:
The next two questions address the records kept for each student.	
14. What records are kept in each student's file?	How long are these records kept? Who maintains student records and what application is used to maintain them?
15. What happens to the records after students leave a teacher's classroom?	
Finally, this set of questions asks you to anticipate what will happen next year.	
16. How are you preparing for students who will be in the program next year?	New kindergarten students Pilot first graders

17. What else do you think the program needs to do next year to ensure its effectiveness?	
18. Are there any other thoughts or feelings you would like to share to help us understand your feelings about the dual-language program? The impact it has had on your school?	

CENTRAL OFFICE ADMINISTRATOR INTERVIEW PROTOCOL
Hartford Dual Language Program

PURPOSE OF THE INTERVIEW: Semi-structured interviews are one component of the evaluation of Hartford's dual-language pilot program, which is mandated by Section 8, P.A. 00-24. The interviews are designed to collect critical information about the characteristics of the program and how the program functions, how the program is organized and how it is administered. This Interview is designed to secure information about your role in the program.

Name of Administrator:

Title of Administrator:

Interview Date:

QUESTIONS	FOLLOW-UP QUESTIONS AND RESPONSES
First, tell me how Hartford got involved in the program.	
1. How did the program come about?	
2. What goals did you hope to achieve?	How do you expect the program to help you achieve it?
3. What previous involvement have you had with dual-language programs?	COURSE WORK: ADMINISTRATION OR OTHER EXPERIENCE:
4. Tell me about the selection process. When and how were schools selected?	How were students selected?
The next few questions will focus more on the planning of the program.	
5. How were you involved in the planning of the dual-language program before it started?	Who else was involved in program planning?
6. As I understand it, the first year of the grant is the planning year. How are you involved in planning now?	
Administration is critical to any program's success, so tell me how this program is administered.	
7. Who has primary responsibility for the administration of the dual-language program?	Other program administrator(s)? Who?

8. Who is responsible for the following administrative tasks for the program?	S = Superintendent P = Principal B = Bilingual Director O = Other. Request explanation of other. **Hiring** Principal: / Vice-Principals: Teachers: / Paraprofessionals: **Supervising** Principal: — How often? Vice-Principal(s): — How often? Program Teachers: — How often? Paraprofessionals: — How often? **Evaluation** Principal: — How often? Vice-Principal: — How often? Program Teachers: — How often? Paraprofessionals: — How often? **Teaching assignments:**
9. How are fiscal resources for the program handled?	What fiscal responsibilities do you have? Is the program budget integrated in school budget? How?
10. What personnel or fiscal challenges to an effective program do you foresee?	What challenges? What is the district doing to address the challenges?
The next few questions will address the role of instructional leader.	
11. Who is responsible for making the following curriculum and instruction decisions?	S = Superintendent P = Principal B = Bilingual Director T = Teacher A = Paraprofessional R = Program resource teacher O = Other. Request explanation of other. • Deciding what to teach in the program and when to teach it: • Deciding where students should be placed:

12. How are you involved in curriculum development efforts?	
13. How are legislative requirements integrated into the curriculum of the new program?	
14. What is your role in providing professional development for program staff/faculty?	How is the new law (P.A. 99-211) integrated into the professional development plan?
15. Who is responsible for making the following student monitoring and assessment decisions for students in the program?	• Deciding when and how student learning should be assessed: • Interpreting student performance on assessments: o How will the results of the following tests be used? PRE-LAS: o Success for All:
16. Who is primarily responsible for resolving issues parents have with the program?	
The next two questions address the records kept for each student.	
17. What is the role of the central office in keeping student records?	What records are kept? How long are student records kept? Who maintains student records? What systems are in place to secure them from schools and maintain them?

18. What happens to the records when students transfer?	To a different school within the district? To a different district?
Finally, this set of questions asks you to anticipate what will happen next year.	
19. What expansion plans, if any, does the district have for the program?	
20. How is the district preparing to implement the expansion?	New kindergarten students Pilot first graders New schools
21. In what other ways will the program look different next year?	
22. What else do you think needs to happen to ensure the program's effectiveness?	How are these things being addressed?
23. Are there any other thoughts or feelings you would like to share to help us understand your perspective on the dual-language program? The impact it has had on your district?	

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DUAL LANGUAGE PROGRAM EVALUATION: HARTFORD

TEACHER INTERVIEW PROTOCOL

PURPOSE OF THE INTERVIEW: Semi-structured interviews are one component of the evaluation of Hartford's dual-language pilot program, which is mandated by Section 8, P.A. 00-24. The interviews are designed to collect critical information about the characteristics of the program, how the program is organized, how it is administered, and how the program functions. This Interview is designed to secure information about your role in the program.

Name of Teacher:

Title:

School: Interview Date:

QUESTIONS	RESPONSES
First I would be interested in learning a little about how you got involved in this program.	
1. How were you selected?	
2. How did you feel when you were selected to participate?	
Let's talk about the training and other involvement you had with dual-language programs.	
3. What dual language program experience did you have before starting the program?	
4. What involvement did you have with other types of bilingual education programs?	
5. What formal training have you had in dual language?	BEFORE PROGRAM AFTER PROGRAM
6. What endorsements do you have?	
7. What in-service dual-language training have you had?	BEFORE PROGRAM AFTER PROGRAM IMPLEMENTATION
8. How did you apply the in-service training?	What specific impact did the training have on student learning?

9. Now that you've been in the program for one marking period, what additional professional development do you need?	
Let's talk about the planning that went into the start-up of the program.	
9. When did your involvement with the program begin?	
10. How did you help to plan/design the program?	How was your expertise in teaching used? How was your expertise in bilingual education used (for bilingual ed teachers)? How is your expertise used now?
11. How did you plan and prepare for your new teaching assignment?	What resources did you use in planning for your students?
Let's talk about the students.	
12. What criteria were used in selecting students?	
13. How were you involved in student selection?	
14. What information did you have about your students when they first arrived?	How did you use the information you received? What additional information about your students did you secure?

15. How would you describe your students' background and readiness for school at the beginning of the program?	Mastery of English: Mastery of Spanish:
16. What records do you currently have on each student?	What assessment results do you have for your students? English dominant: Spanish dominant: How do you use the assessment results:?
17. What else should I know about students to better understand the program?	
Now that you have described students, let's talk a little about what you teach.	
18. Tell me about what you teach.	How is it different from what's in the school curriculum? How is it the same as the school curriculum?
19. How do you plan for instruction on a daily basis?	When do you plan? Who is involved? (Any shared planning time?)

20. What is the focus of instruction in your classroom?	English dominant students: Spanish dominant students:
21. How would you describe the resources you have for teaching?	What do you have that is critical to teaching in a dual language program? What additional resources do you need to make this program successful?
I know that students are assessed throughout the year. Tell me a little about how you monitor and assess student learning.	
22. First, what methods do you use to monitor student learning?	
23. How have you used student assessment results?	PRE-LAS SFA (Success for All)
24. What happens to student records once students leave or are promoted?	
Now I would like to learn a little about the home-school connection.	
25. What opportunities have you had to meet and talk with parents about their children this year?	How are issues parents have resolved usually?
26. How could the home-school connection be strengthened?	

I have been told that both central office and building level administrators are involved in the program.	
27. Who do you see as the primary administrator?	Other critical administrator(s)? Who?
28. Who is responsible for the following administrative tasks for the program?	S = Superintendent P = Principal B = Bilingual Director O = Other. Request explanation of other. **Hiring** Teachers: Paraprofessionals: **Supervising** Program Teachers: How often? Program Paraprofessionals: How often? **Evaluation** Program Teachers: How often? Program Paraprofessionals: How often? **Assigning teachers:**
Finally, how you feel about the program overall.	
29. How would you describe the effectiveness of the program after one marking period?	What information have you collected that support your conclusions?
30. What recommendations would you make to enhance student learning in the program?	

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DUAL LANGUAGE PROGRAM EVALUATION: HARTFORD

PARAPROFESSIONAL INTERVIEW PROTOCOL

PURPOSE OF THE INTERVIEW: Semi-structured interviews are one component of the evaluation of Hartford's dual-language pilot program, which is mandated by Section 8, P.A. 00-24. The interviews are designed to collect critical information about the characteristics of the program, how the program is organized, how it is administered, and how the program functions. This Interview is designed to secure information about your role in the program.

Name of Paraprofessional:

Title:

School: Interview Date:

QUESTIONS	RESPONSES
First I would be interested in learning a little about how you got involved in this program.	
1. Why did you apply to work in the pilot program?	When did you start?
2. How were you selected?	
3. How did you feel when you were selected to participate?	
Let's talk about the experience you had with dual language programs before starting in this program and the dual language training you have had.	
4. What dual language program experience did you have before starting the program?	
5. What involvement with other types of bilingual education programs have you had?	
6. What formal dual language training have you had?	BEFORE PROGRAM AFTER PROGRAM
7. Now that you've been in the program for one marking period, what additional professional development do you need?	

Let's talk a little about what you assist in the classroom.	
8. What does your typical day look like?	
9. What do you mostly do in the classroom?	
10. What kind of direction do you get from the teacher?	
11. How many students do you generally work with?	
12. How would you describe the resources you have to do your work?	What do you have that has been very helpful to you? What else do you need to help you work more effectively?
Now I would like to learn a little about the home-school connection.	
13. What opportunities have you had to meet and talk with parents about their children this year?	What have you talked to them about? How are parents' concerns usually addressed?
14. How could the school strengthen the parent-program relationship?	

Finally, how do you feel about the program overall.	
15. In what ways do you think the program is effective?	
16. What do you think needs to be done next year to improve the program?	

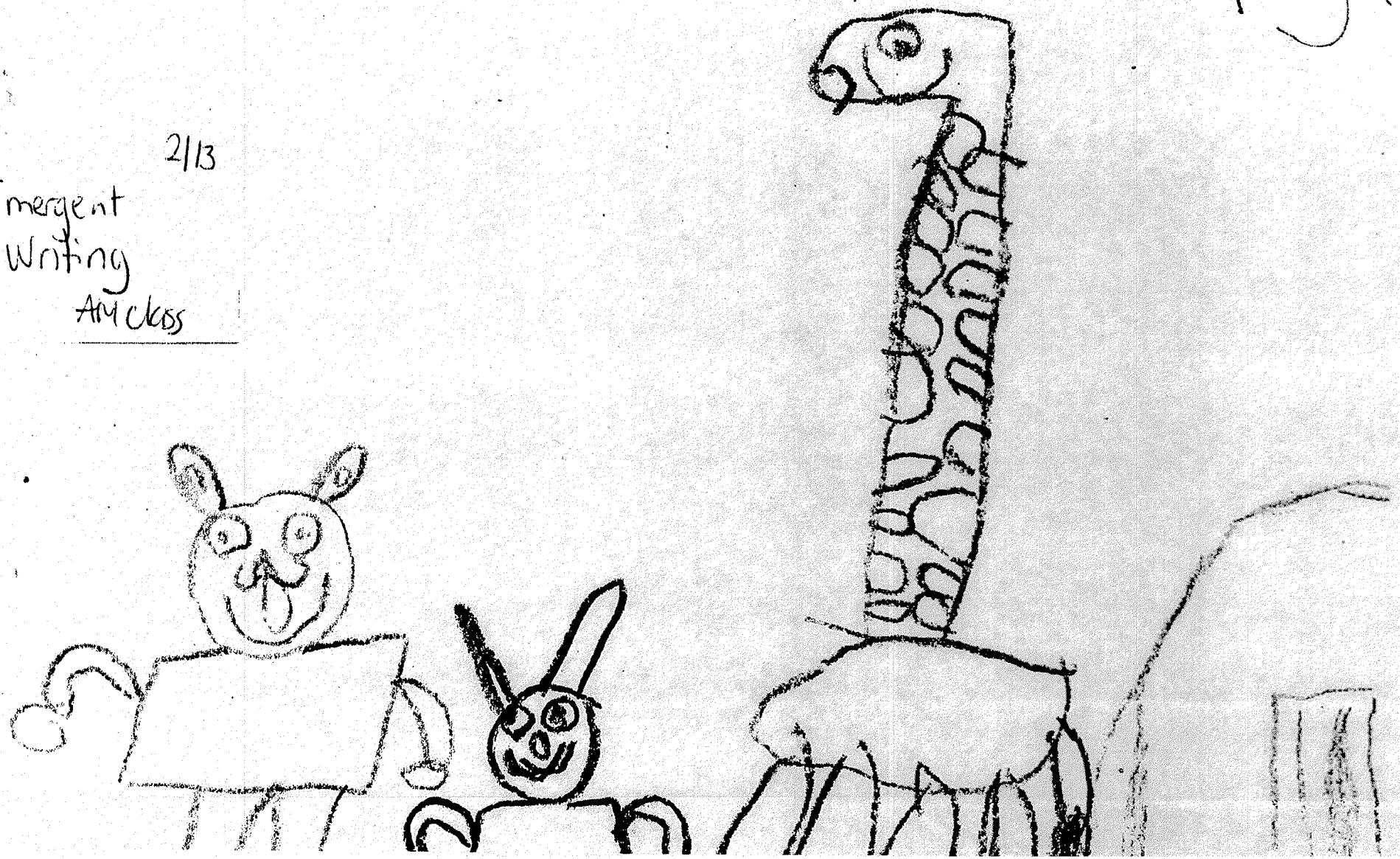
THANK YOU FOR YOUR HELP.

nos in Rabbts House

2/13

Emergent Writing

AM class



DUAL LANGUAGE FOCUS GROUP INTERVIE W GUIDE
BILINGUAL EDUCATION TEACHERS
M. D. FOX & SANCHEZ SCHOOLS

January 23, 2001
M. D. Fox School: L Library
470 Maple Avenue
3:30 – 5:30 p.m.

The purpose of this focus group is to explore your feelings about the pilot dual language program in your schools. Specifically, we will be talking about the extent to which you have participated in dual language activities, to what extent you believe it is an effective program, and what can be done to make it more effective.

GROUND RULES:
This is your opportunity to express your feelings and discuss issues of concern to you, so please speak freely. At the same time, please respect the opinions of your colleagues. There are no right or wrong answers. Every opinion is highly valued regardless of how different or how unusual, every opinion is critical, and everything said here must and will remain confidential.

For purposes of data analysis (e.g., changes in opinion, clarification of your own responses), we will need to identify speakers. Accordingly, please help us by giving your first name only before you speak.

We will record our discussion in two ways: by summarizing opinions on the flip chart and by tape recording the discussion. The recording will serve only as a reference to help us accurately represent your views as we write the report. Be assured that all views will be reported anonymously; no names will be used.

First, please introduce yourselves. Provide your name, school, and the grade you teach.

1. Tell me about the dual language program at your school. In your opinion, how does it differ from a transitional bilingual education program?

2. Describe some of the dual-language related activities that you have been involved in this year (e.g., training, program planning, curriculum)

3. How have you collaborated with individual dual language teachers in your school (e.g., through lesson planning)?

4. How have administrators encouraged the participation of teachers outside of the program?

5. If you have not been involved in dual-language-related activities, why haven't you?

6. How do you expect to be involved for the rest of this year (e.g., through professional development, teaching, committee work)

7. How do you expect to be involved next year?

8. What are your feelings about the dual language program? In what ways is it an effective program; that is, effective in reaching its goals?

9. What could/should be done to improve the effectiveness of the program?

10. What needs to be done to make you feel a part of the program?

11. Is there anything else you would like to share about the pilot program?

THANK YOU FOR PARTICIPATION

APPENDIX B: CLASSROOM OBSERVATION INSTRUMENT

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DUAL LANGUAGE PROGRAM EVALUATION: HARTFORD

PRE-OBSERVATION INTERVIEW

Please complete one of the following for each lesson observed; e.g., letter investigation, (SFA), math.

Date: **School:** **Name of Teacher:**

Subject: **Language of Instruction:** **Students' First Language:**

What is the focus of the lesson that I will be observing? Summarize.	
What are your expectations of students for this lesson?	Content? Language?
What materials will you be using?	Get one copy of each.
Is there anything else I need to know about before observing this lesson?	

ABBREVIATED SHELTERED INSTRUCTION OBXERVATION PROTOCOL (SIOP)

Adapted from Echevarria, J., M. Vogt, &D. Short. (2000). *Making content comprehensible for English language learners: The SIOP model.* Boston, MA: Allyn & Bacon.

Observer: _____ Teacher: _____
Date: _____ School: _____
Grade: _____ ESL Level: _____
Subject: _____ Lesson: (Circle one) Multi-day Single day

Directions: Assign a score from 0 to 4 by writing an X under the number that best reflects what you observe in a lesson. Cite under *Comments* specific examples of the behaviors observed.

Maximum Score Possible. Total items scored x 4	Total Score	Percent Score

ITEMS	Highly Evident 4	3	Somewhat Evident 2	1	Not Evident 0	Not Applicable NA
INSTRUCTION: Building Background						
8. **Concepts explicitly linked** to students' background experiences						
9. **Links explicitly made** between past learning and new concepts						
10. **Key vocabulary emphasized** (e.g., introduced, written, repeated and highlighted for students to see)						
Comments						
INSTRUCTION: Comprehensible Input						
11. **Speech appropriate** for students' second language proficiency level (e.g., slower rate, enunciation and simple sentence structure for beginners)						
12. **Clear explanation** of academic tasks						
13. **A variety of techniques** used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)						
Comments						

	Highly Evident		Somewhat Evident		Not Evident	Not Applicable
	4	3	2	1	0	NA
INSTRUCTION: Practice/Application						
21. Hands-on materials and/or manipulatives for students to practice using new content knowledge						
22. Activities provided for students **to apply content and language knowledge** in the classroom						
23. Activities that integrate all **language skills** (i.e., reading, writing, listening, speaking)						
Comments						
INSTRUCTION: Lesson Delivery						
24. Content objectives clearly supported by lesson delivery						
25. Language objectives clearly supported by lesson delivery						
26. Students engaged (most students taking part or on task) approximately 90-100% of the period						
27. Pacing of the lesson appropriate to students' ability level						
Comments						

APPENDIX C: EVALUATION PROPOSAL

HARTFORD'S DUAL LANGUAGE PROGRAM

EVALUATION DESIGN

Norma Sinclair
Connecticut State Department of Education
Bureau of Program and Teacher Evaluation

EVALUATION QUESTIONS

HARTFORD'S DUAL LANGUAGE PROGRAM

The purpose of the state-level evaluation is to evaluate "the effectiveness" of the pilot dual-language language program implemented in two schools in accordance with P.A. 00-204, Section 8.

It is anticipated that the first-year report will be primarily descriptive, profiling the program, teachers, students, and administrators, procedures involved in planning the program as they relate to recommended planning for dual language programs, and anticipated activities in the coming year. The report will describe the characteristics of the instruction that takes place as they relate to characteristics of successful dual-language programs and state requirements. The report will include baseline and year-end academic performance of students in the pilot program as well as students in a comparison group of mainstream and transitional bilingual program students at Burr School in Hartford. Finally, the report will provide recommendations and implications for the expansion of the pilot program.

The report will attempt to answer the questions below.

1) **HOW WAS THE PILOT PROGRAM PLANNED?**
   a) What was the catalyst for starting the program? What goals and objectives did the district hope to achieve?
   b) What resources (fiscal, human and material) were used to implement the program?
   c) What planning took place to implement the program? How did the district go about bringing the program from concept to fruition? How were teachers selected? How were students selected?
   d) What resources (dual-language models and community) were used in planning and implementing the program?

2) **HOW IS THE PILOT PROGRAM ORGANIZED AND ADMINISTERED?**
   a) What are the characteristic features of the program?
   b) How is the program administered?
   c) Is the program an integral part of school strategic planning (school improvement plan)? Is it an integral part of the school mission and goals?
   d) Are appropriate accountability systems in place for program administration?

3) **WHAT ARE STUDENTS TAUGHT AND WHO TEACHES STUDENTS?**
   a) What dual-language-related training have teachers and relevant paraprofessionals received?
   b) What are teachers' and paraprofessionals' roles in the classroom?
   c) How do bilingual and mainstream staff/faculty and administrators support and participate in the program?

d) What are students taught?
e) How is the current curriculum distinct from the previous one? How is the curriculum related to established characteristics of successful dual language programs, applicable characteristics in bilingual education regulations, and state curriculum frameworks?

4) HOW MUCH ARE STUDENTS LEARNING?

a) Are appropriate systems in place for monitoring student achievement of state standards, including the English mastery standard?
b) How does the achievement of students in the pilot program compare with that of their peers?
c) Does student achievement improve longitudinally (beginning in year two)?

5) WHAT'S PLANNED FOR NEXT YEAR?

a) What initiatives are planned for the next school year? For kindergarten students? For first grade?
b) What modifications are planned as a result of the first year's experience? For kindergarten? For first grade?

