



# Newburgh Enlarged City School District ELL Framework

2015-2020 Plan of Effective Support of Students in Language Acquisition  
Programs Aligned to Vision 2020

**District Name:** Newburgh Enlarged City School District

**BEDS Code:** 441600010000

**Superintendent:** Dr. Roberto Padilla

**Address:** 124 Grand Street, Newburgh NY 12550

**Phone:** (845) 563-3400    **Fax:** (845) 563-3501    **Webpage:** [newburghschools.org](http://newburghschools.org)

**Year(s) Plan is Effective:** September 1, 2015 – August 31, 2020

**Composition of Plan of Effective Support of English Language Learners Team**

- 3 Administrators
- 1 Instructional Technology Specialist
- 3 Instructional Coaches
- 7 Dual Language Teachers
- 11 Bilingual Teachers
- 7 ENL Teachers
- 2 Others
  - 1 Parent
  - 1 Higher Education Representative

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**Vision Statement of the Newburgh Enlarged City School District:**

*Through the work of all, we will achieve inclusive excellence*

**Mission Statement of the Newburgh Enlarged City School District:**

*Inspiring students to be tomorrow's leaders beyond "Academy Field"*

**Core Values of the Newburgh Enlarged City School District:**

*Nurturing  
Empowering  
Collaborative  
Student-driven  
Diverse*

**Mission Statement of the Language Acquisition Programs:**

*Inspiring students to be tomorrow's leaders by acquiring multilingual and multicultural skills that go beyond "Academy Field"*

## I. Needs Analysis and District Demographics

### Plan's Purpose

The purpose of this plan is for the Newburgh Enlarged City School District to effectively serve the needs of the growing multilingual population enrolled in the District's language acquisition programs. This proposed district plan is intended to impact the achievement of the English language learner (ELL) population. Incorporating this plan simultaneously with the recent changes to Commissioner's Regulations Part 154 will enable the staff to both adjust to the new regulations as well as integrate best practices for educating the ELL population within the context of supportive programs with the goal of increasing the overall achievement of the district's ELLs.

In order to create a plan that is aligned with district and state requirements, the planning team used the following documents as guidance:

- a) Commissioner's Regulations Part 154-2 and 154-3
- b) Vision 2020 the Way Forward - NECSD Strategic Blueprint
- c) Blueprint for ELLs Success
- d) Guiding Principles for Dual Language Education (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007)
- e) NECSD 2014-2015 Instructional Expectations
- f) NYS Bilingual Common Core Progressions

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### Committee Members

The plan was developed in collaboration with the following participants of the Newburgh Enlarged City School District Effective Support of Students in Language Acquisition Programs Planning Team:

#### Project Leader

- Chastity Beato, Supervisor of Language Acquisition

#### Project Managers

- Transitional Bilingual: Magali Vazquez, 2nd Grade Bilingual Teacher - Vails Gate High Tech Magnet School
- English as a New Language and World Languages: Marie Schor, ENL Teacher - Meadow Hill Global Explorations Magnet School
- Dual Language: Yinette Mercado, Dual Language Teacher - Fostertown ETC Magnet School

#### Support Team Members

##### Instructional Coaches

- Isabela Santiago- Gardnertown School
- Julie Dominguez-Post- Vails Gate School
- Jeanette Logerfo- Fostertown School

**Bilingual Teachers**

- Gina Juneau, Kindergarten Teacher- Gardnertown School
- Marisol Maloy, First Grade Teacher- Gardnertown School
- Laura Nava, First Grade- Vails Gate School
- Maria Vasquez-Ricks, Second Grade Teacher- Gardnertown School
- Carmen Jimenez O'Malley, Third/Fourth Grade Teacher- Gardnertown School
- Carmen Rodriguez Rivera, Third Grade Teacher- Meadow Hill School
- Patricia Villafuerte, Fourth Grade Teacher- Gidney Avenue School
- Solivette Dacuhna, Fourth Grade Teacher- Vails Gate School
- Laraine LiVolsi, Fourth Grade Teacher- Meadow Hill School
- Belma Rivera, Fifth Grade Teacher- Gidney Avenue School