DUAL LANGUAGE EVALUATION QUESTIONS AND FIRST-YEAR MEASURES

QUESTIONS	FIRST-YEAR MEASURES
1) How was the pilot program planned?	
a) What was the catalyst for the program? What goals and objectives did the district hope to achieve?	1. Interviews with administrators (central office and building level) 2. **Title VII Documentation:** Program goals and objectives.
b) What resources (fiscal, human and material) were used to plan and implement the program?	1. Interviews with administrators (central office and building level) 2. Title VII Documentation: Grant application and approval 3. District Records: Other relevant grants
c) What planning took place to implement the program? This includes: How did the program come about? What preparation took place before school began? How were teachers selected? How were families recruited and selected? What criteria were used?	1. Interviews with administrators and faculty regarding the planning and preparation that took place prior to implementation. 2. Title VII Documentation: Summer Academy brochure and sign-in sheets, agendas, schedules. 3. District Records: List of new materials purchased for the program, student recruitment, registration and admission brochures, forms and procedures
d) What (dual language models and community) resources were used in planning and implementing the program?	Interviews with administrators about the people and programs used as models and resources as they designed the program.
2. How is the program organized and administered?	
a. What are the characteristic features of the program? What criteria used for selecting students?	1. Interviews with administrators and teachers about the characteristics of the program. 2. Physical facility inspection 3. Title VII grant application
b. How is the program administered? This question includes who administers the program; who makes curricular, personnel and placement decisions; home-school collaboration; other administrators' involvement; administrators' feelings of program ownership; knowledge of state law; policies related to maintaining student records.	1. Interviews with administrators and teachers regarding the questions noted; 2. Inspection of sample student files for the types of information retained; 3. **Title VII Evaluation Documentation**: parent workshop agendas, parent-teacher conference attendance sheets, completed Monthly Parent Workshops/Meetings that Include LEP Parents. 4. **District Records**: description of recruitment, selection, and placement procedures and associated forms; samples of student records;

QUESTIONS	FIRST-YEAR MEASURES
2. Continued: How is the program organized and administered?	
c. Is the program an integral part of school strategic planning (school improvement plan)? Is it an integral part of the schools' missions and goals?	1. Interviews with administrators and faculty about the integration of program objectives with the schools' strategic (improvement?) plans, school missions and school goals. 2. **District Records**: current school strategic plan, mission, goals, and program objectives. 3. **Title VII Documentation**: attendance sheets and handouts for school improvement plan meetings, completed plan.
d. Are appropriate accountability systems in place for program administration?	1. Interviews with administrators about lines of authority. 2. **District Records**: performance evaluation procedures, evaluation criteria, and samples of personnel evaluation records.
3. What are students taught and who teaches them?	
e. How were teachers selected? What dual-language-related training have teachers and relevant paraprofessionals received?	1. **District Records**: certification & credentials of teachers and paraprofessionals (resumes acceptable); 2. **Title VII Documentation**: attendance (by program title and funding source) and agendas of dual-language training; CEUs granted; university courses completed.
b) What are teachers' and paraprofessionals' roles in the classroom?	1. Interviews with administrators and staff/faculty about classroom roles; 2. Observation of classroom roles, using state-evaluator-developed observation protocol.
c) How do staff/faculty and administrators support and participate in the program? This includes faculty and principal participation, integrated planning, administrator credentials, feelings of ownership, unresolved issues.	1. Interviews with principals and faculty about their roles, participation, feelings of ownership, unresolved issues. 2. **Title VII Documentation**: attendance (by program title and funding source) and agendas of joint training, planning, and curriculum development. Membership in school-based management team.
d) What are students taught? How do teachers plan instruction? How is the current curriculum distinct from the previous one? To what extent does the program reflect established characteristics of successful dual language programs, applicable characteristics in bilingual education regulations, and state curriculum frameworks? What instructional resources are available?	1. Observation of instruction, using a protocol based on criteria from the Center for Applied Linguistics, state curriculum frameworks, SIOP; 2. **District Records**: previous curriculum; minutes from team curriculum development and draft kindergarten curriculum, list of instructional themes; student and teacher schedules from each school; list and samples of student assessments; roster of students in each classroom. 3. **School Records**: sample (one week) of teaching plans and related samples of student work.

4. How much are students learning?	
f. Are appropriate systems in place for monitoring student achievement of state standards, including the English mastery standard?	1. **District Records**: Roster of students with English and Spanish Pre-Language Assessment Scales (LAS) performance (pre-placement) for English and Spanish dominant students, including any summary analysis; 2. **District Records**: Roster of students with quarterly and final SFA scores; 3. Interviews with program staff/faculty regarding their use of student assessment results;
g. How does the achievement of students in the pilot program compare with that of their peers?	1. **District Records**: Pre-LAS results of dual-language program students and those of kindergarten comparison group (transitional bilingual education students at Burr School) 2. **District Records**: Quarterly SFA results of dual language students and those of kindergarten comparison group (transitional and English dominant kindergarten students at Burr School).
h. Does student achievement improve longitudinally?	BEGINNING IN SECOND YEAR
5. What program plans are in place for next year?	
a) What initiatives are planned for next year? For kindergarten? For first grade? What is the status of those initiatives?	Interviews with administrators, faculty and staff regarding anticipated initiatives.
b) What modifications are planned as a result of the first year's experience?	Interviews with administrators, faculty and staff regarding anticipated modifications.

INFORMATION AND RECORDS DISTRICT MUST PROVIDE

ALL DOCUMENTS MUST BE LABELED WITH ATTACHED EXPLANATIONS AS NECESSARY

PROGRAM PLANNING

- Current school strategic plan or school improvement plan;
- School mission and goals;
- Program objectives;
- Student schedules including language of instruction for each entry (one per school)
- Teacher schedules (one per school)
- Title VII evaluation documentation:
    - Attendance sheets, handouts for school improvement plan meetings and latest draft of school improvement plan;
    - Completed school improvement plan (June: final for school, October for grant);

PROGRAM ADMISSION

- Description of procedures for student recruitment, selection, and placement, including any tests administered;
- Forms and other materials used in student recruitment, selection, and placement;
- Samples of student admission records (sample size of 20, 5 from each classroom);

INSTRUCTION

- Title VII evaluation documentation:
    - Agendas of joint planning (program and non-program staff planning)
    - Minutes from team curriculum development;
    - Latest draft of curriculum available in January;
    - Completed school kindergarten curriculum, including instructional themes
- Sample of teaching plans (one week per classroom);
- Roster of students in each classroom in each school.
- Samples of student work (based on teaching plans requested above) (February)

STUDENT ASSESSMENT

- List and samples of student assessments;
- Roster of students in the program with the following scores for each student (sample roster attached):
    - Pre-LAS (pre-placement);
    - Success for All (SFA) (quarterly performance scores);
- Any summary analysis of test results and instructional recommendations;
- Roster of comparison group students (one kindergarten class of Spanish dominant students in transitional bilingual education program at Burr) with the following scores:
    - Pre-LAS (pre-placement);
    - SFA (quarterly performance scores);

- Roster of comparison group students (one kindergarten class of English dominant students in mainstream program at Burr School) with the following scores:
    - Pre-LAS (pre-placement);
    - SFA (quarterly performance scores);

PROFESSIONAL DEVELOPMENT

- Title VII documentation:
    - Attendance by program title and funding source of dual-language training (include district-wide, school-wide and independent programs and CEUs earned and university course completed);
    - Agendas for district dual-language training.

PROGRAM ADMINISTRATION

- Certification and credentials of building-level administrators, teachers and paraprofessionals (resumes acceptable);
- Building-level administrator performance evaluation criteria and procedures;
- Teacher and paraprofessional performance evaluation criteria and procedures;
- Sample of personnel evaluation (1 administrator and 1 teacher—dual-language or mainstream);
- Title VII documentation: List of members in school-based management team and meeting agendas;

HOME-SCHOOL COLLABORATION

- Title VII documentation:
    - Parent workshop agendas;
    - Parent-teacher conference attendance sheets;
    - Completed Monthly Parent Workshops/Meetings that Include LEP Parents.

APPENDIX D: PROGRAM GOALS AND OBJECTIVES

Project Objectives

(b)(3) Quality of the project design

The Hartford Public Schools are proposing to initiate and institutionalize a high quality, fully integrated two-way bilingual project at the Michael D. Fox and the Maria C. Sanchez Elementary Schools. The project is designed to wholly reform, restructure and upgrade instruction for all limited English proficient students, and promises to boost the level of academic achievement and language competencies of **both** the LEP **and** the English proficient participants. It will provide native language instruction and promote English competency for LEP students, while simultaneously offering monolingual English-speaking students access to a second language.

(b)(3)(I) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

Student Instructional Objectives

1.0 By the end of each project year, 80% of the target students in grades K-6 will demonstrate increased skills in language fluency, comprehension, complexity and syntax in **oral/aural English,** as measured by pre- and post administration of the Language Assessment Scale (LAS). Increased skills for students will be measured through portfolio assessment, teacher-made instruments and locally-developed checklists.

2.0 By the end of each project year, 80% of the target students in grades K-6 will demonstrate increased skills in **reading in English** as a result of daily participation in project reading activities, as measured by pre- and post-administration of the Connecticut Mastery Test (CMT) (grade 4) and through portfolio assessment, teacher/project-made instruments and locally-developed checklists.

3.0 By the end of each project year, 80% of the target students in grades 3-6 will demonstrate

increased skills in **writing** in English, including syntax, description, purpose and sequence, as a result of project writing activities, as measured by pre- and post-administration of the Connecticut Mastery Test (CMT) (grade 4) and through portfolio assessment, teacher/project-made instruments and locally-developed checklists.

4.0 By the end of each project year, 80% of the target students in grades K-6 will demonstrate increased skills in reading and language fluency in **Spanish**, as measured by pre- and posttest administration of the Aprenda (grades 2, 4 and 6) and through portfolio assessment, teacher-made instruments and locally-developed checklists.

5.0 By the end of each project year, 80% of the target students in grades K-6 will demonstrate increased skills in **math**, as measured by pre- and post-administration of the Connecticut Mastery Test (CMT) (grade 4) and through portfolio assessment, teacher/project-made instruments and locally developed checklists.

6.0 By the end of each project year, 80% of the target students in grades K-6 will demonstrate increased skills in **science and in their use of technology** as measured by portfolio assessment, teacher/project-made instruments and locally developed checklists.

7.0 By the end of the grant period, the achievement gap between limited and English proficient students in the two project sites will be significantly narrowed as a result of intensive services and program activities, as measured by a comparative analysis of CMT reading and math scores.

Professional Development

8.0 By the end of each project year, 80% of participating teachers will demonstrate skills in integrating English language arts and technology across all content areas, and by the end of the second project year, providing effective language acquisition skills for LEP students in the

restructured two-way instructional model, and facilitating students' development of higher order thinking skills and abilities, as measured by a review of teacher lesson plans, supervisory observations of teacher performance and comparison of pre- and posttest results, October and June of each year of a locally-developed Likert-type supervisory checklist.

9.0 By the end of each project year, at least three teachers at each project site will enroll in and complete college/university courses designed to further the objectives of this project. This will be determined through an examination of course descriptions, enrollment documents and course transcripts.

Curriculum Development

10.0 During each project year, the project resource specialist and bilingual/ESL and mainstream teachers from the two project sites will work collaboratively to develop two-way bilingual literacy curricula across content areas for LEP and EP students in Kindergarten through grade 6. These curricula will be reviewed by the project director, the evaluator and district office staff to assess appropriateness of form, content currency and applicability and to determine whether or not they are aligned with the state curriculum standards for each grade. Upon completion, they will be piloted, field- tested and refined by project teachers, as appropriate.

Parent Involvement

11.0 By the end of each project year, as a result of participation in project activities and workshops, 80% of the participating parents will demonstrate an increased awareness of their responsibility for working with their children at home in support of their children's educational program, as well as an awareness of the multiple opportunities available for them to participate in the life of the school on a variety of levels, as assessed by a locally-developed self-assessment checklist administered in October and June of each project year.

12.0 By the end of each project year, as a result of project activities designed to strengthen school/family ties and increase parent involvement in all aspects of the school program, 80% of the parents of participating children will be involved in two or more school activities, including parent-child workshops, student-parent-teacher conferences, class projects and committee meetings, as determined by an examination of attendance sheets and participation forms completed by participating parents.

Program Management

13.0 By October 31, 2000, each project school will have an Action Research Team in place. The team will meet at least twice per month during the school year.

14.0 By October 31st of each project year, every project school will have completed or revised a *school improvement plan* (the plan will include four interrelated plans for: implementation of a two-way bilingual program, professional development, curriculum development/alignment and parent involvement) with goals, objectives and activities that support the adoption of high content standards for ***all*** students and facilitate the restructuring of their school to further the purposes of the project including the complete integration of LEP students and services into the mainstream of each project school.

15.0 By the end of each project year, as a result of project activities, it is expected that <u>all bilingual/ESL</u> and a majority of the mainstream teachers at the two project sites will be mobilized to participate in and support the proposed project as assessed by logs of school staff conferences, joint training and planning sessions, team curriculum development session, school-based management team agendas and minutes concerning project activities and the like.

Language of Instruction

16.0 During the course of each project year, using a locally-developed observation protocol, the

project director, project resource specialist and/or the evaluator will observe bilingual/ESL and participating mainstream classrooms in each project school at least two times to determine if the language of instruction is appropriate for LEP students.

Integration of Funding Resources

17.0 By the end of each project year, the project director and the evaluation contractor will review logs of activities of staff from each funding source at each school to determine if they are integrated to further the purposes of the project.

(b)(3)(ii) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.
(b)(3)(iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

The design of the proposed project is appropriate to, and will successfully address, the needs of the target population. Both target schools -- M.D. Fox Elementary School and Maria Sanchez Elementary School -- have chosen the two-way bilingual model for reforming, upgrading and restructuring instruction for LEP children. And the schools have chosen reading as the instructional focus for the restructured program. There is much research to support the two-way bilingual approach. However, the research also suggests that the programs must be implemented appropriately in order to be successful. Two-way bilingual programs have been the focus of attention by educators, parents, researchers, and policy makers (Griego-Jones, 1994; Valdes, 1998). These programs provide native language instruction for LEP students and English competency, while simultaneously offering EP students' access to the L2 (Ovando & Collier, 1998). They incorporate both the broader attributes of effective schooling practices and the specific attributes relevant to LEP students (Chamot, 1995). A two-way bilingual program consists of instruction in two languages distributed across the school day (Casanova & Arias,

APPENDIX E: SELECTED STUDENT RECRUITMENT AND ADMISSION MATERIALS

Title VII

Bilingual/Bicultural Department

María Sánchez Elementary School
M.D. Fox Elementary School

Dual Language
Enrichment Program

El Programa de Enriquecimiento
de Dos Lenguajes

Hartford Public Schools on the rise!

Hartford Public Schools
Bilingual/Bicultural Department
153 Market Street, 8th Floor
Hartford, CT 06103

The Learning Environment

Program Characteristics

- Heterogeneous student groups - English dominant and Spanish dominant students working together to become fully proficient in each other's languages;
- Parental community support system through a Parent Center;
- Instructional support by school counselor and tutoring services;
- High academic expectations for all students;
- Integration of computer technology into the curriculum.

Características del programa

- Los estudiantes, en grupos heterogéneos, de diferentes niveles de habilidad académica y de dominio de inglés y de español, trabajan juntos para practicar los dos idiomas y beneficiarse mutuamente;
- Los padres tienen el apoyo de la comunidad a través del Centro de Los Padres de Familia;
- Los estudiantes reciben apoyo de instrucción de parte de la consejera escolar y por medio de los servicios de asesoría;
- Los maestros tienen altas expectativas académicas para todos los estudiantes;
- Se integra la tecnología dentro de todo el plan de estudio.

Bilingual/Bicultural Department
Hartford Public Schools
Attention: Ana María Olezza, Ph.D.
153 Market ST 8th
Hartford, CT 06103

Dual Language Program

The program offers children of different languages and cultural backgrounds the opportunity to learn together. It is a full-time integrated program that uses two languages (English/Spanish) for the purpose of instruction. Half of the students are native speakers of English and the other half are native speakers of Spanish.

Este programa le provee a los niños de differentes idiomas y culturas la oportunidad para aprender juntos. Es un programa integrado de tiempo completo que utiliza dos idiomas (inglés y español) con el propósito de instrucción. El programa está compuesto de estudiantes cuya lengua materna es inglés y la otra mitad de los estudiantes cuya lengua materna es español.

Para más información comuníquese con:

Ana María Olezza, Ph.D. al 860-297-8444
o
Carol Shapiro Bernson al 860-297-8449

Program Goals

- To create an organizational schoolwide culture in which both English and Spanish have equal status in the teaching and learning process;
- To develop and implement technology and instructional support systems that will enhance teaching and learning in a dual language environment;
- To reform, restructure, and upgrade all relevant Bilingual programs that serve LEP students;
- To develop and implement teaching and learning practices that will reflect best available research and will foster parent and community support and involvement;
- To develop high levels of language proficiency in the students' first and second languages.

Metas del programa

- Crear una escuela en la cual el español y el inglés tengan igual valor tanto en el proceso de la enseñanza como en el aprendizaje.
- Desarrollar e implementar tecnología y un sistema de apoyo de la instrucción para aumentar la enseñanza y el aprendizaje en un ambiente de dos idiomas.
- Implementar un programa de enriquecimiento de lenguaje para mejorar todos los programas y los servicios para los estudiantes que aún no tienen dominio del inglés.
- Desarrollar e implementar prácticas de enseñanza que reflejen el mejor estudio posible, el cual fomente un apoyo de los padres y la comunidad.
- Desarrollar niveles altos del lenguaje en el primer y segundo idioma de los estudiantes.

As a parent, how can I participate in the language enrichment program and help my child?

- Encourage the child's interest in the language and culture.
- Read to your child and provide books, videos, etc. in the second language.
- Participate in the Parent Academy.
- Participate in the Parent Center Activities.

When and how will my child develop English and Spanish literacy skills?

- Spanish literacy skills through English and Spanish instruction.
- By the end of the third grade all students will read and write in English and Spanish.

Parental Support

Yo como padre, ¿cómo podré participar en el programa y apoyar a mi hijo?

- Apoyar el interés del niño en el idioma y la cultura.
- Leer y proveer libros, videos, etc. en el segundo idioma.
- Asistir a las sesiones de La Academia de los Padres.
- Participar en las actividades del Centro de Los Padres.

¿Cómo y cuándo desarrollará mi hijo las destrezas de las artes del lenguaje?

- Para el final del tercer grado todos los estudiantes sabrán leer y escribir en inglés y español.
- El idioma de instrucción en inglés y español aumentará de acuerdo con el progreso desde kinder hasta el cuarto grado.

I am interested / Estoy interesado

School/ escuela _____

Student's Name/
Nombre de estudiante _____

Home address
Dirección del hogar _____

Best time to be reached/ Phone/
Mejor tiempo para ser contactado _____ teléfono _____

Out of district but interested Yes ☐ No ☐

* Please, fill out and send / * Favor de llenar y enviar

HARTFORD PUBLIC SCHOOLS

STUDENT ENROLLMENT/ UPDATE FORM

ID Number	Enter Date	Enter Code	Last Name	First Name	Middle Name

Home Phone #	Birthdate	Grade (current)	Gender (M/F)	Leave Reason (see back)	Leave Date

Home Address	City	State	Home Phone #

Zip Code	Birth Place	Social Security #	Ethnic Code (see back)	Home Language (see back)

Parent/Guardian (Primary	Relationship	Work Number	Employer Name and Address

Parent/Guardian (Secondary)	Relationship	Work Number	Employer Name and Address

Address (If Different)	City	State	Zip Code	Home Phone #

Emergency Contact Person / Address	Phone Number	Relationship	Emergency Contact Person / Address	Phone Number	Relationship

Medical Notes: Allergies, Medications, etc.

Schools Attended: (School Name, Address, City, State, Begin and End Enrollment Dates, Grade Last Attended)

Parent/Gardian Signature: _____ Date: _____

FOR SCHOOL USE ONLY

Teacher/Counselor #:

Immunized: (Yes/No)

Vaccinated: (Yes/No)

Health Records Provided: (Yes/No)

Verification of Birth:(Birth Cert., Passport, etc.)

Teacher Name

Counselor Name

Bilingual Placement:

Special Education:

Refugee: (Yes/No)

Immigrant: (Yes/No)

ESCUELAS PÚBLICAS DE HARTFORD
PROGRAMA DE EDUCACIÓN BILINGÜE/BICULTURAL

NOTIFICACIÓN A LOS PADRES

UBICACIÓN EN EL PROGRAMA DE ENRIQUECIMIENTO DE DOS LENGUAJES
ESCUELA ELEMENTAL SANCHEZ

¡Bienvenido al Programa de Enriquecimiento de Dos Lenguajes!

Este programa le provee a los niños de diferentes idiomas y culturas la oportunidad de aprender juntos. Es un programa integrado de tiempo completo que utiliza dos idiomas (inglés y español) con el propósito de instrucción. El programa está compuesto de dos grupos de estudiantes: uno cuya lengua materna es inglés y otro cuya lengua materna es español.

POR FAVOR, COMPLETEN Y FIRMEN ESTE FORMULARIO CONFIRMANDO LA UBICACIÓN DE SU HIJO/HIJA EN EL PROGRAMA DE ENRIQUECIMIENTO DE DOS LENGUAJES:

Fecha: _____

_____Quiero que mi hijo/hija participe en El Programa de Enriquecimiento de Dos Lenguajes.

Nombre del estudiante:_____Grado _____

Dirección: _____Telefono: _____

Nombre del padre o encargado:_____

Firma del padre o encargado: _____

HARTFORD PUBLIC SCHOOLS
BILINGUAL/BICULTURAL EDUCATION DEPARTMENT

PARENT NOTIFICATION

PLACEMENT INTO DUAL LANGUAGE ENRICHMENT PROGRAM
M. D. FOX ELEMENTARY SCHOOL

Welcome to the Dual Language Program!

The program offers children of different languages and cultural backgrounds the opportunity to learn together. It is a full-time integrated program that uses two languages (English/Spanish) for the purpose of instruction. The program is comprised of two groups of students: one who are native speakers of English and the other who are native speakers of Spanish.

PLEASE COMPLETE AND SIGN THIS FORM TO CONFIRM YOUR CHILD'S PLACEMENT INTO THE DUAL LANGUAGE ENRICHMENT PROGRAM:

Date: _____

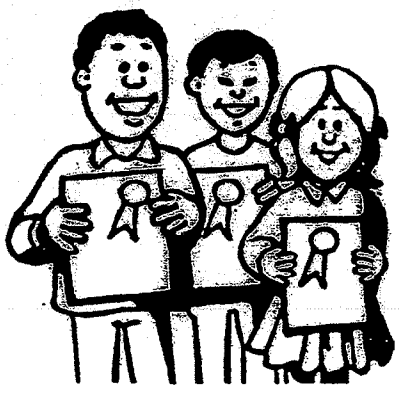
_____I want my child to be enrolled in the Dual Language Enrichment Program.

Student's Name:_____Grade _____

Home Address: _____Phone: _____

Name of Parent or Guardian:_____

Signature of Parent or Guardian:_____



HARTFORD PUBLIC SCHOOLS

HOME LANGUAGE SURVEY

Name: _____ Grade: _____

School: _____ Date: _____ Room: _____

1. What was the language that the child first learned to speak? _____
2. What is the primary language spoken by the child's parents, guardians or other persons living in the home? _____
3. What is the primary language spoken by the child when he/she is at home?

ESPAÑOL

Nombre: _____ Grado: _____

Escuela: _____ Fecha: _____ Salón: _____

1. ¿Cuál fue el lenguaje que el niño aprendió a hablar primero? _____
2. ¿Cuál es el lenguaje que más hablan los padres, encargados u otras personas que habitan en el hogar? _____
3. ¿Cuál es el lenguaje que más habla el estudiante en el hogar? _____

PORTUGUÊS

Nome: _____ Classe/Ano: _____

Escola: _____ Data: _____ Sala: _____

1. Que lingua é que o seu filho ou a sua filha aprendeu a falar primeiro? _____
2. Que lingua é falada pelos pais, tutores ou outras pessoas que vivem no lar? _____
3. Que lingua é falada principalmente pelo aluno/a em casa? _____

ALBANIAN

Emri: _____ Klasa: _____

Shkolla: _____ Data: _____ Dhoma: _____

1. Cila gjuhe e pare femija mesojti te flase per heren e pare? _____
2. Cila gjuhe kruesore perderohet nga Prindrit ose persona qe jane ne familje per tu fjolsur Femijes ne shtepi? _____
3. Cila gjuhe perdoret nga femija kurse ata jane ne shtepi? _____

UBICACIÓN

SPANISH

Fecha:_____

Después de haber sido informado de los resultados de los exámenes, yo quiero que mi hijo, _____:

_____ Participe en el Programa Bilingüe/Bicultural
_____ Participe en el programa monolingüe (todo en inglés).
_____ Participe en el programa monolingüe con servicios de inglés como segundo idioma.

Ubicación:

Grado:_____ Salón: _____

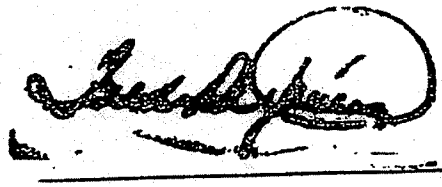
_____
Firma del padre o encargado

Para la administración:

Resultados de los exámenes explicados por:

_____

Fecha: _____



_____
Firma del principal

ESCUELAS PÚBLICAS DE HARTFORD
PROGRAMA DE EDUCACIÓN BILINGÜE/BICULTURAL
UBICACIÓN INICIAL

SPANISH

PADRES, FAVOR DE FIRMAR ESTE PERMISO LUEGO QUE LAS OPCIONES DEL PROGRAMA BILINGÜE HAYAN SIDO EXPLICADAS.

Fecha:_____

Entiendo que mi hijo_____ califica para participar temporeramente en el Progama Bilingüe/Bicultural de la escuela _____. Entiendo que la ubicación definitiva de mi hijo en el Programa Bilingüe/Bicultural dependerá de los resultados obtenidos en las pruebas de lenguaje.

El Programa Bilingüe/Bicultural ha sido explicado y prefiero que mi hijo:

_____ Participe en el Programa Bilingüe/Bicultural
_____ Participe en el programa monolingüe (todo en inglés).
_____ Participe en el programa monolingüe con servicios de inglés como segundo idioma.

Ubicación:

Grado:_____ Salón:_____

_____
Firma del padre o encargado

Para la administración:
Las opciones de programa las explicó:

_____

Fecha: _____

_____
Firma del principal

NOTA: Los padres o encargados tienen el derecho de seleccionar el programa para sus hijos. Los estudiantes terminarán su participación en el Programa Bilingüe/Bicultural a los 30 meses o antes si alcanzan el dominio requerido del inglés. Los padres pueden solicitar una reunión para discutir el programa de estudio de su hijo. Para solicitar esta reunión, los padres deben comunicarse con el principal de la escuela. Éstos tienen el derecho de ser representados por un consejero legal en la reunión.

APPENDIX F: SCHOOL IMPROVEMENT PLANS

Dr. Michael D. Fox Elementary School
470 Maple Avenue
Hartford, CT 06114
860.525.6661
"Catch the Spirit!"

May 31, 2001

Dear Dr. Longo:

It is our pleasure to submit to you our School Improvement Plan for school years 2001-2003. We anticipate that you will find the report reflects a formidable data-gathering and reflective effort on the part of administrative staff, the SFA Facilitators, teachers, and the School Improvement Team. The input and information used to formulate the plan have proved valuable in assessing our school's needs and in developing our action plan.

Respectfully submitted,

Mr. Fred DeJesus, Principal
Mrs. Sylvia Lazarus, Vice Principal
Dr. Burnie Hines, Vice Principal
The School Improvement Team:

- Ellen Stoltz, Ph.D.
- Susan Ulino, M.Ed.
- Nancy Cohen, M.Ed.
- Peg Reilly, M.S.
- Iris Ramos, Masters of Educational Technology
- Holly Shedroff, M.S.
- Virginia Agron, Parent
- Carmen Cordero, Parent

Draft 4

SECTION I: MISSION AND EXPECTATIONS

Provide the school's mission and vision statements. Indicate how and when it was developed and furnished to the school community. How and when will it be reviewed? Review the NEASC accreditation standards to assure that you meet the commission's standards.

Vision Statement: Dr. Michael D. Fox Elementary School will be a part of a school community designed to foster a child-centered environment, which maximizes the academic and social potential of each child. Our entire school community will share in the development of a safe and nurturing environment, a respect for cultural diversity, and responsible citizenship. Collaboratively, we will promote life-long learning to increase the likelihood that all students will reach their full potential.

Mission Statement: The mission of Dr. Michael D. Fox Elementary School is to educate our students in the critical thinking skills and problem-solving strategies that will empower them to become life-long learners and respectful, responsible citizens. Our purpose is to produce literate, mathematically competent students equipped with effective oral and written communication, and proficient analytic and quantitative skills. We foster a child-centered environment to develop the artistic and physical potential of our students and to nurture the health and well being of all individuals within a safe and orderly school. Applying research-based practices, we strive to provide our students with an enriching, dynamic, multicultural education designed to prepare them to meet the challenges of living productively in a diverse, ever-changing society.

Five years ago, the Dr. Michael D. Fox Elementary School Governance Team composed the original vision and mission statements. To align the mission statement with NEASC accreditation standards and the mission statement of the Hartford Public Schools, the mission statement was re-drafted ten times in school year 2000-2001. With each revision, staff, instructional committee leaders, the School Improvement Team, parents, central office staff, union officers, Parent Teacher Organization (PTO) members, and community members involved with the school provided input and feedback. Although the revising and editing of the mission statement have been an arduous and lengthy process, the input and feedback received from our constituencies have proved valuable in widening our perspective regarding our function as an educational institution within a dynamic community.

In February 2001, the Accreditation Steering Committee drafted a copy of the school's mission statement for distribution to the school and educational community. The mission statement was translated into Spanish, Serbo-Croatian, and French-Creole, the predominant languages representing our school community as evidenced by the result of a home language survey. In addition, a Grade 5 class translated the mission statement into kid-friendly text. The mission statement was disseminated to our constituencies, which include staff, parents, Foster Grandparents, Trinity Boys and Girls Club, School Improvement Team members, Hartford Areas Rally Together (HART), Mass Mutual, Attorney Jeffrey Dressler, the Barry Square Probation Office, and the Hispanic Health

Council. Review of the statements will occur annually in April as the charge of the School Improvement Team.

- **Describe how parental and community involvement have been and will be integrated into and supportive of the school's mission, vision, and expectations.**

The beliefs identified by the educational community regarding the school's mission, vision, and expectations were elicited through interviews, letters, and discussions. These beliefs emphasized the need for our students to become productive, skilled, and cooperative employees. Local employers and employees affirmed the workforce requirement for schools to develop responsible citizens who are committed to learning and have acquired problem-solving skills. Parents desired an enriching education that motivates children to attain their potential and become successful, well-rounded members of society. Thus, the concerns and beliefs of parents and the community were integrated into the development of the vision and mission statements.

To ensure that parents and the community are involved in the development and support of the school's vision, mission, and expectations, Dr. Michael D. Fox Elementary School communicates these statements and expectations to students, parents, staff, area social agencies, and tutoring providers. The expectations are communicated in multiple ways throughout the school year. The district and school expectations published in the draft of the Curriculum Handbook (2000) have been distributed to all staff members. A copy of these expectations and the Curriculum Framework published by the state Department of Education are available to staff and visitors in the school office. The expectations for academic achievement are stated clearly to parents during parent conferences three times a year, listed on quarterly report cards, shared through monthly classroom newsletters, included on Individualized Education Plans (IEP), and highlighted during semi-annual Open House Programs. Opportunities for parents to ask questions are extended during the Student Assistance Team (SAT) and Planning and Placement Team (PPT) meetings. The staff is responsive to parent inquiries and makes every effort to ensure parents and the school community understand these expectations. As a result of the self-study, the Accreditation Steering Committee and the School Improvement Team are publishing a pamphlet to present the expectations to parents. These actions promote and encourage parental involvement in order to attain our expectations for students.

Parents and community members participate in the school's PTO, School Improvement Team (SIT), SAT, PPT, accreditation committees, Organized Parents Make A Difference (OPMAD), Foster Grandparent Program, Mass Mutual Read-Aloud and Booksketball reading incentive programs, Trinity Boys and Girls Club, Connectikids, and Student of the Month Breakfasts. Our business and community partners support our mission and academic expectations by providing funding, tutoring, books, and citizenship incentives to our students. The efforts of these entities enhance reading skills, homework and daily work completion, support parent workshops, extracurricular activities, and improved citizenship. Accordingly, each team and program supports the tenets of the school's vision, mission, and expectations.

- **Describe how your mission statement and expectations reflect local, state, and national standards.**

Local, state, and national standards are reflected in the mission and expectations as evidenced by the commonality of the goals and objectives embedded in each document. For example, local standards for each academic area delineate competencies and proficiencies in reading, language arts, and mathematics (Curriculum Handbook, 2000). Similarly, the mission and expectations of the Hartford Public Schools (HPS) target acquisition of reading, writing, and mathematics skills required for students to thrive in a dynamic society (HPS, 2000). In alignment with local standards, the Connecticut State Department of Education's Curriculum Framework (2000) states specific standards in 12 instructional areas and describes successful students as those who can "read, write, and compute" (Position Statement, 2000). Goals and objectives of the Framework of Strategic Plan developed by the United States Department of Education (2001) promote educational excellence in reading and math through the implementation of research-based instruction. National standards include reading independently by Grade 3 and mastering challenging mathematics by Grade 8 (NEGP, 2001).

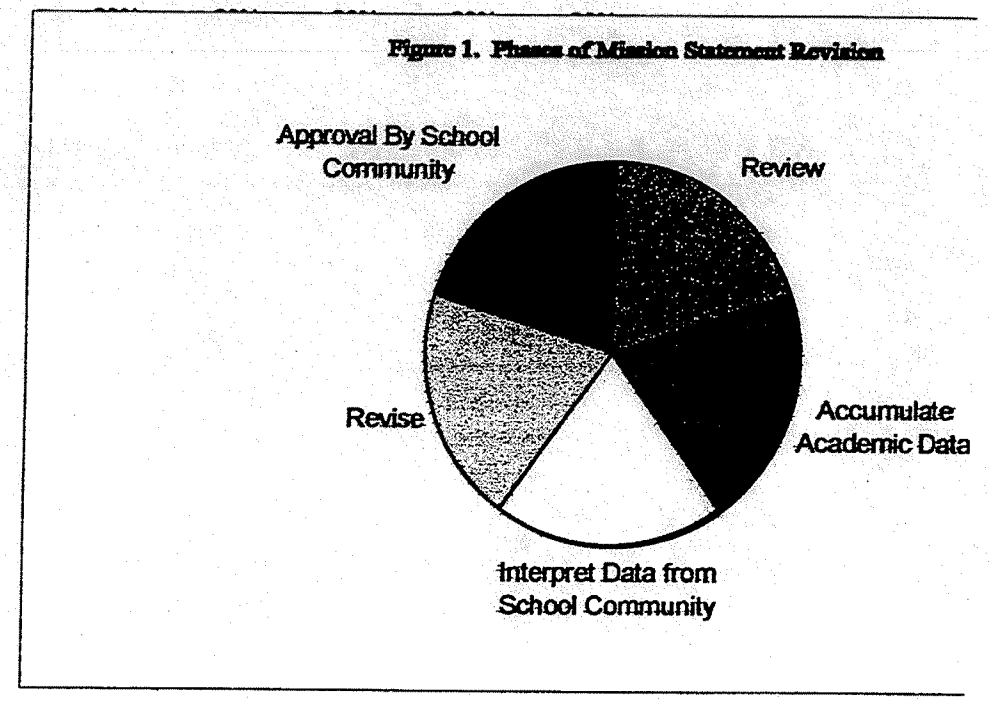
Local, state, and national standards were gathered from print and technological resources to inform the content of the school's mission and expectations. These sources include the National Education Goals Panel Newsletter (NEGP, 2001), the Hartford Public Schools Curriculum Handbook (2000), the Curriculum Framework (CT State Department of Education, 2000), the Connecticut Academy's Math Handbook and Math, Science, and Technology website, numerous federal government education websites, professional journals, periodicals, and educational newspapers. In addition, supportive resources include targeted, continuous professional development activities offered or recommended by the Hartford Public Schools, which focus on improving instructional practices in reading, writing, math, and science.

- **Explain the process for the annual review and revision of the mission statement and expectations.**

As illustrated in Figure 1, a five-stage process has been developed by the Accreditation Steering Committee and the School Improvement Team to review and revise the school's mission statement. The School Improvement Team conducts the annual review and revision in April and May. Sequential steps include review of the current mission statement, analysis of quantitative data from Success For All (SFA), Connecticut Mastery Test (CMT), and Developmental Reading Assessment (DRA) test results, and synthesis of qualitative data from discussions, portfolios, and interviews with school personnel, parents, and community members. As a result, data-based findings inform the content of the mission statement and expectations for learning. A draft of the mission statement is

disseminated to staff, parents, and community members for input. The final draft is approved by vote of the school's staff.

Figure 1
Phases of Mission Statement Revision



- **Explain how your mission statement guides all of the school's decision-making processes.**

The school's mission statement provides the foundation that girds the content of the school improvement plan. The school improvement plan includes the long-term goals and short-term objectives, which address data-based challenges delineated in the phases of mission statement revision. School-based committees devise an action plan to achieve the goals, which result in accomplishment of the tenets of the mission. Consequently, these procedures ensure a collaborative focus for educators and the school community and congruent decision-making by administrators, faculty, committee members, and the School Improvement Team with regard to the school's mission statement.

Elements of the school's mission statement can be viewed in the policy statements, such as attendance, bilingual guidelines, special education referral and placement policies, safety protocols, and student registration. The purpose of each policy statement is to ensure an orderly environment, focus on the rights of children, and consider the safety and well being of students, staff, and parents.

Elements of the school's mission statement appear in procedures outlined in the Staff Handbook and Student Handbook Uniform Code of Discipline. These handbooks encompass fire drill procedures, emergency protocols, expected decorum, and procedures for addressing behavioral infractions. Adherence to the procedures results in fostering an orderly environment conducive to learning. In addition, students learn to respect the rights of others and demonstrate responsibility for their actions.

Several components of SFA portray tenets of the school's mission statement. The activities in the Getting Along Together component of SFA increase appropriate social behaviors. Students practice specific problem-solving strategies, which highlight personal responsibility and respect for the social and learning needs of their peers. Teamwork and cooperative learning are integrated in the Roots and Wings components of SFA. Student teams are responsible for the completion of reading and writing tasks and develop respect and tolerance for the diverse learning styles of team members.

SECTION II: NEEDS ASSESSMENT

- **Provide a description of the school's priority needs that will be addressed in the improvement plan.**

The Dr. Michael D. Fox Elementary School Improvement Team has identified six priority needs to be addressed during the 2001-2002 school year. The needs are:

1. Expand Academic Support Services. Our purpose is to produce literate and mathematically competent students equipped with effective oral and written communication, and proficient analytic and quantitative skills. Therefore, remediation must be provided in reading and math for students who do not meet grade level standards.

2. Expand Technology. In order to prepare our students to meet the challenges of living productively in a diverse, ever-changing society and to address the needs expressed by the business community, our students must be fluent in the use of technology and telecommunications.

3. Increase Parent Involvement. Our entire school community will share in the development of a safe and nurturing environment, a respect for cultural diversity,

and responsible citizenship. Parents are an essential part of our school community and are encouraged to participate on school committees, in classrooms, and in school resources for learning.

4. Expand Science Curriculum. All students will be engaged with a hands-on science curriculum, which taps critical thinking skills and problem-solving strategies through cooperative learning approaches.

5. Expand Library Resources and Utilization. The entire school community requires access to all media center resources in order to integrate print, non-print, and technological material with our academic programs, thereby enriching the curriculum and exposing our students and families to classic and contemporary literature.

6. Expand Dual Language Program. Students in selected kindergarten through second grade classes will develop high levels of proficiency in their first language and in a second language within an additive bilingual environment. In addition, students will develop positive cross-cultural appreciation and understanding in a culturally and linguistically responsive classroom setting.

- **Based on the school's characteristics as specified in the Strategic School Profile, describe the school's priority needs.**

Priority Need #1: Expand Academic Support Services
Goal 1. The school will create a learning environment that addresses the individual needs of students at their functioning level in reading and math.

- Continue and expand SFA tutoring program for 30% of Grade 1 students, 20% of Grade 2 students, and 10% of Grade 3 students who are not attaining grade level expectations in reading.
- Continue and expand Early Success and Soar to Success Reading Intervention programs to selected special education students in Grades 3, 4, and 5, and regular education students who have not met grade level and CMT standards.
- Expand Teaching English to Speakers of Other Languages (TESOL) program to all eligible students in order to demonstrate cultural and linguistic responsiveness to all students.
- Offer a continuum of services through special education and pupil support programs by expanding current services to increase inclusive practices in order to address the diverse learning styles of our students.
- Develop a continuum of math remedial services for students who have not met grade level and CMT standards in order to improve analytic and quantitative skills and problem-solving strategies.
- Recruit math tutors to provide small-group or individual assistance to students not benefiting from traditional instruction in a general education setting.
- Provide a Math facilitator to improve Math instruction and raise the level of analytic and quantitative proficiencies by modeling classroom lessons, suggesting

alternative materials, monitoring class/grade/school progress, and providing professional development for staff in Math.

Priority Need #2: Expand Technology

Goal 2. The school will utilize our technological resources to enhance curriculum, instruction, and assessment, resulting in the acquisition of contemporary proficiencies and experiences for our students and staff.

- Provide at least four working computers and printers with grade appropriate curriculum-based software for each classroom.
- Provide technologically-centered professional development through UCONN Level 1 competency-based training and through teacher-developed workshops to ensure a sufficient percentage of staff is computer literate.
- Integrate technology into all areas of curriculum, instructional practices, and assessment procedures.
- Utilize the Internet and World Wide Web to enhance curriculum, instruction, and assessment in order to provide our students with an enriching education that equips them with the skills necessary to function in a technological society.
- Continue and upgrade the services of Jostens Computer Learning Center in Grades 3, 4, and 5.
- Develop a plan to address timely repairs for computers and peripherals in order to meet the above objectives.
- Provide a Technology facilitator to improve computer-based instruction to raise the level of technological proficiencies by modeling classroom lessons, suggesting relevant software, monitoring class/grade/school progress, and providing professional development for staff in Technology.

Priority Need #3: Increase Parent Involvement

Goal 3. The school will increase the involvement of parents and community members in curricular and extra-curricular activities.

- Maintain the Family Resource Parent Aide in order to link school and home.
- Continue OPMAD after-school programs as evidence suggests that participation results in improved attitudes towards school, higher school achievement, and improved attendance rates (Miller, 2001).
- Increase parent participation in our school improvement team, accreditation process, PTO, health-related workshops, and in school-wide activities.
- Maintain the Parent Educator position from the Village for Families and Children.
- Keep the parent resource room available to all parents, students, and staff.
- Continue educational programs for parents such as GED, ESL and computer classes.
- Create a network of volunteers to participate in reading and math tutoring programs.
- Provide parents with strategies to help students with homework.

- Continue orientations for new parents to inform them of school policies, procedures, and activities.

Priority Need #4: Expand Science Curriculum
Goal 4. The school will expand the use of the hands-on, kit-based program in science in order to promote critical thinking skills in a developmentally appropriate sequence through the application of the scientific method.

- Provide professional development in order for teachers to successfully implement the science curriculum.
- Organize and replenish science kits through the assistance of our science committee.
- Maintain grade level lead teachers of science in order to assist teachers with curricular, instructional, and assessment issues.
- Continue to involve all classes in the annual science fair.

Priority Need #5: Expand Library Resources and Utilization.
Goal 5: The school will extend library resources to all students, teachers, parents, and community members.

- Provide library access to all students, teachers, parents, and community members.
- Replenish library volumes, increasing the number of volumes from 6,000 to 25,000 volumes in order to meet the state standard of 25 volumes per students.
- Recruit parent volunteers to assist students with book selection and to assist with library duties.
- Provide a range of print and non-print materials to support and enhance the curriculum.

Priority Need #6. Expand Dual Language Enrichment Program
Goal 6: To continue implementation and annual expansion of the Dual Language Enrichment Program

- Phase in Dual Language classes to include three partnered kindergarten (six classes), three partnered first grade (six classes), and one partnered second grade (two classes).
- Identify staff on an annual basis for partnered classrooms for each grade level.
- Provide Professional Development for the kindergarten, Grade 1, and Grade 2 staff, respectively, to implement effectively the Dual Language Enrichment Program model.
- Provide Professional Development opportunities to school-wide staff on essential aspects of the Dual Language Enrichment Program, to include language immersion theory, second language development, second language teaching strategies including Sheltered English to enhance instruction, cooperative learning, and multicultural and equity training.
- Conduct orientation for parents on the benefits of the Dual Language Enrichment Program

- Offer parent training on strategies to enable them to support the literacy and language of their children at home.
- Establish placement procedures at registration, which include providing parents with a clear explanation of the Dual Language Enrichment Program.
- Continue to examine Success For All within the dual language classroom setting for effective Dual Language Enrichment Program implementation.
- Acquire materials in English and Spanish necessary for coordinated instruction across the curriculum.
- Generate hands-on activities utilizing HPS curriculum themes to promote first and second language development through curriculum development sessions.
- Schedule common planning time for dual language teachers to engage in ongoing collaboration.