**ENL Teachers:**

- Josephine Giglia-Byrne- Temple Hill Academy
- Regina Tomlinson- New Windsor School
- Silvana Diaz-Paron- Temple Hill Academy
- Dayana Rivera- Temple Hill Academy
- Camille Alaimo- Newburgh Free Academy
- Jennine Sileno- Newburgh Free Academy

**Dual Language Teachers**

- Janet Fernandez, Kindergarten- Fostertown
- Maria Cepeda, Second Grade- Fostertown
- Erika Gil- Third Grade- Fostertown
- Milagros Ramirez, Fourth Grade- Fostertown
- Hilda Santana, Fifth Grade- Fostertown
- Nancy Herrera, Kindergarten- Temple Hill Academy
- Teachers of the Dual Language English Component also collaborated with this plan

**Administrators**

- Maritza Ramos, Principal- Fostertown School
- Ciria Briscoe-Perez, Assistant Principal – Temple Hill Academy

**Technology**

- Joseph Catania, Instructional Technology Specialist
- Edward Schindler, Web Content Specialist

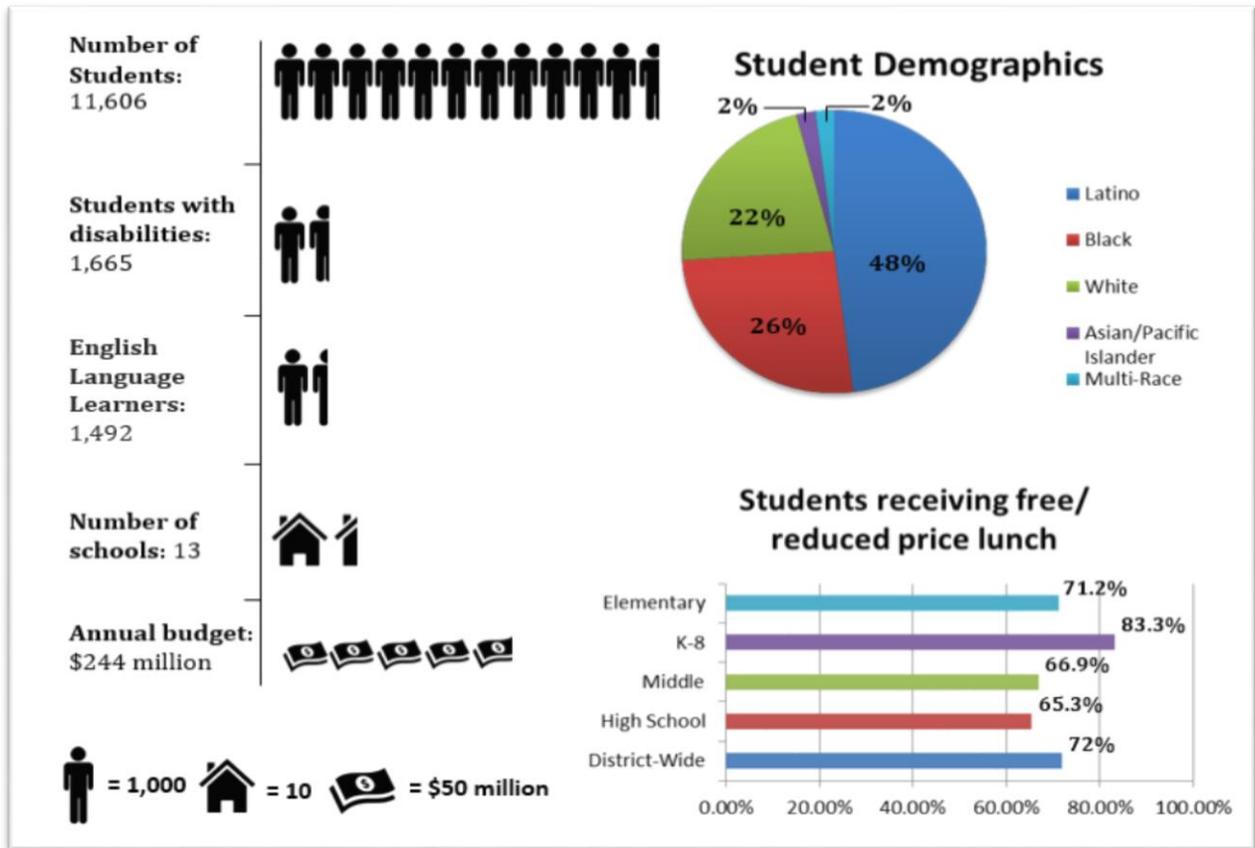
**Parents**

- Stephanie Secreto - Fostertown School/ Heritage Middle School

**Higher Education Representative**

- Allison Villanueva, PhD - Columbia Teachers College

## District Profile



## Instructional Focus and Intended Sub-groups

According to Principles 3 and 4 of the Blueprint for English Language Learners' Success, which recognizes that bilingualism and bi-literacy are assets, the Newburgh Enlarged City School District will engage all learners enrolled in Language Acquisition programs in instruction that is grade appropriate, academically rigorous, and aligned with the CCLS.

This plan will address the instructional needs of all students in Language Acquisition programs: Transitional Bilingual, Dual Language, English as a New Language (ENL), and World Languages. As indicated by state data, the majority of the district's English Language Learners (ELLs) are not achieving proficiency in English Language Arts and Mathematics. In addition, the data reflects an over-representation of ELLs who are referred to RTI as well as a high percentage of ELLs with disabilities. Implementation of the plan will address the needs demonstrated by the data and increase the overall academic achievement of the district's ELL population, as well as all students enrolled in the district's Language Acquisition programs.

Based on Principles 1 and 2 of the Blueprint for English Language Learners Success, all stakeholders, teachers, district and school leaders, and school board members are responsible for the academic and social/emotional success of the English Language Learners.

Although the ultimate responsibility lies with the administrators, teachers, and staff who are part of the Language Acquisition programs, all members of the District must be involved in this endeavor. As stated by Dr. Roberto Padilla, NECS D Superintendent, "while the work of educating ELLs is challenging, we are all morally and professionally obligated in providing services to meet our students' unique needs."

## II. Goals, Objectives, and Priorities

### Goal #1: District-wide Systems

**Vision 2020 - Pillar 1:** By 2020, the NECSD will implement systemic thinking and action.

Strand 1: Assessment and Accountability

Strand 5: Program Structure

***The programs will create, implement, and maintain an infrastructure that supports an accountability process that ensures equity for all students in Language Acquisition programs.***

**Learning Theory** (Strand 1: Assessment and Accountability):

If there is a district wide language acquisition team (DLAT) that uses a longitudinal student data management system; is supported financially and provided appropriate professional development by the district; undergoes regular program evaluations; provides appropriate resources to staff and students; has roles, responsibilities, and procedures that are clearly defined; and provides two way communication to stakeholders; then the language acquisition programs will create, implement and maintain an infrastructure that supports an accountability process to ensure equity for all students in the programs.

Priority Targets Goal 1.1	Evaluation Strategy
<ol style="list-style-type: none"> <li>1. Create a district-wide language acquisition team (DLAT) that meets bi-monthly, reviews ELL data, oversees the equitable distribution of resources, reports to central office, whose members regularly attend local, state, and national conferences as well as professional development relevant to ELL achievement; and communicates with all stakeholders.</li> <li>2. Infinite Campus to include more flags for tracking students in the language acquisition programs;</li> <li>3. Annual Program Evaluation of team's effectiveness;</li> <li>4. Annual report to all stakeholders;</li> <li>5. Assign DLAT designee for all buildings.</li> </ol>	<ul style="list-style-type: none"> <li>• Increase in overall ELL academic achievement.</li> <li>• Annual program evaluation of the team's effectiveness (specific model to be determined, an example of which could be Appreciative Inquiry: <a href="http://www.rismes.it/pdf/Preskill.pdf">http://www.rismes.it/pdf/Preskill.pdf</a>);</li> <li>• Color coded flags on Infinite Campus to identify former ELLs and Dual Language students</li> <li>• Annual report based on ELL data and response via an action plan to address those areas that need growth;</li> </ul>