Using the Overall School Index (OSI), indicate the school's target growth in proposed points of improvement. The OSI drives targeted growth in terms of proposed points of improvement. The chart, which follows, represents past and future projections.

	Grade 4			Grade 6		
Year	Reading	Writing	Math	Reading	Writing	Math
1996	16.1	26.7	27.4	23.3	33.9	25.4
1997	13.3	45.3	37.9	28.3	47.4	26.3
1998	18.8	44.2	35.1	24.5	40.1	24.8
1999						
2000	25.1	44.4	45.3			
2001	35.3	54.7	55.3			
2002						

- **Describe how parent and community involvement have been and will be integrated and supportive of the needs assessment. Include Parent Compact Information.**

Snow, Burns, and Griffin (1998) identified a link between parent and community involvement in school planning and literacy activities and the development of language and literacy skills. Evidence also highlights the crucial role played by school and community libraries in motivating students and parents to read regularly. The concerns of parents and the community are integrated in the development of the needs assessment. These concerns focus on the availability of reading and mathematics remediation, use of the library, and the accessibility of instruction in computer literacy. Therefore, the concerns of our parents influence and contribute to the identification of the needs of our students.

Parents and community members are supportive of the school needs as evidenced by their involvement in our tutoring programs, various school committees, and agency-

provided services. For example, Connectikids offers weekly tutoring in reading in Grade 2, parents and community members participate actively in our School Improvement Team, PTO, OPMAD, and parent resource room activities. The Parent Educator from the Village for Families and Children and our Family Resource Aide facilitate parent workshops on relevant issues. The Foster Grandparents Program provides assistance to students and teachers in general education classrooms.

- **Describe how site-based parental involvement has been and will be integrated into and supportive of children who are DCF committed.**

A segment of our student population is committed to DCF. Our staff establishes communication with DCF personnel, surrogate parents, and foster parents. The purpose of this communication is to establish a relationship between and among all interested parties in order ensure the well being of the children and protect their rights. All surrogate parents, foster parents, and guardians are invited to attend Planning and Placement Team (PPT) meetings.

- **Describe how the school complies with current special education state and federal laws and regulations related to educational programs for special education students. Describe changes and improvement in the school's plan that include State and Federal "1997 Reenactment of IDEA Amendments" revisions.**

Dr. Michael D. Fox Elementary School is aware of recent changes in the law regarding least restrictive environment (LRE). Our school is in compliance with the state and federal laws governing the programs for our special education students in the following ways:

1. Parents receive copies of the referral for consideration of special education within 5 days.
2. Determination of eligibility for special education and implementation of the IEP is completed within 45 school days of the referral.
3. Reevaluations are conducted within three years of eligibility determination.
4. Students with disabilities are educated within a continuum of services designed to increase time with non-disabled peers.
5. Students with disabilities participate in the least restrictive environment with access to all specials.
6. General education teachers participate in PPTs and in the development of IEPs.
7. Functional behavioral assessments and behavior intervention plans are developed for students with challenging behaviors.
8. Parents are informed in English or Spanish about all issues surrounding educational placement of children of special needs.

In addition, annual and triennial reviews are completed in a timely fashion and IEPs are discussed and made available to staff. The SAT offers a forum for teachers to address the needs of students with learning and behavioral issues by generating school- and community-based interventions. Parents are invited to these meetings and are encouraged to participate in the development of goals and solutions.

SECTION III: CURRICULUM

- **Describe how the school's current status relates to the implementation of the Hartford Public Schools District's Curriculum.**

The curriculum of the Hartford Public Schools provides a comprehensive educational program that focuses on communication, computation, problem-solving skill, physical and artistic potential, and responsible citizenship. These tenets relate to the status of curriculum at Dr. Michael D. Fox Elementary School as evidenced by the commonality of the curricula. In alignment with the Hartford Public Schools Curriculum Handbook (2000), our curriculum focuses on nine instructional areas designed to articulate the standards, goals and objectives to produce literate, mathematically competent students. For example, the HPS curriculum goal for each grade states that students will demonstrate strategic skills in the area of Reading. The faculty at Dr. Michael D. Fox Elementary School utilizes a research-based literacy reform that incorporates specific strategic thinking skills that promote code- and meaning-based proficiency.

- **Describe how the school's curriculum is or will be aligned with the mission statement and stated expectations.**

Dr. Michael D. Fox Elementary School has established measurable expectations that reflect the mission statement. In our mission statement we expect all students to become literate and communicate effectively in oral and written form. Accordingly, the academic expectations across the curriculum provide for the development, practice, and mastery of reading, writing, listening, speaking, and viewing through experiences with print, non-print, and technological materials. As stated in the mission, students are expected to become mathematically competent. As a result, academic expectations focus on the development, practice, and mastery of computation, problem-solving, measurement, geometry, probability and statistics, and basic algebraic concepts. We expect all students to develop critical thinking skills and problem-solving strategies. Therefore all students are expected to demonstrate competency in analysis, synthesis, evaluation, and application of knowledge in mathematics, science, language arts, social studies, and the visual arts. Marzano, Pickering, and McTighe (1993) noted that students exposed to authentic problems requiring decision-making and analysis of the consequences of one's actions resulted in the development of thinking skills that promote life-long learning.

- **Describe the ongoing and systematic development of curriculum that is part of this plan; include how, when, and by whom revisions will be done.**

The phases of curriculum implementation are located in the Curriculum Handbook (2000). The four phases of review include curriculum design, curriculum revision, curriculum pilot, and curriculum development. Hartford teachers and administrators, and consultants from the Connecticut State Department of Education were recruited by the Hartford Public Schools to engage in the review and development of the curriculum. Each learning area of the curriculum was revised in school year 1999-2000. Plans for continued development span a four-year cycle, which include professional development, completing goals and objectives, and evaluating the curriculum.

- **Describe how professional development opportunities are designed to support ongoing curriculum development and implementation. Describe improvements for the 2001-2003 years' plan.**

Professional development opportunities are designed to support ongoing curriculum development and implementation by familiarizing and training teachers with the methods and materials necessary to implement the curriculum. For example, changes occurred in the content and focus of the math curriculum to align with the Third Generation CMT. Teachers were informed of revisions in vocabulary, omissions and additions of specific skills, and questioning techniques, which affect implementation of Harcourt-Brace Math Advantage and Numeracy Enhancement and Test Sophistication (NETS). Professional development opportunities are offered in Language Arts through continuous SFA training, Empowering Writers, Houghton-Mifflin supplementary reading program, Soar to Success, administration of the Developmental Reading Assessment (DRA) and Literacy Enhancement and Test Sophistication (LETS). Professional development opportunities are extended to teachers of science for the purpose of successful implementation of the science kits. Periodically, special area teachers in health, physical education, music, and art participate in training sessions intended to inform them of curriculum revisions.

- **Describe how library and media services are integrated into and are supportive of curriculum and instruction. If applicable describe improvements for 2001-2003 revised school improvement plan.**

Presently, the library and media center at Dr. M.D. Fox Elementary School has no library and media specialist. Consequently, library and media services are minimally integrated, as individual teachers access print and non-print materials as needed to support curriculum and instruction. A school library media specialist has been hired

for September. Plans are in place to replenish and augment print and non-print materials to support and enhance the curriculum.

- **Describe how technology has been and will be integrated and supportive of instruction and curriculum. If applicable describe improvements for 2001-2003 revised school improvement plan.**

Dr. M.D. Fox Elementary School created the following vision statement:

> Whereas technology is a connection to the future, our vision is to seamlessly infuse technology into the curriculum in order to facilitate the growth and advancement of futuristic literacy skills and creativity that will be necessary for today's students to be productive members of an interdependent, global community.

At the present time, technology is viewed as a support tool for curriculum and instruction For example, Grade 3 and Grade 5 students practice Language Arts and Mathematics skills designed to enhance CMT performance on computers through the Compass Learning Systems. Ideally, students log on the system 3 times per week, 30 minutes per session. Currently our system is experiencing technical difficulties, though we anticipate these mechanical and system problems will be rectified soon by the district technology specialist.

In school year 1999-2000, the classrooms of all instructional staff were wired for access to the Internet. In school year 2000-2001, Fool-proof security software was installed in all Internet-connected computers. Our plan is to utilize the Internet and World Wide Web to enhance curriculum and instruction in order to provide our students with an enriching education that equips them with the skills necessary to function in a technological society. The new library-media specialist will assist instructional staff with the integration of technology into all areas of curriculum and instruction. For instance, the library-media specialist will inform teachers of websites posted by curriculum publishers that contain learning activities related to lessons and teaching ideas for staff.

- **Describe how parental and community involvement have been integrated into and are supportive of the curriculum. If applicable, describe improvements for the 2001-2003 revised school improvement plan.**

Parents and community members play an integrative and supportive role in the curriculum. Parents are asked to support SFA by listening to their children read nightly and signing the homework sheets verifying completion. Activities promoting family literacy are modeled during the Pajama Party, which focuses on modeling "think alouds" (Madden et al., 1999), and the Read-a-Thon, which encourages daily reading habits at home. Noted community members are invited to read to classes in order to show students the importance of reading through our annual Celebrity Story Hour. Parents and community members are encouraged to attend the annual Fine Arts Festival, which exhibits student writing and showcases

student accomplishment in the visual and performing arts. Parents and community members are encouraged to attend the annual Microsoft Technology Night where current curriculum-based software is demonstrated. Parents and community members participate in the viewing and judging the student-prepared experiments and exhibits in the annual science fair. Parents of all incoming dual language students learn how to support the curriculum by attending an orientation on the Dual Language Program. In addition, parents are invited to consider ways to support dual language development in the home setting and provide guidance, strategies and methods to assist their children. Through OPMAD and the Trinity College, students receive assistance to complete daily homework. The Foster Grandparent Program has volunteers working in our classrooms to assist students when needed. A Student of the Month Breakfast, sponsored by Attorney Jeffrey Dressler and WLAT, supports and encourages good citizenship and academic standards in the classroom.

- **Describe how support service programs are incorporated into the school's curriculum. If applicable, describe improvements for the 2001-2003 revised school improvement plan.**

Support service programs are incorporated into the curriculum as demonstrated by a consistent focus on proficient reading, writing, and mathematical competencies. Early Success and Soar to Success Programs provide additional reading instruction to students identified as reading below grade, CMT, and DRA standards. SFA tutors service targeted Grade 1 students performing significantly below grade level. TESOL teachers provide second language support to English Language Learners in order in ensure academic success in English. The Haitian and Bosnian tutors provide native language support to ensure transfer of skills to English. These programs target vocabulary development, comprehension strategies, and metacognition. Full-time and resource Special Education teachers offer curricular and instructional modifications to students with special learning needs in a small group instructional setting. Speech and Language Pathologists provide articulation and oral language fluency therapy for students with diagnosed language difficulties. Occupational Therapists (OT) work with teachers by providing modifications and organizational and handwriting strategies for students diagnosed with fine motor difficulty. Physical Therapists (PT) focus on gross motor skills to maximize physical coordination and strength of children diagnosed with motor impairments. These support service programs result in coordinated effort to support the curriculum.

SECTION IV: INSTRUCTION

- **Describe the school's current status related to research-based effective instructional practices.**

Scientific educational research supports instructional practices in all learning areas at Dr. Michael D. Fox Elementary School. SFA incorporates modeling, cooperative learning, homogeneous grouping, and metacognitive comprehension strategies (Snow, Burns, & Griffin, 1998). Activating prior knowledge (Burton & Maletsky, 1999), utilizing graphic organizers, and modeling proficient forms of writing are incorporated in the Empowering Writers Program. Strategy-based instruction is integral to mathematical problem solving. The instructional strategies include the use of direct instruction, cooperative learning, multimodal instruction using a hands-on approach, spiral review, and independent practice. Critical thinking skills presented in a developmentally appropriate sequence are the foundation of the hands-on approach in the kit-based science program.

- **Describe how instruction addresses the needs of individual students. Comparing the 2000-2001 School Improvement Plan, describe improvements for the 2001-2003 year's plan, if applicable.**

Instruction addresses the needs of individual students in several ways. Students are grouped according to instructional reading level in SFA in order to tailor skills in a developmentally sequential fashion, thereby maximizing student learning. Individual learning styles and developmental abilities are addressed in math through spiral review, remediation and enrichment activities, and a myriad of problem-solving strategies. Empowering Writers accommodates individual needs by breaking down writing skills into components enabling all students to express themselves in narrative or expository form.

- **Describe how instruction promotes the development and application of higher order thinking skills and problem solving. If applicable, describe improvements for the 2001-2003 revised school improvement plan.**

Instruction at Dr. Michael D. Fox Elementary School focuses on the development of higher order thinking skills through Bloom's (1956) Taxonomy. For example, questioning techniques are employed in all learning areas, leading students from literal levels of comprehension toward inferential levels of comprehension including knowledge, analysis, synthesis, application, and evaluation. Problem-solving strategies promote higher-order thinking skills as students progress from solving basic problems to complex, multi-operational problems. Modeling of think-alouds fosters the use of metacognitive strategies to develop personal connections with the text and demonstrates how to reflect upon the text and monitor for meaning.

- **Describe how technology is used to support instruction.**

Technology in the Compass System in classrooms is used in reading and math drill and CMT preparation. Improvements in the use of technology to support the curriculum are planned for school years 2001-2003. More software will be available to the classroom teachers to support instruction. Staff development will be available to teachers to help support technology implementation for the school years 2001-2003.

- **Describe changes in instruction that are part of this School Improvement Plan and how and by whom changes will be accomplished.**

Due to the addition of the Houghton-Mifflin as part of the LETS program in Grades 2-5, instructional practices will include heterogeneous grouping, shared group discussion, predicting and summarizing, are connections to other content areas. Students will experience opportunities for hands-on discovery learning in science. As the Dual Language Program will be expanded in Grades 1 and 2, instruction will be adapted to meet the needs of second language learners. DUAL LANG

- **Describe professional development activities that support these changes.**

In order to support these changes, we anticipate continuous professional development opportunities provided by curriculum departments at Central Office. These opportunities update teachers about research-based practices that support and improve instruction. In addition, professional development will be offered to kindergarten, Grade 1, and Grade 2 staff in order to implement effectively the Dual Language Enrichment Program model. DUAL LANG

- **Describe how your improvement plan will incorporate the "Retention Prevention Plan".**

In school year 2001-2003, all students will receive reading at their instructional level in oral reading accuracy and reading comprehension. Dr. Michael D. Fox Elementary School will continue the Test Sophistication Action Plan to assist students with CMT strategies. Students who do not attain a specific level of proficiency on the CMT test attend Power Hour, Additional Instruction, Spring Vacation School and/or Summer Power School. Special education staff and classroom teachers will develop strategies to ensure academic success for all students. Classroom teachers and support staff suggest strategies for parents to use at home with their children.

- **Describe how parental and community involvement have been integrated into and supportive of school instruction.**

Banathy (1990) indicated that schools can maximize their effectiveness by gathering input and support from the immediate community. Our parents and community members support school instruction by focusing on the academic and social potential of each child. Parent support for reinforcement of skills is generated through the SFA Read and Response forms and teacher-parent conferences held three times per year. OPMAD engages parents as volunteers to

promote literacy activities in after-school clubs and programs, including Homework Club and Drama Club. Foster Grandparents assist students with daily class work in the homeroom setting. The Trinity College Boys and Girls Club, Trinity College Latchkey, and the school's Family Resource Center provide after-school tutoring and homework help. Connectikids sponsors an after-school tutoring program in reading and math for students in Grade 2. Mass Mutual sponsors grade level Read-Alouds and the Booksketball program. Connecticut Public Television (CPTV) sponsors the student-centered CT Science Expo, which attracts the interest of parents and community.

- **Describe how instruction is and how it will be aligned with the mission statement and stated expectations.**

The school's mission statement and stated expectations provide the foundation that girds instruction. As our mission is to educate our students in the critical thinking skills and problem-solving strategies that will empower them to become life-long learners, all instructional staff employs cooperative learning, homogeneous grouping, monitoring for understanding and progress, and opportunities for authentic problem-solving (Danielson, 1996). Our purpose is to produce literate, mathematically-competent students equipped with effective oral and written communication. To accomplish this task, all staff encourages students to internalize various decoding and comprehension strategies and diverse approaches to mathematic problems in order to become strategic readers and proficient problem-solvers.

SECTION V: ASSESSMENT

- **Describe how your assessment system embodies your mission statement and expectations for academic performance. If applicable, describe improvements for the 2001-2003 revised school improvement plan.**

Our assessment system measures the educational goals and objectives delineated and implied in our mission statement and expectations for academic performance. As our purpose is to produce literate students equipped with effective written communication, the SFA 8-week assessment, individual student writing portfolios, and the LETS pre- and posttest identify literacy and written language skills and note progress in these areas. In addition, we strive to develop proficient analytic and quantitative skills and assess these areas with quarterly math assessments, daily observation and questioning strategies.

- **Describe the school's current status related to student assessment and academic performance outcomes.**

The system-wide SFA goal states that 50% of students will read at or above grade level by the end of the third quarter, and 56% by the end of the school year.

Our latest 8-week assessment results can be viewed at the end of this document. The results of the September 2000 Third Generation CMT indicate that 22% of Grade 4 students met the level 4 goal in Mathematics, 13% of Grade 4 students met the level 4 goal in Reading, 21% of Grade 4 students met the level 4 goal in Writing.

- **Describe the school's professional development opportunities that foster effective assessment practices and strategies. If applicable, describe improvements for the 2001-2003 revised school improvement plan.**

The staff is provided with various professional development opportunities that foster effective assessment practices and strategies. For example, instructional staff receives training to strengthen ability to assess student growth in decoding through teacher monitoring for accuracy and miscue error analysis, and in comprehension through teacher monitoring for meaning and higher order thinking skills. The Dual Language Program offers on-going support, training, and feedback to teachers regarding effective assessment tools and strategies. DUAL LANG

- **Describe the assessment tools that are utilized as indicators in order to achieve academic area outcomes and the implementation of academic area outcomes.**

The school relies on data-based tools to measure the progress toward achieving the indicators of academic success in reading, math, and language arts. All students maintain a cumulative literacy portfolio, which includes literacy-related assessments and content-area writing samples. SFA 8-week assessments and the DRA are comprised of sight vocabulary lists, running records of graduated difficulty, and comprehension questions. Grade 5 students take the SRA Corrective Reading Assessment to determine reading level for Grade 6. Quarterly math assessments, which are multiple choice and short answer tests, measure students' ability to apply mathematic skill to solve problems.

- **Describe how and when assessment data is discussed and utilized by the faculty and administration to improve instructional strategies. If applicable, describe improvements for the 2001-2003 revised school improvement plan.**

Data gathered from assessments are collated and shared with classroom teachers and at faculty, administration, SAT, and PPT meetings, and parent conferences. Individual student profiles and classroom profiles are discussed and reviewed to design instructional strategies. The information is utilized to modify instruction, to set goals and objectives for individuals and to plan relevant professional development. CMT data is received in January of each school year and discussed with parents at conferences held three times per year.

- **Describe assessment strategies that are part of this plan, and how, when and by whom these strategies for improvement will be implemented.**

The assessment strategies include: frequent analysis and dissemination of results of student performance on CMT, DRA, SFA, and Math quarterly assessments, frequent oral and written communication of these results to students, parents, teachers, and the school community, and utilization of a variety of performance-, criterion-, curriculum-, and portfolio-based measures. Teachers and administrators are responsible for the administration, some correction, and collection of assessment data.

- **Describe how parental and community involvement have been integrated into and supportive of assessment. If applicable, describe improvements for the 2001-2003 revised school improvement plan.**

The staff at Dr. M. D. Fox Elementary School ensures that parents and the community are integrated into and supportive of assessment through on-going dissemination of assessment information. Parents and the community are informed of administration dates and times of the CMT. Our community is informed of general progress when CMT results are published in the local newspaper. Parents receive a CMT report of their child's scores, a letter of explanation, and an invitation to confer with the classroom teacher. During these conferences staff assist parents in interpreting the results. On-going classroom assessments in reading, language arts and math are shared through regular parent conferences and the report card. The results of special education, psychological, and speech and language testing are shared with parents at PPTs.

- **Describe appropriate assessments included to monitor the performance improvements of special education populations. If applicable, describe improvements for the 2001-2003 revised school improvement plan.**

Our special education and support staff use a variety of assessments to measure intelligence, achievement, learning skills, receptive and expressive language, and functional behavior. Formal assessments include the Weschler Intelligence Scale for Children (WISC-III), Weschler Individual Achievement Test (WIAT-R), Bender-Gestalt, Slingerland Test of Language Abilities, Gallistel-Ellis Test of Coding Skills, Brigance Test of Basic Skills, CELF, Peabody Picture Vocabulary Test (PPVT), and the Expressive and Receptive One-Word Vocabulary Test. Informal evaluation is conducted through observation-based measurement, error and miscue analysis of running records and writing samples, and teacher-designed curriculum-bases assessments. In accordance with the 2000-2001 decision of the Connecticut State Department of Education to offer experiences with grade level CMT assessment to students requiring special education, most students will take at least one composite subtest at grade level.

- **Describe the various reporting procedures used by your school to collect and communicate the result of individual student academic or vocational progress. Describe improvements in the school's revised plan.**

SFA progress is reported on a student profile card in narrative and bar graph form. The student profile card is updated quarterly, explained to parents at conferences,

and placed in the cumulative record. Math progress is recorded in numerical form on a class grade sheet, sent to central office, and shared with students and parents through report cards. Writing portfolios, which represent individual student progress in a variety of written forms, are also shared with parents at conferences. CMT results are reported to parents as information becomes available.

- **Describe how instruction fosters appropriate behavioral standards. If applicable, describe improvements for the 2001-2003 revised school improvement plan.**

Developmentally appropriate instruction is instrumental in fostering positive behavior. It is important to maintain attention to task and motivate students to become life long learners. To accomplish this, instruction is paced, delivered, and organized to meet the academic and social need of our students. For example, the rapid pacing of SFA lesson promotes active participation, attention to task, and team ownership. Classroom teachers and students formulate a classroom management plan, which is communicated to parents. The Getting Along Together component of SFA is used as a means to resolve conflicts in the classroom as students are taught the vocabulary and steps of conflict resolution.

- **Describe how the school's assessment is and how it will be aligned with the mission statement and stated expectations.**

In alignment with the school's mission statement and stated expectations, assessment at Dr. Michael D. Fox Elementary School uses multiple sources of performance-based data to guide students toward proficiency in reading, oral and written forms of communication, and math concepts and computation. Frequent assessments provide instructional staff with current knowledge about student performance, which defines how students benefit from instruction. Frequent and timely communication of assessment results to students assists them in meeting stated expectations.

SECTION VI: LEADERSHIP AND ORGANIZATION

- **Describe the school's leadership and organization and how site-based management as described in the "Role and Responsibilities of School Improvement Teams" policy (adopted by the Board of Trustees on August 4, 1998) is incorporated into the school's leadership and organizational structure.**

Administrative leadership at Dr. M.D. Fox Elementary School consists of one principal and two vice-principals. The decision making-process is distributed among school administration, central office administration, and assisted by two

site-based management teams. These site-based teams, the School Improvement Team and the Accreditation Steering Committee, are composed of staff and parents. The responsibilities of these groups are to ensure that the priority needs of our School Improvement Plan are addressed, to align the Accreditation Self Study with the School Improvement Plan, to increase parent involvement, and to support library needs. A reciprocal exchange of information and responsibilities is maintained among these leadership teams and administration.

- **Describe any changes expected during the time covered by this plan.**

Currently, the staff at Dr. Michael D. Fox School is in the middle of the process of Accreditation Self-study. The instructional area committees are identifying areas of curricular, instructional, assessment, and leadership resource strengths and challenges. We anticipate the results to reflect our future School Improvement Plan.

- **Describe the clearly defined process for the evaluation and supervision of faculty, staff, and administration that is utilized for continual improvement of the educational program. If applicable, describe improvements for the 2001-2003 revised school improvement plan.**

The Hartford Evaluation Instrument is used to evaluate and supervise certified staff and administration. Non-certified staff is evaluated by Dr. Michael D. Fox Elementary School administration with a district evaluation form. A new evaluation instrument will be ready for the 2001-2002 school year.

- **Describe the school's administration, faculty and support staff relative to the sufficiency of number and certification. If applicable, describe improvements for the 2001-2003 revised school improvement plan.**

All rostered administrative, instructional, and support staff at Dr. Michael D. Fox Elementary School are certified in their current teacher positions. Staffing improvements for 2001-2003 are driven by enrollment and by the needs of our students. Staffing changes include a request an additional SFA facilitator, an additional TESOL teacher, and three paraprofessionals.

- **Describe changes that are expected as part of this plan or during the planning cycle in the following areas:**

Professional Development- Professional development will highlight curricular, instructional, and assessment changes in SFA, writing, math, third generation CMT, library resources, science, technology, and Dual Language. It is anticipated that M.D. Fox staff will participate in workshops designed to inform teachers about changes in IDEA and inclusive practices.

School Climate and Orientation-The results of our School Climate Survey will be presented to the School Improvement Team at our June 5, 2001 meeting. Parent Orientation occurs at the annual Open House, kindergarten registration, and at conferences. Looping practices are encouraged to establish long-term academic and social relationships among parents, students, and teachers. We will continue using the Getting Along Together component of SFA to help our students resolve conflict and manage anger.

School Attendance Policy and Rules- We will continue to enforce the citywide attendance policy.

Behavior/Discipline Issues-We will continue to enforce the Code of Conduct, which represents the citywide discipline policy.

Parent and Community Involvement- We will continue to recruit parents and members of the community to participate as active members in all aspects of the educational process at Dr. Michael D. Fox Elementary School. Areas of need include participation in the School Improvement Team, Accreditation process, library, and parent volunteers.

SECTION VII: SCHOOL RESOURCES FOR LEARNING

- **Describe how support services support the school's mission and expectations and are designed to enable each student to participate in and benefit from the educational programs and learning strategies within the school. If applicable, describe the improvement for the 2001-2003 revised school improvement plan.**

Support services, such as special education, counseling, speech and language, TESOL, occupational and physical therapy, psychological testing, adaptive physical education, and the medical health clinic, support the school's mission and expectations by providing students with the learning, social and emotional, motoric, communication, and wellness strategies in order to meet the challenges of school and daily life. In academic settings, students develop compensatory techniques to improve decoding, comprehension, math, and oral and written language skills. These techniques are personalized to the cognitive profile of the individual student. In social skill settings, students become aware of relationship issues and acquire anger management techniques. In combination, all support services are engineered to assure that students with special needs can benefit from the curriculum and instruction presented in the general education setting.

- **Describe how student services personnel interact and work cooperatively with other school personnel and community resources to address the academic, social, emotional, and physical needs of students to improve learning. If applicable, describe improvements for the 2001-2003 revised school improvement plan.**

According to the changes made in the August 2000 Hartford Public Schools Special Education Individualized Education Plan (IEP), all personnel who provide direct and indirect services to students collaborate for the purpose of modifying curricular, instructional, and assessment strategies. Collaboration occurs formally at PPTs and conferences, and informally in classrooms, and before and after school. In addition, community agency representatives, such as counselors, parent advocates, fire prevention personnel, physicians, and caseworkers work cooperatively with school personnel to ensure student success.

- **Describe how all students, administrative and personnel records are maintained in a confidential secure manner consistent with federal, state, and local laws and regulations.**

Federal, state, and local regulations concerning confidentiality are adhered to at Dr. Michael D. Fox Elementary School. Student, administrative, and personnel records are kept in inner offices with limited access and sign-out procedures.

- **Identify changes in school resources that are a part of this plan. This includes student support services, information to parents, technology, library and media center.**

The major change in allocation of our resources relative to our support services will be focused on continuing recruitment of reading tutors, expanding special education resources to encompass more inclusive practices, refining the SAT process to support students, parents, and teachers, and broadening program services in TESOL. As the Dual Language expands to more grade levels throughout the building, frequent information sessions regarding the principles of the program will be offered to parents of participating students. Our new librarian plans to engage parents in family literacy activities by allocating a section of the school library to parent resources and by initiating the Scholastic Family Reading Program. In addition, the Family Resource Aide is planning a variety of activities for parents.

SECTION VIII: COMMUNITY RESOURCES FOR LEARNING AND SCHOOL FACILITIES

- **Describe the school's current status related to family and community involvement. Use the Hartford Public Schools Standards for Parent/Family Involvement Programs.**

The staff at Dr. Michael D. Fox Elementary School strives to include our parents, families, and community members in all aspects of our school life. For example, two parents currently serve on the School Improvement Team, parents of students referred to the SAT participate in scheduled meetings, several community members and college students volunteer as reading tutors, while Foster Grandparents continue to support our students in the general education setting. The Trinity Boys and Girls Club assists our students with homework and extracurricular activities, and Connectikids sponsors weekly tutoring for students in specific grade levels. Our families are invited to dine together with staff at an annual fundraiser at a local McDonald's restaurant and Attorney Jeffrey Dressler hosts a monthly breakfast to honor student citizenship. Mass Mutual sponsors a "Booksketball" reading incentive program including a field trip to the Civic Center to see the Harlem Globe Trotters.

- **Describe anticipated funding for the funding of programs or the granting of resources related to the following:**

Facilities/Building and School Grounds- General budget and bond issue.
Professional Development- General budget and Title 1 funding
Technology and Equipment- General budget and Title 1 funding
Textbooks, Materials, and Supplies- General budget and Title 1 finding
Dual Language- Title VII funding
Transportation- General budget
Food Services- Federal funding
Relationship with Parents- General Budget and Title 1 finding
Relationship with Corporate Partnerships/Sponsorships & Community Based Organizations- Hartford Foundation for Public Giving, McDonalds Corporation, Jeffrey Dressler and Associates, SINA, Catholic Family Charities, CREC, SERC, United Way, Trinity College, Mass Mutual, Connectikids, and other local and private agencies.

SECTION IX: BUDGET

The attached budget specifies the costs of full implementation of the School Improvement Plan, for the fiscal year 2001-2002. The following narrative explains the reasons why funds have been allocated, describes requests for additional personnel, and details each item. The School Improvement Plan will be referred to in each paragraph to justify additional budget requests.

According to the needs assessment section of the 2001-2003 School Improvement Plan, three SFA facilitators are required to expand support services in reading to instructional staff and students. Therefore, an additional facilitator is requested to join the current staff of two SFA facilitators. The job description of the two SFA facilitators include daily visits and observations of nearly 60 classrooms, materials management for over 1000 students and 60 SFA instructors, 8-week Assessment testing of the Roots and Lee Comigo students, conferring with individual staff, preparing and presenting two component meetings per month, testing incoming students, gathering and posting statistics, meeting and training parents, adapting the SFA program to accommodate individual needs, and leading the SAT process. In addition, the two facilitators train staff, coordinate Sunshine Clubs, write Treasure Hunts for expository text, attend weekly facilitator meetings, participate in community outreach to secure tutors, coordinate community-based programs, and coordinate SFA Foundation visits. As evidenced from this exhausting list, a third SFA facilitator is crucial to achieve success for all!

In order to demonstrate cultural and linguistic responsiveness to the needs of English Language Learners (ELL), we request an additional TESOL teacher. ELL students are required to receive additional services until they meet specific criteria as delineated in the 1999 Connecticut Bilingual Law. Presently, classroom performance data reveals that many ELL students perform below grade level standards. Yet, TESOL teachers lose time to SFA instruction, continual school-wide SFA testing, Language Assessment Scales (LAS) testing, and CMT testing. Therefore, it is clear that we require one additional TESOL teacher in order to provide sufficient services to our students. In addition, TESOL instructors are required to service students in 29 classrooms, offer double periods for new arrivals, provide services to kindergarten students, and service Spanish-speaking students in mainstream homerooms who have not met the English standards. As evidenced by these demands, it is imperative to expand the TESOL staff.

Three additional paraprofessionals are requested in order to continue the crucial focus on the academic and social success of our primary grade students. Paraprofessionals assist teachers and students by reinforcing instruction, coordinating materials, fostering and nurturing adult-child relationships in the classroom setting, and supporting positive social skills. With nine kindergarten classes and eight Grade 1 classes, our current paraprofessionals are over-utilized.

Fiscal Year 2001-2002 Budget Request

Cost Center: 1102000

Fill in all columns with red headings.(Scroll to right)

FORM I

Cost Center Manager: Fred DeJesus

January 3, 2001

Salary Accounts

Account Number	Description		Adopted 00-01 Dollars	Adopted 00-01 Pos/FTE	Revised Pos/FTE	CHANGE AMOUNT Pos/FTE	CHANGE AMOUNT *Dollars	Explanation	2001-2002 Request Pos	2001-2002 Request Dollars
1003 1102000 51240 2410	PRIN/VP-REG	SCHOOL PRIN/VP SVS	256,285	3.00	3.00				3.00	256,285
1003 1102000 51360 1100	TEACHER-REG	REGULAR INSTRUCTION	2,463,665	44.00	43.00				43.00	2,463,665
1003 1102000 51360 1102	TEACHER-REG	ART	67,122	1.80	1.80				1.80	67,122
1003 1102000 51360 1108	TEACHER-REG	HEALTH EDUCATION	7,651	0.20	0.20				0.20	7,651
1003 1102000 51360 1112	TEACHER-REG	MUSIC	108,603	1.80	1.80				1.80	108,603
1003 1102000 51360 1118	TEACHER-REG	PHYSICAL EDUCATION	120,566	2.00	2.30				2.30	120,566
1003 1102000 51360 1201	TEACHER-REG	SPECIAL EDUCATION SVS	444,675	7.00	7.00				7.00	444,675
1003 1102000 51360 1261	TEACHER-REG	TESOL	62,576	1.00	1.00				1.00	62,576
1003 1102000 51360 2151	TEACHER-REG	LANG, SP & HRNG SVS	98,393	1.40	1.40				1.40	98,393
1003 1102000 51360 2221	TEACHER-REG	LEARN RES CTR	50,248	1.00	1.00				1.00	50,248
1003 1102000 51363 1100	TEACHER-SUBS	REGULAR INSTRUCTION	53,416	0.00	0.00				0.00	53,416
1003 1102000 51363 1201	TEACHER-SUBS	SPECIAL EDUCATION SVS	8,045	0.00	0.00				0.00	8,045
1003 1102000 51366 1100	TEACHER-SP PER	REGULAR INSTRUCTION	7,899	0.00	0.00				1.00	7,899
1003 1102000 51400 2114	SOC WKR-REG	SOCIAL WORK SERVICES	89,542	1.50	1.50				1.50	89,542
1003 1102000 52320 2490	CLERICAL-REG	SCH ADMIN SUPP SVS	96,391	3.00	3.00				3.00	96,391
1003 1102000 52321 2490	CLERICAL-PT	SCH ADMIN SUPP SVS	1,100	0.00	0.00				0.00	1,100
1003 1102000 52322 2490	CLERICAL-OT	SCH ADMIN SUPP SVS	1,000	0.00	0.00				0.00	1,000
1003 1102000 52460 2133	NURSE-REG	NURSING SERVICES	38,400	1.00	1.00				1.00	38,400
1003 1102000 52463 2133	NURSE-SUBS	NURSING SERVICES	599	0.00	0.00				0.00	599
1003 1102000 52540 1100	PARAPROFESSIONAL-REG	REGULAR INSTRUCTION	47,250	2.25	3.25				3.25	47,250
1003 1102000 52540 1201	PARAPROFESSIONAL-REG	SPECIAL EDUCATION SVS	7,700	0.50	1.50				1.50	7,700
1003 1102000 52540 2133	PARAPROFESSIONAL-REG	NURSING SERVICES	22,801	1.00	1.00				1.00	22,801
1003 1102000 52540 2221	PARAPROFESSIONAL-REG	LEARN RES CTR	0	0.00	1.00				1.00	-
1003 1102000 52543 1201	PARAPROFESSIONAL-SUBS	SPECIAL EDUCATION SVS	66	0.00	0.00				0.00	66
1003 1102000 52560 2660	SPEC POLICE OFF-REG	SECURITY SVS	69,345	3.00	3.00				3.00	69,345
1003 1102000 52563 2660	SPEC POLICE OFF-SUBS	SECURITY SVS	2,448	0.00	0.00				0.00	2,448
1003 1102000 52640 2620	HD CUSTOD-REG	CUSTODIAL SVS	40,037	1.00	1.00				1.00	40,037
1003 1102000 52660 2620	LEADMAN-REG	CUSTODIAL SVS	30,978	1.00	1.00				1.00	30,978
1003 1102000 52680 2620	CUSTODIAN-REG	CUSTODIAL SVS	139,522	5.00	5.00				5.00	139,522
	ESL Teacher					1.00		Additional ESL needs student enrollment	1.00	-
	Paraprofessionals					3.00		Reform Curriculum and Improve Education Outcomes.	3.00	-
	SFA Facilitator					1.00		Reform Curriculum and Improve Education Outcomes.	1.00	-
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Approved by:_____ Date:____

Approved by:_____ Date:____

Fiscal Year 2001-2002 Budget Request

								0.00	-
								0.00	-
								0.00	-
								0.00	-
								0.00	-
								0.00	-
			4,336,323	82.45	84.75	5.00	0	90.75	4,336,323

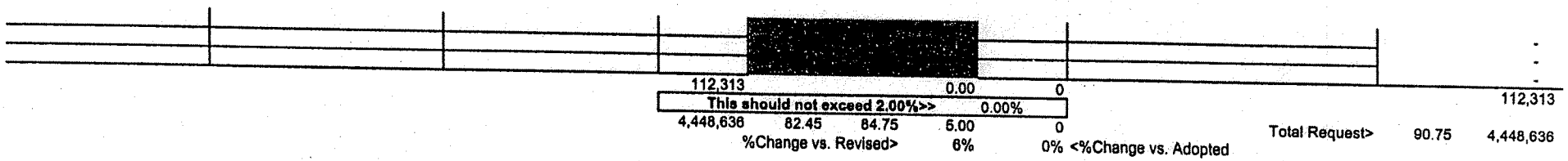
Non-Salary/Expense Accounts

Account Number	Description		Adopted 00-01 Dollars					Explanation	
1003 1102000 54304 1100	MAINTENANCE CONTRACT	REGULAR INSTRUCTION	16,208						16,208
1003 1102000 55301 2490	POSTAGE	SCH ADMIN SUPP SVS	1,321						1,321
1003 1102000 55500 2490	PRINTING & BINDING	SCH ADMIN SUPP SVS	10,759						10,759
1003 1102000 56110 1100	INSTRUCTIONAL SUPPLIES	REGULAR INSTRUCTION	30,521						30,521
1003 1102000 56110 1102	INSTRUCTIONAL SUPPLIES	ART	2,674						2,674
1003 1102000 56110 1112	INSTRUCTIONAL SUPPLIES	MUSIC	1,761						1,761
1003 1102000 56110 1118	INSTRUCTIONAL SUPPLIES	PHYSICAL EDUCATION	1,568						1,568
1003 1102000 56110 1201	INSTRUCTIONAL SUPPLIES	SPECIAL EDUCATION SVS	1,438						1,438
1003 1102000 56110 2151	INSTRUCTIONAL SUPPLIES	LANG, SP & HRNG SVS	54						54
1003 1102000 56111 2221	A-V SUPPL	LEARN RES CTR	1,260						1,260
1003 1102000 56120 2490	OFFICE SUPPLIES & EXP	SCH ADMIN SUPP SVS	1,205						1,205
1003 1102000 56130 2620	MAINT & CUSTODIAL SUPPL	CUSTODIAL SVS	6,871						6,871
1003 1102000 56410 1100	TEXTBOOKS	REGULAR INSTRUCTION	20,726						20,726
1003 1102000 56420 2221	LIBR BOOKS & PERIODICALS	LEARN RES CTR	3,462						3,462
1003 1102000 57342 2660	NON-INSTRU EQUIP	SECURITY SVS	686						686
1003 1102000 57348 2221	COMPUTER HARDWARE	LEARN RES CTR	11,800						11,800

Approved by: _____ Date: _____

Approved by: Date:

Fiscal Year 2001-2002 Budget Request



Approved by:_____ Date:_____

Approved by:____ Date:

Fiscal Year 2001-2002 Budget Request

Cost Center: 1102000 **Form III** Cost Center Manager: Fred DeJesus

January 3, 2001

Request to be Included in Building & Grounds Budget Request

Object Code	Object Name	Request	Reason
		Repairs to Dr. M.D. Fox must occur in the following areas....	*Air quality-heating and cooling systems are breaking down periodically. Filter, thermostats, etc. need to be replaced and/or fixed. System needs to be maintained properly.
			*Purchase and installation of new windowns for the entire school. Windows are in poor conditions, many cannot be opened, one even fell from the third floor, and heat is being lost.
			*Thorough pest extermination-mice are being observed even during the day during class time.
			*School classrooms need to be painted. This has not been done in over 22 years.
			* The Gym floor must be refinished. JV and Varsity sports are now using our gym and safety reason this must occur.
			*There is a continual problem with water fountains that do not work. They must be repaired as well as doors replaced on all stalls in bathrooms. All leaking faucets and pipes must also be fixed.
			*Electrical system withing the school building must be updated to accommodate incoming technology.
			*Intercom system for school and audio system in the auditorium must be updated.

Approved by:_____Date:_____ Approved by:_____Date:_____

Fiscal Year 2001-2002 Budget Request

Cost Center: 1102000 **Form III** Cost Center Manager: Fred DeJesus

Request to be Included in Technology Improvement Budget Request

January 3, 2001

Object Code	Object Name	Request	Reason
		Locking devices for all new computers in the building.	To insure safety of machines.
		locking devices and computer tables for additional computers which have been ordered.	To facilitate use and to insure safety of machines.
		Replacement cartridges for all HP Deskjet and Epson printers in our inventory. (Total-6 cartridges x 98 printers per year).	Technology program facilitator

Approved by:_____ Date:_____ Approved by:_____ Date:_____

Fiscal Year 2001-2002 Budget Request

Cost Center: 1102000 **Form II** Cost Center Manager: Fred DeJesus

January 3, 2001

Outlay Requests

Ranking	Quantity	Description	New or Replacement	Total Cost	Reason for Request
1.	50	Student Adj. Open Box Desk	New or	2,750	Opening/opened a new classroom
2.	25	14" non-adjustable chairs	New or	1,000	Same as above
3.	25	16" non-adjustable chairs	New or	1,000	Same as above
4.	10	Adj. Tables	New or	900	Same as above
5.	4	Steel Bookcases	New or	400	Same as above
6.	6	cut-out Table 48"x72"	New	1,050	Same as above
7.	2	Teacher Chairs w/out arms	New	210	Opening/opened a new classroom
8.	2	Teacher Desks	New	500	Same as above
9.	4	4-drawer file cabinet	New	600	Same as above
10.	2	2-door Storage cabinet	New	500	Same as above
11.	60	Mobile Equip. Tables	New	11,400	Equipment needed for the projectors.
			Total Request	20,310	

Approved by:_____ Date:_____ Approved by:_____ Date:_____

SANCHEZ EXERPTS

- Work with the Principal, the Director of the Family Resource Center, the School Improvement Team, District and State staff on a strategic plan for expanding all services and adding new resources to benefit parents at Sanchez, with special attention to the needs of minority and single parents
- Work with the Principal and School Improvement Team secure necessary funding to support necessary personnel, training and outreach services to parents.

School has an open door policy for parents, which facilitate the accomplishment of our program's goals. Support for community partners has also been very strong.

SECTION VII - Budget

- **Describe how funding will be utilized to address the goal of improving student performance on the CMT and the CAPT (i.e., funding for equipment, travel, Power Hour, materials, etc.).**
- **The focus of the budget must be the school's goals and objectives to improve student performance. All goals and objectives must be aligned with the school's mission and expectations, the Superintendent's goals, the Board of Trustee's goals, the Strategic Plan, 48 Recommendations (Action Plan) and NEASC standards.**
- **The School Budget includes funding from general budget, Title 1 and any other resources that will be utilized to implement the school's strategies.** (Attach general budget and Special Funds / Title 1 Budget printout provided in collaboration from the Hartford Public Schools' Finance Department).
- **Utilize the "School Improvement Plan Budget Template" to provide specific information in the following categories: a) Measurable Goals; b) Action Steps** (Specify effective strategies and activities) **c) Timelines; d) Who's Responsible; e) Resources Needed; f) OUTCOMES - Indicators of Success. Specify if and how each goal relates to improving student performance in the areas of Literacy / Numeracy / Technology Enhancement and Test Sophistication.**

  See attached the School Improvement Plan Budget Template and The Terrell Bell Comprehensive School Reform Budget.

The Revised 1999-2000 School Improvement Plan that incorporates NEASC Accreditation Standards, the Literacy / Numeracy and Test Sophistication Program, a Balanced Literacy Approach and the school's Comprehensive School Plan is due <u>May 26, 2001</u>.

SCHOOL IMPROVEMENT PLAN
LIST OF RESPONSIBLE PERSONS

SCHOOL IMPROVEMENT GOAL: By the year 2002, eighty (80%) of Sanchez parents will have a clear understanding of curriculum and District Initiatives. This will be accomplished at a rate of fourty percent (40%) per year starting in the school year 2000-2001

School : Maria Sanchez Elementary **Principal's Name** Delia I. Bello-Dávila **Principal's Signature** Delia I. Bello **Date** November 2000

My signature on this document verifies that I am responsible for the development , implementation and achievement of this goal that directly or indirectly relates to improving student performance. I also understand that the purpose of this document is to assist in the implementation documentation and attainment of this school improvement goal.

Name Delia I. Bello-Dávila **Title or Position** Principal **Organization** María Sánchez School **Signature** Delia I. Bello **Date** 9-5-00
(Print or Type) **Indicate if: Central Office ( ) School Site (x) Community /Corporate Partner ( ) or Other ( )**

Name Margaret Marinelli **Title or Position** Reading Teacher **Organization** María Sánchez School **Signature** Margaret Marinelli **Date** 9-5-00
(Print or Type) **Indicate if: Central Office ( ) School Site (x) Community /Corporate Partner ( ) or Other ( )**

Name Ana Collazo **Title or Position** Family Resource Aide **Organization** María Sánchez School **Signature** Ana Collazo **Date** 9/5/00
(Print or Type) **Indicate if: Central Office ( ) School Site (x) Community /Corporate Partner ( ) or Other ( )**

Name Joseph Dagrosa **Title or Position** Vice-Principal **Organization** María Sánchez School **Signature** Joseph Dagrosa **Date** 9-5-00
(Print or Type) **Indicate if: Central Office ( ) School Site (x) Community /Corporate Partner ( ) or Other ( )**

Name Danielisa Ortiz **Title or Position** SFA Facilitator **Organization** María Sánchez School **Signature** Danielisa Ortiz **Date** 9-5-00
(Print or Type) **Indicate if: Central Office ( ) School Site (x) Community /Corporate Partner ( ) or Other ( )**

SCHOOL IMPROVEMENT PLAN BUDGET TEMPLATE

SCHOOL IMPROVEMENT GOAL: By the year 2002, at least eighty percent (80%) of Sánchez parents will have a clear understanding of curriculum and district initiatives. This will be accomplished at a rate of thirty five percent (40%) per year starting in the school year 2000-2001

School María Sánchez Elementary Principal's Name Delia I. Bello-Dávila Total $ Cost to Accomplish this Goal _____

Principal's Signature _____ Date

MEASURABLE Expectations or Objectives Expectations are concrete measurable objectives that are accomplishable during this planning period. They must relate directly or indirectly to improving student performance	ACTION STEPS (Effective Strategies and Activities)	TIMELINES Provide date initiated and date of accomplishment		PERSON(S) RESPONSIBLE List name(s) and provide a signature. (Use the attached "List) of Persons Responsible" page as needed.)	RESOURCES NEEDED Complete the Budget Request Form(s) if "General Budget", "Special Funds" or other funding is needed.	OUTCOMES (Indicators of Success)
		Initiated	Achieved			
OBJECTIVE A: Parents will: • participate in hands on training in all areas of the curriculum. • participate in family learning activities which will improve student outcomes. • Participate in parent conferences and open house. • Participate in curriculum planning through school committees (SIT, PTO)	• Coordinate meetings to present curriculum and district initiatives. • Provide home practice exercises. • Coordinate and conduct Family and community Learning Activities/Family Fair. • Provide training grade level curriculum workshops • Welcome back home visits • Parent Teacher conferences	Sept. 2000 Nov. 2000 Dec. 2000 Jan. 2001 Sept. 2000 Sept. 2000 Spring 2000	June 2002	**Name** Delia I. Bello-Dávila Vice Principal Margaret Marinelli Danielisa Ortiz Ana Collazo **Title Position** • Principal • Vice Principal • Reading Teacher • SFA Facilitator • Family Resource Aide • Classroom Teachers **Signature**	• Reading Teacher • SFA Facilitator • Family Resource Aide • Bell Reform Grant	75% of the pre-k, and kindergarten parents will visit their child's classroom by Oct. 2000. 100% of the parents will attend their child's parent/teacher conference as evidenced by a parent sing-in log. PTO participation will increased from 12 parents to 50 parents as evidenced by a PTO sign-in log. 50% of the parents will attend grade level curriculum training workshops.

SCHOOL IMPROVEMENT PLAN BUDGET TEMPLATE

MEASURABLE **Expectations or Objectives** Expectations are concrete measurable objectives that are accomplishable during this planning period. They must relate directly or indirectly to improving student performance	**ACTION STEPS** (Effective Strategies and Activities)	**TIMELINES** Provide date initiated and date of accomplishment Initiated	Achieved	**PERSON(S) RESPONSIBLE** List name(s) and provide a signature. (Use the attached "List) of Persons Responsible" page as needed.)	**RESOURCES NEEDED** Complete the Budget Request Form(s) if "General Budget", "Special Funds" or other funding is needed.	**OUTCOMES** (Indicators of Success)
OBJECTIVE B: • One hundred percent (100%) of Sánchez parents will receive regular communication through parent friendly materials.	• Create parent friendly materials such as: newsletters, flyers, parents handbook, student outcomes manual. • Enhance parent volunteer program. • Collect information and materials to create a calendar of curriculum events. • The PTO will meet monthly.	Oct. 2000 Sept. 2000 Oct. 2000 Sept 2000	June	**Name** Delia I. Bello-Dávila Vice Principal Ana Collazo **Title Position** • Principal • Vice Principal • Family Resource Aide • Classroom Teachers • Family Support Team **Signature**	• Parent Facilitator (Title I) • Community Liaison (Title I) • Family Resource Aide • Family Resource Center • SFA Family Support Team	• Their will be a 50% increase in parent participation in school activities as evidenced by parent sign-in logs. • The PTO will increase from 12 parents to 50 parents.

SCHOOL IMPROVEMENT PLAN
LIST OF RESPONSIBLE PERSONS

SCHOOL IMPROVEMENT GOAL: By the year 2002, sixty (60%) of students will reach proficiency level in Numeracy as measured by the Connecticut Mastery Test (CMT). Starting in the School year 2000-2001

School : Maria Sanchez Elementary Principal's Name Delia I. Bello-Dávila Principal's Signature Delia I. Bello-Dávila Date November 2000

My signature on this document verifies that I am responsible for the development, implementation and achievement of this goal that directly or indirectly relates to improving student performance. I also understand that the purpose of this document is to assist in the implementation documentation and attainment of this school improvement goal.

Name Delia I. Bello-Dávila Title or Position Principal Organization Maria Sanchez Elementary Signature Delia I. Bello-Dávila Date 9-5-00
(Print or Type) Indicate if: Central Office ( ) School Site ( ) Community /Corporate Partner ( ) or Other ( )

Name Joseph Dagrosa Title or Position Vice Principal Organization Maria Sanchez Elementary Signature Joseph Dagrosa Date 9-5-00
(Print or Type) Indicate if: Central Office ( ) School Site ( ) Community /Corporate Partner ( ) or Other (

Name Barbara Aleksunes Title or Position Numeracy Team Organization Maria Sanchez Elementary Signature Barbara Aleksunes Date 9-5-00
(Print or Type) Indicate if: Central Office ( ) School Site ( ) Community /Corporate Partner ( ) or Other ( )

Name Robert Lopez Title or Position _____ Organization _____ Signature Robert A. Lopez Date 9/5/00
(Print or Type) Indicate if: Central Office ( ) School Site ( ) Community /Corporate Partner ( ) or Other ( )

Name Donna Wellins Title or Position Numeracy Team Organization Sánchez School Signature Donna Wellins Date 9/5/00
(Print or Type) Indicate if: Central Office ( ) School Site ( ) Community /Corporate Partner ( ) or Other ( )

SCHOOL IMPROVEMENT PLAN BUDGET TEMPLATE

SCHOOL IMPROVEMENT GOAL: By the year 2002, sixty percent (60%) of all students will reach proficiency level in Numeracy as measured by the Connecticut Master Test (CMT) Starting year 2000-20001.

School María Sánchez Elementary **Principal's Name** Delia I. Bello-Dávila **Total $ Cost to Accomplish this Goal** _____

Principal's Signature _____ **Date** November 2000

MEASURABLE Expectations or Objectives Expectations are concrete measurable objectives that are accomplishable during this planning period. They must relate directly or indirectly to improving student performance	**ACTION STEPS** (Effective Strategies and Activities)	**TIMELINES** Provide date initiated and date of accomplishment		**PERSON(S) RESPONSIBLE** List name(s) and provide a signature. (Use the attached "List) of Persons Responsible" page as needed.)	**RESOURCES NEEDED** Complete the Budget Request Form(s) if "General Budget", "Special Funds" or other funding is needed.	**OUTCOMES** (Indicators of Success)
		Initiated	Achieved			
• All staff will participate in intensive staff development in Numeracy. • The students will learn to apply specific strategies in order to meet profiency standards.	• Staff will attend a District Turnkey training provided by the Numeracy Team. • CMT's will be administered according to the District guidelines • Students in grades 3-5 will attend extended day programs such as power hour and vacation school program.	Sept. 2000 Oct. 2000 Sept. 2000 Dec. 2000 Feb. 2001 April 2001	June 2002	**Name** Delia I. Bello-Dávila Vice-Principal Numeracy Team **Title Position** Principal Vice-Principal Numeracy Team Teachers in grades 3 and 5 **Signature**	• Turnkey Training provided by District. • CMT Support Materials. • Power Hour supplement materials • Grades K-5 Math Adv. • Grade 6-Middle School Math. • Bell Reform Grant	**On a daily basis:** The percentage of students meeting the state goal in mathematics will increase by 10 points on OSI. Scores on the off-level CMT will show growth for the students in grades 3 and 5.

SCHOOL IMPROVEMENT PLAN BUDGET TEMPLATE Goal 3 Page 2

MEASURABLE **Expectations or Objectives** Expectations are concrete measurable objectives that are accomplishable during this planning period. They must relate directly or indirectly to improving student performance	**ACTION STEPS** (Effective Strategies and Activities)	**TIMELINES** Provide date initiated and date of accomplishment		**PERSON(S) RESPONSIBLE** List name(s) and provide a signature. (Use the attached "List) of Persons Responsible" page as needed.)	**RESOURCES NEEDED** Complete the Budget Request Form(s) if "General Budget", "Special Funds" or other funding is needed.	**OUTCOMES** (Indicators of Success)
		Initiated	Achieved			
• Technology Objective B: The students will use the Jostens Computer Program to enhance the Numeracy Curriculum. • The staff, students and parents will become proficient in computer technology.	• Staff and parent training will be provided by the District. • Computer access will be provided to the students on rotating bases. • Grades 3 and 5 will implement Josten's Learning	Sept. 2001 Sept. 2000 Sept. 2000	June 2002 June 2000 June 2000	Name Principal Vice-Principal District Computer Team Classroom Teachers	• Computer software and hardware • Technology training	• Students will enhance their literacy and numeracy skills through the use of the Josten's Learning Program

SCHOOL IMPROVEMENT PLAN
LIST OF RESPONSIBLE PERSONS

SCHOOL IMPROVEMENT GOAL: By the year 2002, sixty (60%) of students in grades 3-6 will reach proficiency level in the Language Arts testing component of the Connecticut Master Test (CMT). This will be accomplished at a rate of fifteen percent (15%) per year starting in the school year 2000-2001

School : Maria Sanchez Elementary **Principal's Name** Delia I. Bello-Dávila **Principal's Signature** Delia I. Bello-Dávila **Date** November, 2000

My signature on this document verifies that I am responsible for the development , implementation and achievement of this goal that directly or indirectly relates to improving student performance. I also understand that the purpose of this document is to assist in the implementation documentation and attainment of this school improvement goal.

Name Delia I. Bello-Dávila **Title or Position** Principal **Organization** Maria Sanchez Elementary **Signature** Delia I. Bello-Dávila **Date** 9-5-00
(Print or Type) **Indicate if: Central Office ( ) School Site ( ) Community /Corporate Partner ( ) or Other ( )**

Name Margaret Marinelli **Title or Position** Reading Teacher **Organization** Maria Sanchez Elementary **Signature** Margaret Marinelli **Date** 9-5-00
(Print or Type) **Indicate if: Central Office ( ) School Site ( ) Community /Corporate Partner ( ) or Other ( )**

Name Danielisa Ortiz **Title or Position** SFA Facilitator **Organization** Maria Sanchez Elementary **Signature** Danielisa Ortiz **Date** 9-5-00
(Print or Type) **Indicate if: Central Office ( ) School Site ( ) Community /Corporate Partner ( ) or Other ( )**

Name _____ **Title or Position** _____ **Organization** _____ **Signature** _____ **Date** _____
(Print or Type) **Indicate if: Central Office ( ) School Site ( ) Community /Corporate Partner ( ) or Other ( )**

Name _____ **Title or Position** _____ **Organization** _____ **Signature** _____ **Date** _____
(Print or Type) **Indicate if: Central Office ( ) School Site ( ) Community /Corporate Partner ( ) or Other ( )**

SCHOOL IMPROVEMENT PLAN BUDGET TEMPLATE Goal 1 Page 1

SCHOOL IMPROVEMENT GOAL: **By the year 2002, sixty percent (60%) of all students will reach proficiency level in the Language Arts Testing component of the Connecticut Master Test (CMT). This will be accomplished at a rate of fifteen percent (15%) per year starting in the school year 2000-2001.**

School María Sánchez Elementary **Principal's Name** Delia I. Bello-Dávila **Total $ Cost to Accomplish this Goal** _____

Principal's Signature _____ Date November 2000

MEASURABLE **Expectations or Objectives** Expectations are concrete measurable objectives that are accomplishable during this planning period. They must relate directly or indirectly to improving student performance	**ACTION STEPS** (Effective Strategies and Activities)	**TIMELINES** Provide date initiated and date of accomplishment		**PERSON(S) RESPONSIBLE** List name(s) and provide a signature. (Use the attached "List) of Persons Responsible" page as needed.)	**RESOURCES NEEDED** Complete the Budget Request Form(s) if "General Budget", "Special Funds" or other funding is needed.	**OUTCOMES** (Indicators of Success)
		Initiated	Achieved			
OBJECTIVE A: • The students will apply specific strategies in order to construct meaning through the usage of flexible grouping in Language Arts (Listening, Speaking, Reading and Writing) • The student will analyze, elaborate on, and respond critically to spoken and written communication.	**Oral Language** • Implement the innovative Language Arts strategies for oral language development and reading instruction. **Reading** • To use effective and innovative strategies during reading instruction, as stated in section 8B on S.I.P. • SFA Reading Reform • Use of supplemental reading books multiple copies for small group individualized guided reading Instruction • Writing Program **Writing** • Use of Writing Process stages addressing the different strategies in each stage. • Empowering Writers Training • Continue and expand student Editorial Writing Board/Magical Box for student publishing. • Block scheduling	Sept. 2000 Sept. 2000 Sept. 2000	June 2002 June 2002 June 2002	**Name** Delia I. Bello-Dávila Margaret Marinelli Vice Principal Danielisa Ortiz **Title Position** Principal Reading Teacher Vice Principal SFA Facilitator Classroom Teachers SFA Tutors	• Vice –Principal • SFA Facilitator • Early Reading Success Teacher • Soar To Success Teacher • Bell Reform Grant • Ongoing in-service training	Eight week assessment summaries will show progress for each student. The percentage of students meeting the state goal in reading and writing on the CMT will increase by 10 points on OSI. Off-level CMT testing will show growth for students in grades 3 and 5 in the areas of reading

SCHOOL IMPROVEMENT PLAN BUDGET TEMPLATE Goal 1 Page 2

MEASURABLE Expectations or objectives Expectations or Objectives Objectives that are accomplishable during this planning period. They must relate directly to improving student performance.	**Action Steps** (Effective Strategies and Activities	**Timelines** Provide date initiated and date of accomplishment		**PERSON(S) RESPONSIBLE** List name (s) and provide a signature. (Use the attached "List) of Persons Responsible" page as needed.)	**RESOURCES NEEDED** Complete the Budget Request Form(s) if "General Budget", "Special Funds" or other funding is needed.)	**OUTCOMES** (Indicators of Success)
OBJECTIVE B: • The students will have more daily practice with skills and strategies aligned with district guidelines and CMT. • All students will practice specific test taking strategies and format as part of daily curriculum and homework. • The students in grades 2-6 will practice + District Test Sophistication Plan	• Using the CMT whole class-room and individual report, the teachers will list target skills and develop lesson plans to address skills targeted. • Use of innovative Language Arts strategies such as: brain-storming, building background, previewing, direct reading, critical thinking, mapping and literature circles. • Practice test taking strategies throughout the content areas on a daily basis, using districts test sophistication plan • Implement extended day CMT Power Hour and vacation school program • Grades 3 and 5 will take CMT practice test.	Sept. 2000 Sept. 2000 Sept. 2000 Dec. 2000 Feb/April 2000 Fall 2000 March 2001 May 2001	June 2,000	**Name** Delia I. Bello-Dávila Margaret Marinelli Vice Principal Danielisa Ortiz **Title Position** Principal Reading Teacher Vice Principal SFA Facilitator Classroom Teachers	• Vice –Principal • SFA Facilitator • Soar To Success Teacher Early Reading Teacher	The percentage of students meeting the state goal in reading will increase by 10 point on the OSL Increase growth will show as reflected on CMT practice, unit, and chapter tests. Off-level CMT testing will show growth for students in grades 3 and 5.

SCHOOL IMPROVEMENT PLAN BUDGET TEMPLATE Goal 1 Page 3

MEASURABLE Expectations or Objectives Expectations are concrete measurable objectives that are accomplishable during this planning period. They must relate directly or indirectly to improving student performance	**ACTION STEPS** (Effective Strategies and Activities)	**TIMELINES** Provide date initiated and date of accomplishment Initiated	 Achieved	**PERSON(S) RESPONSIBLE** List name(s) and provide a signature. (Use the attached "List) of Persons Responsible" page as needed.)	**RESOURCES NEEDED** Complete the Budget Request Form(s) if "General Budget", "Special Funds" or other funding is needed.	**OUTCOMES** (Indicators of Success)

OBJECTIVE C:
• The staff will integrate ESL strategies using a team approach into daily curriculum.
	• ESL strategies will be utilized during Art, Music, Media and Physical Education in all grades.
	• Integration of monolingual/bilingual through:
	  • Sister Classes – grades K-2
	  • Team teaching for Science teaching grades 3-6
	  • Literature Circles – grades 5-6
		Sept. 2000
		
		Sept. 2000
		Oct. 2000
		
		Oct. 2000
			June 2001
			
			June 2001
			June 2001
			
			June 2001
				Name
				Delia I. Bello-Dávila
				Vice Principal
				Danielisa Ortiz
				_____
				Title Position
				Principal
				Vice Principal
				SFA Facilitator
				TESOL Staff
				Bilingual Staff
				Classroom Teachers
					• Vice –Principal
					• SFA Facilitator
					• ESL Teacher
						Students will
						• Students will increase their proficiency in English as measured on ESL proficiency tests.
						• Students will show measurable academic growth as measured by CMT and off-level testing.
						• Eight week SFA assessment summaries will show progress for each student.

SCHOOL IMPROVEMENT PLAN BUDGET TEMPLATE Goal 1 Page 4

MEASURABLE **Expectations or Objectives** Expectations are concrete measurable objectives that are accomplishable during this planning period. They must relate directly or indirectly to improving student performance	**ACTION STEPS** (Effective Strategies and Activities)	**TIMELINES** Provide date initiated and date of accomplishment		**PERSON(S) RESPONSIBLE** List name(s) and provide a signature. (Use the attached "List) of Persons Responsible" page as needed.)	**RESOURCES NEEDED** Complete the Budget Request Form(s) if "General Budget", "Special Funds" or other funding is needed.	**OUTCOMES** (Indicators of Success)
		Initiated	Achieved			
Objective D. In 2000 and 2001 a 5 year Dual Language Program will begin.	• Implementation of one pilot two-way bilingual K classes • Formation of an action research team, grade level team, and an instructional and staff development plan. • Development of two way bilingual units for LEP and EP students and curriculum alignment • Parent outreach and training • Monitoring of classroom instruction to ensure appropriate language of instruction	9/00 9/00 9/00 9/00 9/00	9/00 9/05 9/05 9/05 9/05	**Name** Principal Vice Principal Bilingual Teacher Monolingual Teacher Resource Specialist Project Director School-based and District Staff Grade Level Teams Family Support Team	Title VII. Dual Language Grant Universities and other consultants	• LEP students will begin to read independently as measured on SFA assessment tests. • LEP students will be able to meet the same rigorous standards for performance expected of all children as measured on the CMT and off-level tests • Programs will be developed which strengthen and improve the professional training of educational personal who work with the English proficient students.

APPENDIX G: PROGRAM INSTRUCTIONAL SCHEDULES

Daily Schedule – Dual Language Enrichment Program
Sánchez School
Jennifer Dominguez, Kindergarten, English Component

Homeroom group: English Dominant Students: Group A
Dual Language group: Spanish Dominant Students: Group B

Time/Language of Instruction/Group	Monday	Tuesday	Wednesday	Thursday	Friday
8:42-8:47	Arrival	Arrival	Arrival	Arrival	Arrival
Lang. of Instruction	English	English	English	English	English
Group	A	A	A	A	A
8:47-10:55	Early Learning (SFA)	Early Learning (SFA)	Early Learning (SFA)	Early Learning (SFA)	Early Learning (SFA)
Lang. of Instruction	English	English	English	English	English
Group	A	A	A	A	A
10:55-11:40	Math	Math	Math	Math	Math
Lang. of Instruction	English	English	English	English	English
Group	A	A	A	A	A
11:40-11:50	Wrap-up/Sharing	Wrap-up/Sharing	Wrap-up/Sharing	Wrap-up/Sharing	Wrap-up/Sharing
Lang. of Instruction	English	English	English	English	English
Group	A	A	A	A	A
11:50 – 12:20	Lunch	Lunch	Lunch	Lunch	Lunch
Language	English & Spanish	English & Spanish	English & Spanish	English & Spanish	English & Spanish
Group	A & B	A & B	A & B	A & B	A & B

Daily Schedule continued – Dual Language Enrichment Program
Sánchez School
Jennifer Dominguez, Kindergarten, English Component

Homeroom group: English Dominant Students: Group A
Dual Language group: Spanish Dominant Students: Group B

Time/Language of Instruction/Group	Monday	Tuesday	Wednesday	Thursday	Friday
12:25 – 12:40 Lang. of Instruction Group	Recess *English & Spanish A & B	Recess *English & Spanish A & B	Recess *English & Spanish A & B	Recess *English & Spanish A & B	Recess *English & Spanish A & B
12:45 – 2:00 Lang. of Instruction Group	Dual Language Block English B	Dual Language Block English B	**Theme Day Dual Language Block English A & B	Dual Language Block English B	Dual Language Block English B
2:00 – 2:10	interchange of classes	interchange of classes	interchange of classes	interchange of classes	interchange of classes
2:10 – 2:55 Lang. of Instruction Group	Music / Art English / English ½ of A & B / ½ of A & B	Art / Music English / English ½ of A & B / ½ of A & B	** Continue Theme Day Dual Language Block Spanish A & B	Media / Phys. Ed. English / English ½ of A & B / ½ of A & B	Phys. Ed. / Media English / English ½ of A & B / ½ of A & B
3:00-3:15 Language Group	Homework/Dismissal English A	Homework/Dismissal English A	Homework/Dismissal English A	Homework/Dismissal English A	Homework/Dismissal English A

**Teachers alternate each day leading recess in either English or Spanish
*Teachers alternate by week conducting the combined classes in either English or Spanish

Daily Schedule – Dual Language Enrichment Program
Sánchez School
Merida Febo, Kindergarten, Spanish Component

Homeroom group: Spanish Dominant Students: Group B
Dual Language group: English Dominant Students: Group A

Time/Language of Instruction/Group	Monday	Tuesday	Wednesday	Thursday	Friday
8:42-8:47	Arrival	Arrival	Arrival	Arrival	Arrival
Lang. of Instruction	Spanish	Spanish	Spanish	Spanish	Spanish
Group	B	B	B	B	B
8:47-10:55	Early Learning (SFA)	Early Learning (SFA)	Early Learning (SFA)	Early Learning (SFA)	Early Learning (SFA)
Lang. of Instruction	Spanish	Spanish	Spanish	Spanish	Spanish
Group	B	B	B	B	B
10:55-11:40	Math	Math	Math	Math	Math
Lang. of Instruction	Spanish	Spanish	Spanish	Spanish	Spanish
Group	B	B	B	B	B
11:40-11:50	Wrap-up/Sharing	Wrap-up/Sharing	Wrap-up/Sharing	Wrap-up/Sharing	Wrap-up/Sharing
Lang. of Instruction	Spanish	Spanish	Spanish	Spanish	Spanish
Group	B	B	B	B	B
11:50 – 12:20	Lunch	Lunch	Lunch	Lunch	Lunch
Language	English & Spanish	English & Spanish	English & Spanish	English & Spanish	English & Spanish
Group	A & B	A & B	A & B	A & B	A & B

Daily Schedule continued – Dual Language Enrichment Program
Sánchez School
Merida Febo, Kindergarten, Spanish Component

Homeroom group: Spanish Dominant Students: Group B
Dual Language group: English Dominant Students: Group A

Time/Language of Instruction/Group	Monday	Tuesday	Wednesday	Thursday	Friday
12:25 – 12:40 Lang. of Instruction Group	Recess *English & Spanish A & B	Recess *English & Spanish A & B	Recess *English & Spanish A & B	Recess *English & Spanish A & B	Recess *English & Spanish A & B
12:45 – 2:00 Lang. of Instruction Group	Dual Language Block Spanish A	Dual Language Block Spanish A	**Theme Day Dual Language Block Spanish A & B	Dual Language Block Spanish A	Dual Language Block Spanish A
2:00 – 2:10	interchange of classes	interchange of classes	interchange of classes	interchange of classes	interchange of classes
2:10 – 2:55 Lang. of Instruction Group	Art / Music English / English ½ of A & B / ½ of A & B	Music / Art English / English ½ of A & B / ½ of A & B	**Continue Theme Day Dual Language Block Spanish A & B	Phys. Ed. / Media English / English ½ of A & B / ½ of A & B	Media / Phys. Ed. English / English ½ of A & B / ½ of A & B
3:00-3:15 Language Group	Homework/Dismissal Spanish B	Homework/Dismissal Spanish B	Homework/Dismissal Spanish B	Homework/Dismissal Spanish B	Homework/Dismissal Spanish B

**Teachers alternate each day leading recess in either English or Spanish
*Teachers alternate by week conducting the combined classes in either English or Spanish

Daily Schedule – Dual Language Enrichment Program
M.D. Fox Elementary School
María López, Kindergarten, Spanish Component

Homeroom group: Spanish Dominant Students: Group B
Dual Language group: English Dominant Students: Group A

Time/Language of Instruction/Group	Monday	Tuesday	Wednesday	Thursday	Friday
8:42-8:47	Arrival	Arrival	Arrival	Arrival	Arrival
Lang. of Instruction	Spanish	Spanish	Spanish	Spanish	Spanish
Group	B	B	B	B	B
8:50-11:05	Early Learning (SFA)	Early Learning (SFA)	Early Learning (SFA)	Early Learning (SFA)	Early Learning (SFA)
Lang. of Instruction	Spanish	Spanish	Spanish	Spanish	Spanish
Group	B	B	B	B	B
11:05-12:00	Math	Math	Math	Math	Math
Lang. of Instruction	Spanish & English	Spanish & English	Spanish & English	Spanish & English	Spanish & English
Group	B	B	B	B	B
12:00 – 12:30	Lunch	Lunch	Lunch	Lunch	Lunch
Language	English & Spanish	English & Spanish	English & Spanish	English & Spanish	English & Spanish
Group	A & B	A & B	A & B	A & B	A & B

Daily Schedule continued – Dual Language Enrichment Program
M.D. Fox Elementary School
María López, Kindergarten, Spanish Component

Homeroom group: Spanish Dominant Students: Group B
Dual Language group: English Dominant Students: Group A

Time/Language of Instruction/Group	Monday	Tuesday		Wednesday	Thursday		Friday
12:30 – 12:45 Lang. of Instruction Group	Recess *English & Spanish A & B	Recess *English & Spanish A & B		Recess *English & Spanish A & B	Recess *English & Spanish A & B		Recess *English & Spanish A & B
12:45 – 2:00 Lang. of Instruction Group	Dual Language Block Spanish A	Dual Language Block Spanish A		**Theme Day Dual Language Block Spanish A & B	Dual Language Block Spanish A		Dual Language Block Spanish A
2:00 – 2:10	interchange of classes	interchange of classes		interchange of classes	interchange of classes		interchange of classes
2:10 – 2:55 Lang. of Instruction Group	Library English A & B	Music English Purple: A & B	Art English Orange: A & B	**Continue Theme Day Dual Language Block Spanish A & B	Music English Orange: A & B	Art English Purple: A & B	Phys. Ed. English A & B
2:55-3:05 Language Group	Homework/Dismissal Spanish B	Homework/Dismissal Spanish B		Homework/Dismissal Spanish B	Homework/Dismissal Spanish B		Homework/Dismissal Spanish B

*Teachers alternate each day leading recess in either English or Spanish
** Students meet as one combined group or are divided into purple A & B and orange A & B groups for Theme Day

Daily Schedule – Dual Language Enrichment Program
M.D. Fox Elementary School
Kathy Sikand, Kindergarten, English Component

Homeroom group: English Dominant Students: Group A
Dual Language group: Spanish Dominant Students: Group B

Time/Language of Instruction/Group	Monday	Tuesday	Wednesday	Thursday	Friday
8:42-8:47	Arrival	Arrival	Arrival	Arrival	Arrival
Lang. of Instruction	English	English	English	English	English
Group	A	A	A	A	A
8:50-11:05	Early Learning (SFA)	Early Learning (SFA)	Early Learning (SFA)	Early Learning (SFA)	Early Learning (SFA)
Lang. of Instruction	English	English	English	English	English
Group	A	A	A	A	A
11:05-12:00	Math	Math	Math	Math	Math
Lang. of Instruction	English	English	English	English	English
Group	A	A	A	A	A
12:00 – 12:30	Lunch	Lunch	Lunch	Lunch	Lunch
Language	English & Spanish	English & Spanish	English & Spanish	English & Spanish	English & Spanish
Group	A & B	A & B	A & B	A & B	A & B

SCHEDULES FOR
DUAL LANGUAGE ENRICHMENT PROGRAM
KINDERGARTEN PILOT CLASSROOMS

M.D. FOX ELEMENTARY SCHOOL
MARIA SANCHEZ ELEMENTARY SCHOOL

HARTFORD PUBLIC SCHOOLS
BILINGUAL/BICULTURAL EDUCATION DEPARTMENT
TITLE VII/DUAL LANGUAGE ENRICHMENT PROGRAM

Carol Shapiro Bernson, Assistant Coordinator/Project Resource Specialist
Carmen Iglesias, Dual Language Resource Teacher

Early Learning Program: Success For All (SFA) Kindergarten Program

The Early Learning Program is a thematically based curriculum intended to develop:

1. Oral Language
2. Listening Skills
3. Literacy Skills
4. Numeracy Skills
5. Creative Expression
6. Positive Self-esteem

The Early Learning Program is done daily each morning from arrival time until math time in the Dual Language Enrichment Program.

Daily Class Schedule for M.D. Fox School
Kathy Sikand – Mainstream (English)
Maria Lopez – Bilingual (Spanish)

Monday Day 1

8:42-8:47 Arrival
8:50-9:05 Morning Routine: (15min)
Morning Circle – Greeting, Calendar, Morning News, Weather
9:05-9:25 Theme Learning (20 min.)
9:25-9:50 Star day 1 (25 min)
The Star program allows the children to integrate oral language skills and literacy experiences.
9:50-10:00 Letter Investigation (10 min)
This activity is where they find the letter of the day through clues.
10:00-10:30 Center Activities (30 min.)
Provides the opportunity for children to work independently and to interact with other children in small groups.
10:30-10:40 Phonemic Awareness (10 min.)
Through the use of poetry and nursery rhymes, children learn to play with sounds in words and begin to understand the relationship between sounds and the printed word.
10:40- 10:50 Eager To Read Day 1 (10 min.)
It is repetitive exposure to books with simple repetitive text.
10:50-11:05 Journals or Shared Writing (15 min.)
11:05-12:00 Math (55 min.)
12:00-12:30 Lunch (30 min.)

The groups integrate during lunch.

12:30-12:45 Recess (15 min.)

The groups integrate during recess.

12:45-2:00 Dual Language

Circle Time (15 min)

Greeting, Weather News of the day, Calendar.

Direct Instruction (50 min.)

Activities related to what was done with Early Learning Program in their homeroom. They use the same theme, letter investigation, journal writing, songs/chant related to the theme, and center activities.

Wrap-up / Sharing (10 min.)

2:05-2:55 Specials

Students are integrated during specials.

2:55-3:05 Homework for the day

3:05 Dismissal

Tuesday Day 2

8:42-8:47 Arrival

8:50-9:05 Morning Circle

9:05-9:25 Theme Learning

9:25-9:50 Star Day 2

9:50-10:00 Letter Investigation

10:00-10:30 Centers

10:30-10:40 Phonemic Awareness

10:40-10:50 Eager to Read Day 2

10:50-11:05 Peabody

The goal is to present children with opportunities to learn new vocabulary words and to express their ideas in sentances.

11:05-12:00 Math

12:00-12:30 Lunch

12:30-12:45 Recess

12:45-2:00 Dual Language

2:05-2:55 Specials

2:55-3:05 Homework

3:05 Dismissal

Wednesday Day 3

8:42-8:47 Arrival
8:50-9:05 Morning Circle
9:05-9:25 Theme Learning
9:25-9:50 Star or Shared Book Day 1
Story extention activities.
9:50-10:00 Letter Investigation
10:00-10:30 Centers
10:30-10:40 Phonemic Awareness
10:40-10:50 Eager to Read Day 1
10:50-11:05 Shared Writing or Journal Writing
11:05-12:00 Math
12:00-12:30 lunch
12:30-12:45 Recess
12:45-2:55 Dual Language Theme Day
Students are integrated during this time.
Teachers will alternate the language to be used weekly on Theme Day.
(Spanish /English)
2:55-3:05 Homework
3:05 Dismissal

Thursday Day 4

8:42-8:47 Arrival
8:50-9:05 Morning Circle
9:05-9:25 Theme Learning
9:25-9:50 Shared Book
9:50-10:00 Letter Investigation
10:00-10:30 Centers
10:30-1040 Phonemic Awareness
10:40-10:50 Eager To Read Day 2
10:50-11:05 Peabody
11:05-12:00 Math
12:00-12:30 Lunch
12:30-12:45 Recess
12:45-2:00 Dual Language
2:05-2:55 Specials
2:55-3:05 Homework
05 Dismissal

Friday Day 5

8:42-8:47 Arrival
8:50-9:05 Morning Circle
9:95-9:25 Theme Learning
9:25-9:50 Shared Book
9:50-10:00 Letter Investigation
10:00-10:30 Centers
10:30-10:40 Phonemic Awareness
10:40-10:50 Eager to Read Celebration
10:50-11:05 Peabody
11:05-12:00 Math
12:00-12:30 Lunch
12:30-12:45 Recess
12:45-2:00 Dual Language
2:05-2:55 Specials
2:55-3:05 Homework
3:05 Dismissal

Daily Class Schedule for Maria C. Sanchez School

Merida Febo- Bilingual (Spanish)
Jennifer Dominguez- Mainstream (English)

The Early Learning Program (Kindergarten Success for All Program) is done daily each morning from arrival time until math time in the Dual Language Enrichment Program.

Monday Day 1

8:42-8:47 Arrival
8:47-9:10 Morning Routines
9:10-9:20 Letter Investigation
9:20-9:35 Theme Learning
9:35-10:00 Star or Shared Book Experience
10:00-10:10 Phonemic Awareness
10:10-10:35 Learning Center Activities
10:35-10:45 Eager to Read
10:45-10:55 Journal Writing
10:55-11:40 Math
11:40-11:50 Wrap-up / Sharing
11:50-12:20 Lunch
12:25-12:40 Recess
12:45-2:00 Dual Language
- Circle Time
  - Greeting,Weather, News of the Day, and Calendar
- Direct Instruction
  - Activities related to what was done with Early Learning Program in their homerooms. They use the same theme, letter investigation, journal writing, songs / chants related to theme, and center activities.
- Wrap-up / Sharing

2:05-2:55 Special
3:00-3:15 Homework

Tuesday Day 2

8:42-8:47 Arrival
8:47-9:10 Morning Routine
9:10-9:20 Letter Investigation
9:20-9:35 Theme Learning
9:35-10:00 Star or Shared Book
10:00-10:10 Eager to Read
10:10-10:25 Learning Center Activities
10:25-10-45 Small or Total Group Learning (Concept Development / Peabody)
10:45-10:55 Phonemic Awareness
10:55-11:40 Math
11:40-11:50 Wrap-up / Sharing
11:50-12:20 Lunch
12:25-12:40 Recess
12:45-2:00 Dual Language
2:05-2:55 Specials
3:00-3:15 Homework

Wednesday Day 3

8:42-8:47 Arrival
8:47-9:05 Morning Routine
9:05-9:15 Letter Investigation
9:15-9:30 Theme Learning
9:30-9:40 Eager to Read
9:40-10:10 Star or Shared Book Experience
10:10-10:35 Learning Center Activities
10:35-10:50 Small / Total Group Learning Peabody Language Development
10:50-11:10 Shared Writing
11:10-11:45 Math
11:45-11:50 Wrap-up /Sharing
11:50-12:20 Lunch
12:25-12:40 Recess
12:45-3:00 Dual Language Theme Day
Integration of both groups in one room for activities related to the theme.
The teachers will alternate between the two languages. (English / Spanish)
3:00-3:15 Homework

Thursday Day 4

8:42-8:47 Arrival
8:47-9:10 Morning Routine
9:10-9:20 Letter Investigation
9:20-9:35 Theme Learning
9:35-9:55 Star or Shared Book Experience
9:55-10:20 Learning Center Activities
10:20-10:35 Eager To Read
10:35-10:50 Small / Total Group Learning Peabody Language Development
10:50-11:00 Phonemic Awareness
11:00-11:45 Math
11:45-11:50 Wrap-up / Sharing
11:50-12:20 Lunch
12:25-12:40 Recess
12:45-2:00 Dual Language
2:10-2:55 Special Interchange
3:00-3:15 Homework

Friday Day 5

8:42-8:47 Arrival
8:47-9:10 Morning Routine
9:10-9:20 Letter Investigation
9:20-9:35 Theme Learning
9:35-9:55 Star / Shared Book
9:55-10:15 Learning Center Activities
10:15-10:25 Eager To Read
10:25-10:45 Shared Writing
10:45-10:55 Phonemic Awarwness
10:55-11:40 Math
11:40-11:50 Wrap-up / Sharing
11:50-12:20 Lunch
12:25-12:40 Recess
12:45-2:00 Dual Language
2:10-2:55 Special Interchange
3:00-3:15 Homework

APPENDIX H: SAMPLE LESSON PLANS AND STUDENT WORK

Mon. Tue. Wed. Thurs. Fri.

Mrs. Spanish

Date 2-13-2001 Theme Kenia

Lesson Plans

SFA (half-day schedule)

√ **Theme Learning:** Cada País tiene sus propios simbolos Patrios

√ **Kinder Roots Lesson** 3 **day** 1
Igor imagina (Letra I)

√ **STaR:** Elmer

√ **Emergent Writing:** Journals & centers

√ **Letter Investigation:** Under investigation
Letter Rr Puedo ser alta o también bajita: Suena débil en arepitas y fuerte en las risitas ó quién soy?

√ **Phonemic Awareness:**
Mi tambor
El elefantito
La jirafa amarilla

Peabody:

Shared Book:

√ **Centers -see attached**

Math

Chapter 7.6 cont
Lesson
Identify, model, compare.

P. 282-76

Lunch, Recess and interchange of classes

12:00

Language Arts

1. Circle time.
Days of the week, months, seasons, colors, seasons, etc
Songs
Rhymes
2. Letter Rr
objects, flashcards, book

Content (SC & SS)

Read: Viaje a Kenia
Make: Passport
Kenyan Flag

Specials

Art

Homework: Letter R

Mon. Tue. Wed. (Thurs) Fri.

Mrs. Spanish

Date 2-15-2001 Theme Kenia

Lesson Plans

SFA (half-day schedule)

✓ **Theme Learning:** Las regiones geográficas de Kenia son: la costa, la sabana, las montañas y el valle.

✓ **Kinder-Roots Lesson** 3 **day** 3

✓ **STaR:** Elmer shapes, cut a color activity
Making an elephant

✓ **Emergent Writing:** Journals & Centers

✓ **Letter Investigation:** Letter detectives
Classroom search

✓ **Phonemic Awareness:** Mi tambor
El elefantito, febrero

Peabody:

Shared Book:

✓ **Centers -see attached**

Chapter 7 Math
Lesson 7
Review #s 11-20

Lunch, Recess and interchange of classes -12:00

Language Arts

Parent Conferences

Content (SC & SS)

Specials

Homework:

Mon. Tue. Wed. Thurs. (Fri.)

Mrs. Spanish

Date 2-16-2001 Theme Kenia

Lesson Plans

SFA (half-day schedule)

Theme Learning: Kenia es una tierra de gran belleza y mucha diversidad.

Kinder Roots Lesson 4 **day** 4

STaR:

Emergent Writing: Journals & centers

Letter Investigation: Investigative report - list of words that begins with r. Circle letter r.

Phonemic Awareness: mi tambor, febrero, El elefantito

Peabody:

Shared Book: Me gusta jugar

Centers -see attached

Math

Chapter 7

Libro para la casa

P. 286-287 (T.B)

Lunch, Recess and interchange of classes

12:00

Language Arts

1. Circle time
2. Review letter R objects, picture cards. Songs: numeros
3. Story Viaje a Kenia

Content (SC & SS)

"Pack a suitcase." cut out clothes, etc. from magazines & catalogs Paste them.

Specials

P.E.

Homework: [illegible]

Computer Center
Math reinforcement
Magic School Bus
- Rainforest

Music / Listening
"The Lion Who Learned to Be King"

Writing
Students read list of birds found in Kenya.
- students choose birds to put in their book
- Label the birds.

Dramatic Play
Kenyan Market Place
- students role-play Kenyan market. Write list. Write about Kenya.

Art
- Make African mask.

Read Mask

Write about their mask.

KENYA Centers

Library
Read books about Kenya and animals of Kenya. Make giraffe puppet. Write English word and Swahili word for giraffe.

Manipulatives
Students sort animals by where they live. Trace and cut animals. Write Swahili words for animals.

Construction
Build Kenyan village using books as references. - Construct on paper.
Write about their village

Science
Cheetahs
- students read "Lions" - Talk about cheetahs part of Cat family
Make cheetah

Teacher Center
- assessments for Space and report cards

Puzzles / Games
Matching animals to Swahili words
Numbers - to Swahili word.

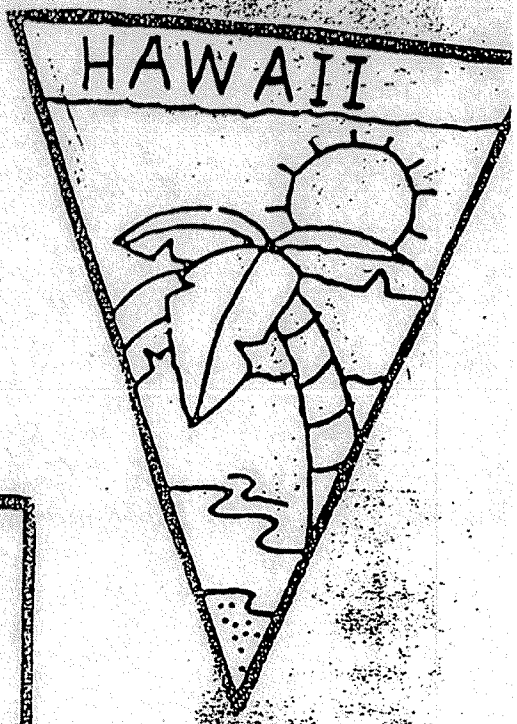
Checked 2/9/21

eek of February 26-To-March 2 Theme Jambo Visita Kenya

	Monday 2/26	Tuesday 2/27	Wednesday 2/28	Thursday 3/1	Friday 3/2
2-8:45	Arrival	Arrival	Arrival	Arrival	Arrival
8:45-9:00	Morning Routine	Morning Routine	Morning Routine	Morning Routine	Morning Routine
	collect homework, attendance, salute flag, calendar, daily news, etc...				
9:00-9:20	CyREC Introduce Story -Fue el gorila -Vocabulary: enojado Problems: regalo	CyREC Interactive Story Reading -Fue el gorila -Preguntas en hoja incluida	CyREC Story Structure Review Fue el gorila -Personajes, el conflicto y solucion	CyREC Story Critique Activity Mapa del Cuento: Fue el gorila.	CyREC Story extended Activity Actividad de extencion Reaccion al cuento. -Fue el gorila
9:20-9:30	Letter Investigation Under investigation Letter Rr Day #1	Letter Investigation Day #2 Shape investigation Letter Rr	Letter Investigation Letter Detectives Day #3 Letter Rr	Letter Investigation Day #4 Letter Rr Creative investigation.	Letter Investigation Day #5 Letter Rr Investigative report.
9:30-10:00	Learning Centers Students will decorate the mask of Kenya with facial features. They will write sentences about their mask.	Learning Centers Students will use clay to cut Kenyan Safari. They will create a list of animals they saw.	Learning Centers Students will use the reading strategies and Mat at the reading Center.	Learning Centers -Students will learn the proper sound of letters at the listening center through the use of the alphabet song.	Learning Centers Students match the letters with the animals in Kenya at the Reading Center.
10:00-10:10	Phonemic Awareness Breaking phonemes into sounds and putting it back together using more than four letter words. (example) elefante, jirafa, leopardos etc	Phonemic Awareness	Phonemic Awareness	Phonemic Awareness	Phonemic Awareness
10:10-10:20	Theme Learning Pg 33-The Geography of Kenya includes the Coast, the Savannah, the highlands and the Rift Valley.	Pg 41 Theme Learning Bright Colors, cold leopards and beaded jewelry are distinctive features in Kenya.	Pg 42 Theme Learning Many things are bought and sold at the Kenyan Markets.	Pg 44 Theme Learning Kenya Produces many products we use every day.	Pg 47 Theme Learning The Kenyan people value education.
10:20-10:30	Peabody Lesson 57.1 obj: Identify Animals from incomplete names	Peabody Lesson 57.2 obj: Sorting the animals that belong to the Safari	Journal Writing Students will write about their favorite animal from Kenya	Shared Reading "Fue el Oso" Review - Title - Review Author Questions - Setting	Shared Reading "Fue el Oso" - Review Setting
0:30-11:00	KinderRoots Lesson 4: Day #1 Story En la Granja	KinderRoots Lesson 4: Day #2 Story "En la granja	KinderRoots Lesson 4: Day #3 Story "En la granja	KinderRoots Lesson 4: Day #4 Story "En la granja	KinderRoots Lesson 4: Day #5 Story "En la granja
11:00-11:45	Math Advantage Lesson 8.1 obj. Contar objetos hasta 5 y escribir la cantidad	Math Advantage Lesson 8.2 Obj: Usar la estrategia representa para resolver problemas y determinar cuando es mayor y cuando es menor	Math Advantage Lesson 8.3 Determinar que cantidad es mayor y que cantidad es menor	Math Advantage Lesson 8.3 cont obj. Determinar que cantidad es mayor y que cantidad es menor	Math Advantage Lesson 8.4 obj. Identificar una moneda de 5¢ y determinar su valor.
11:50-12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20-12:40	Recess/Rest	Recess/Rest	Recess/Rest	Recess/Rest	Recess/Rest
12:40-12:55	Complete the unfinished Kinder Roots strategies				
1:00	Interchange classes for Dual Language Program				
1:00-1:15	Phonics Time Daily warm up El Oso-Pg 66 to develop phonemic Awareness.	Phonics Time Daily warm up Pg 66 El Oso-Point to the O-o talk about the shape - Rhyme Card 1	Partner Class 1:00-2:45 Calendar: Complete - Days of the week - Month / Date - Counting 1-50	Phonics Time Daily Routine: Calendar El Oso "To develop phonemic awareness. Identify the letter O-o Pg 66	Phonics Time Daily Routine: Calendar "El Oso" - Rhyme Can learn the Rhyme. Pg 66
1:15-1:30	Story Time Re-reading Options Pgs- 62-63 "Fue el Oso" Teacher led	Story Time -Re-reading Options Pgs-62-63 -Dramatic Actions -Choral Reading.	1:20-1:45 Story Time Review the four Regions of Kenya. - Name the objects that belongs in each Region	Story Time Re-reading options Pgs-62-63 - Correct Misuses	Story Time Re-reading Options Pgs 62-63 - Echo reading
1:30-2:00	Activity Time Personal response Students will write/draw about something in the story that interest them. Pg 60	Activity Time Children dramatize the story Pg - 72-73 TG CA	1:45-2:45- Assigned a Region to some groups so that they can draw/write about things that belong in that region.	Activity Time Students will Draw/write in big sheets of papers to create a big book.	Activity Time Children will construct dioramas & habitat dioramas
10-2:55	ART	MUSIC		GYM	MEDIA
3:05-3:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

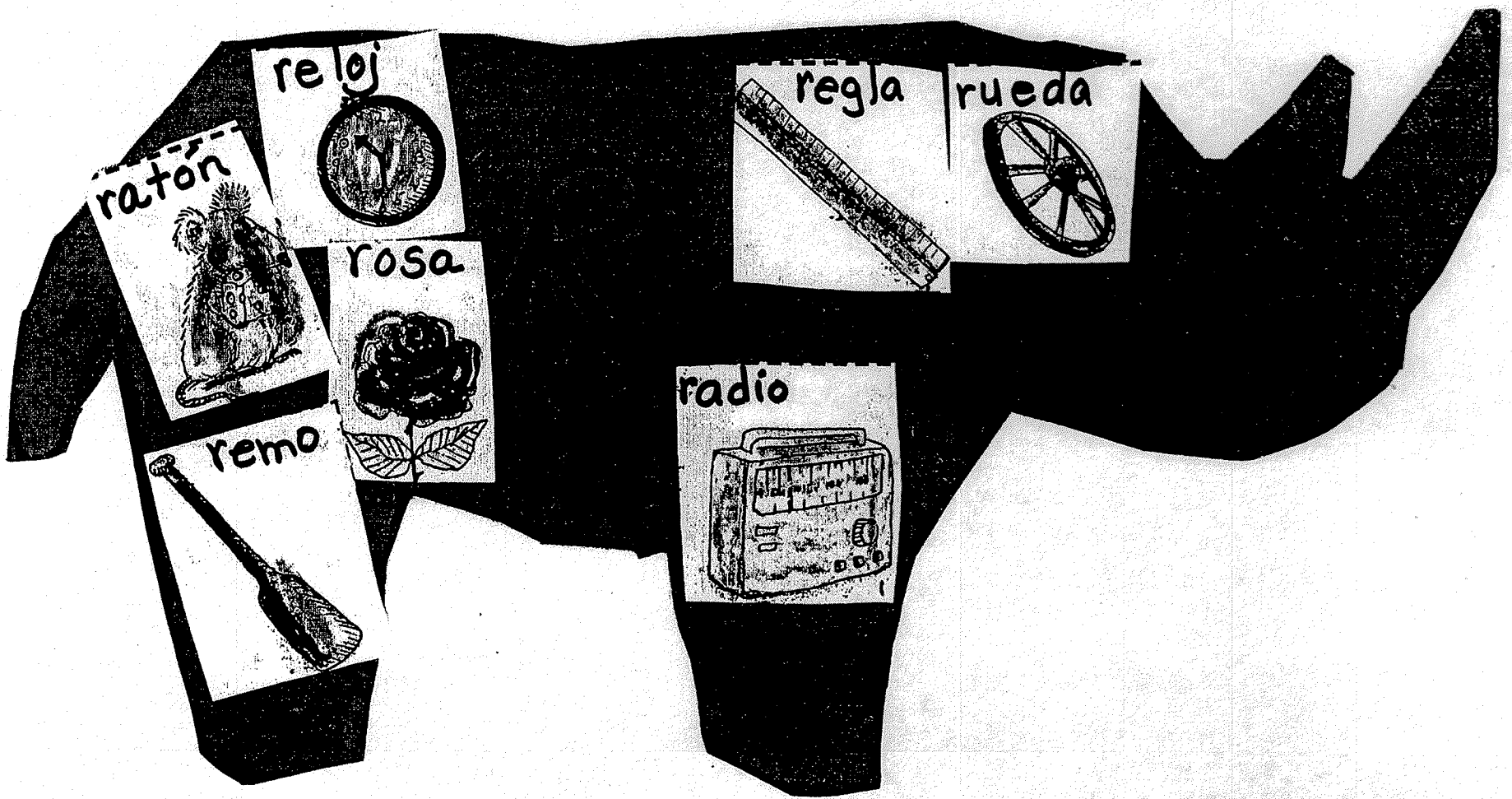
Los Regiones Geograficas de Kenia son:..
- La Costa
- Las Sabanas
- Las montañas
- El valle

Visit Canada


HAWAII

See Australia

Kenya


reloj
ratón
rosa
regla
rueda
radio
remo

Mon. Tue. Wed. Thurs. Fri.

Mrs. Spanish

Date 2-13-2001 Theme Kenia

Lesson Plans

SFA (half-day schedule)

√ **Theme Learning:** Cada País tiene sus propios simbolos Patrios

√ **Kinder Roots Lesson** 3 **day** 1
Igor imagina (Letra I)

√ **STaR:** Elmer

√ **Emergent Writing:** Journals & centers

√ **Letter Investigation:** Under investigation
Letter Rr Puedo ser alta o también bajita: Suena débil en arepitas y fuerte en las risitas ò quién soy?

√ **Phonemic Awareness:**
Mi tambor
El elefantito
La jirafa amarilla

Peabody:

Shared Book:

√ **Centers -see attached**

Math

Chapter 7.6 cont
Lesson
Identify, model, compare.

P. 282-TG

Lunch, Recess and interchange of classes

12:00

Language Arts

1. Circle time.
Days of the week, months, seasons, colors, seasons, etc
Songs
Rhymes
2. Letter Rr
objects, flashcards
book

Content (SC & SS)

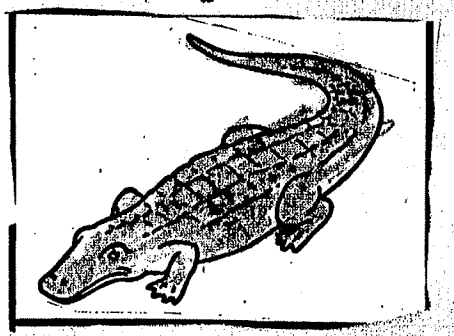
Read: Viaje a Kenia
Make: Passport
Kenyan Flag

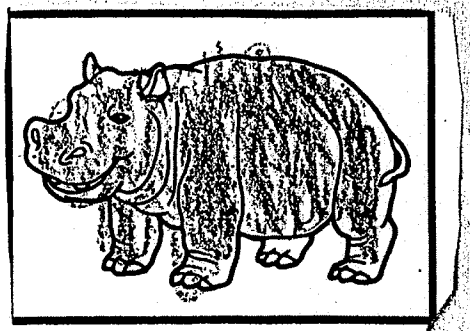
Specials

Art

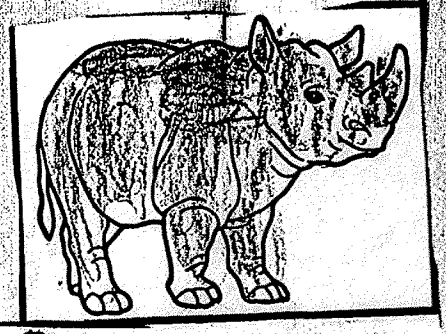
Homework: Letter R
Book - El circo

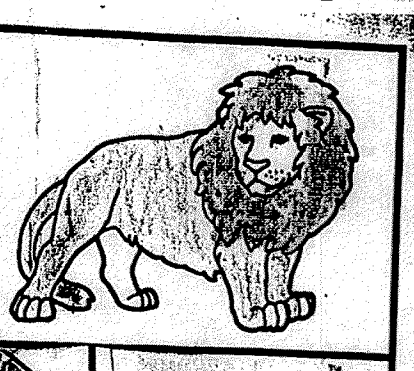
Rivers



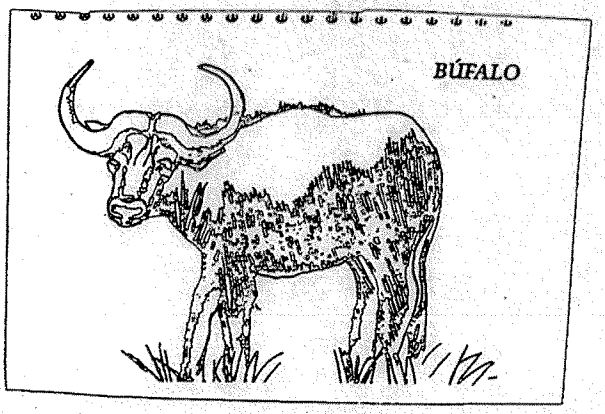


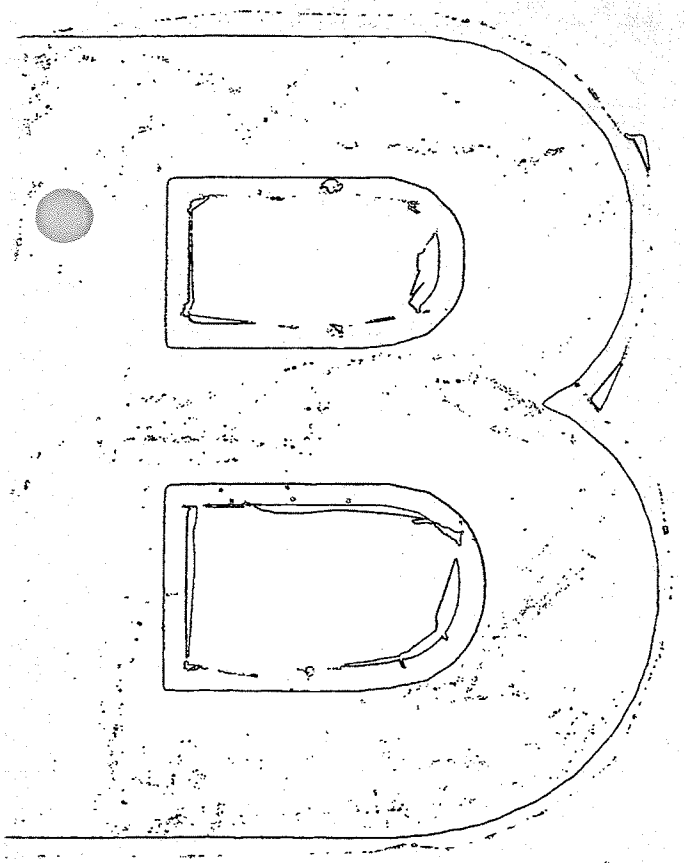
Plains

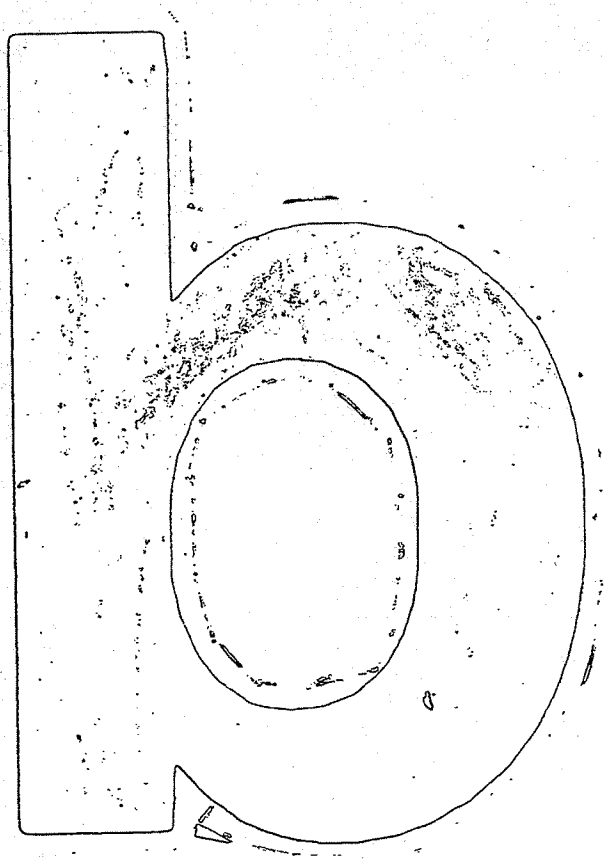


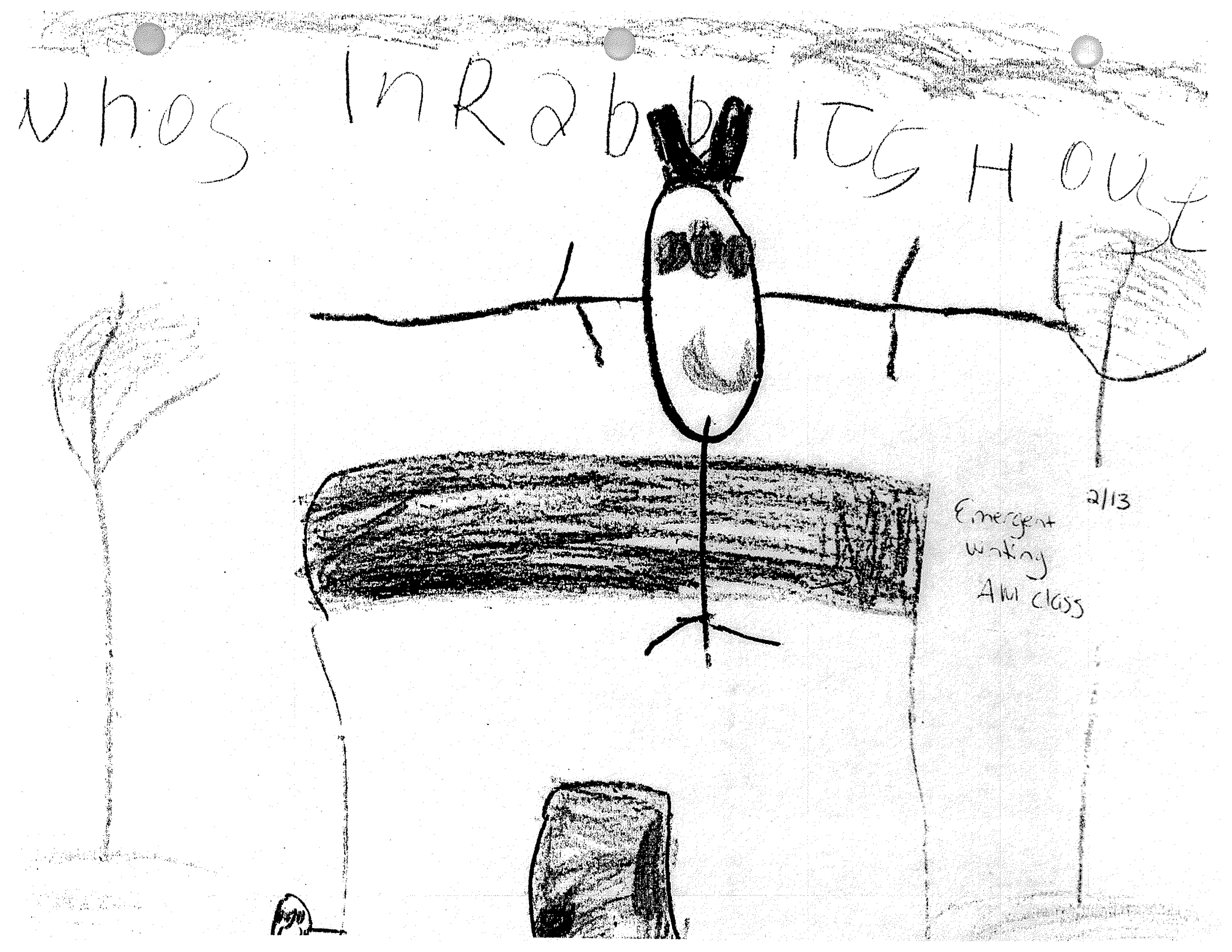


Rainforest


BÚFALO






2/13
Emergent
writing
AM class