**Sample activities may include, but are not limited to**

- DLAT includes the following members: building designee who represents any of the grade bands in ENL, Bilingual, Dual Language, or World Languages; Director of Language Acquisition; ELL Intake Coordinator (see Goal #2); Instructional Coach; Content Area Teacher; Parent; PTO Liaison; Former ELL Student; Current ELL Student; Collaboration with Representatives from Special Education, Family/Community Engagement, Public Relations, and local university.
- DLAT roles and responsibilities will be determined by the team;
- DLAT will create and establish a communication protocol between the schools and stakeholders, meetings dates and locations, and roles and responsibilities.
- DLAT will review data specific to the language acquisition programs as provided by the district data team, which may include but are not limited to: observable and perceptual data; NYS ELA, Math, and Regents assessment results for grades 3-8 and 9-12; local assessments; home languages; absenteeism, tardiness, drop-out, graduation, and SWD rates; NYSESLAT; L1 literacy, reading scores, and retentions; disciplinary referrals, parent involvement, and local and state comparisons for achievement of ELLs.
- DLAT oversees equitable distribution of resources;
- DLAT will recommend to Central Office, based on the data, appropriate action or intervention necessary for ELL success.
- DLAT provides updates to Central Office
- DLAT provides information through PTO liaisons that is pertinent to families and stakeholders.
- Link to DLAT Webpage on district website
- DLAT Designees are liaisons between Team and buildings
- DLAT reports program evaluation results, findings, and action plans to stakeholders

**Learning Theory (Strand 5: Program Structure):**

If our Language Acquisition programs districtwide are CCLS aligned and are implemented consistently by all educators for language and content acquisition in all grade levels, meet the needs of the population, and are aligned with the vision, mission, and goals; then all aspects work together to achieve the goals of the programs while meeting grade level academic expectations.

Priority Targets Goal 1.2	Evaluation Strategy
<ol style="list-style-type: none"> <li>1. Universal use of CCLS and the Common Core Bilingual Progressions in language acquisition classrooms</li> <li>2. ELLs receive the allotted units according to their proficiency level based on the Units of Study charts provided by the New York State Education Department Office of Bilingual Education and World Languages (OBEWL).</li> </ol>	<ul style="list-style-type: none"> <li>• Increase in overall ELL academic achievement;</li> <li>• Use of the CCLS and the Common Core Bilingual Progressions is evident in lesson Plans, observations, and walk-throughs as determined at the district-level;</li> <li>• Instruction in the Home Language (Spanish) in the Transitional Bilingual and Dual Language classrooms is CCLS aligned and follows the provided Framework of Instruction.</li> <li>• Instruction in all ENL classrooms is CCLS aligned.</li> </ul>

Sample activities may include, but are not limited to

- CCLS [Click Here](#)
- Units of Study and Staffing Requirements [Click Here](#)
- K-8 Transitional Bilingual Program [Click Here](#)
- 9-12 Transitional Bilingual Program [Click Here](#)
- Bilingual Common Core Progressions [Click Here](#)
- **District lesson plan expectations**
- **Teachers' submission of lesson plans according to the lesson plan schedule established by building principals**
- **Lesson plans are visible to those who may observe the lesson**
- **According to the Superintendent’s memo all lesson plans must include:**
  - CCLS aligned to each content area lesson
  - A clear objective or target for each content area lesson
  - Process for each content area lesson
  - Resources and materials (Bilingual Common Core Progressions, Interactive activities, Culturally responsive and meaningful topics and activities )
  - An assessment for each content area lessons
- **In addition lesson plans may include:**
  - Differentiation
  - Scaffolds for ELL’s
  - Student grouping
  - Re-teaching noted, when necessary
  - Essential question(s)
  - Instructional shifts
  - Higher order questions and discussion techniques
- **Based on Danielson Rubric highly effective lesson plans should include:**
  - Differentiation
  - Scaffolds for ELL’s
  - Student grouping
  - Re-teaching noted, when necessary
  - Essential question(s)
  - Instructional shifts
  - Higher order questions and discussion techniques

**Sample Activity from the Bilingual Common Core Progressions**

<p><b>Common Core Grade 4 Standard (RI.4.4):</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>	<p><b>GRADE LEVEL ACADEMIC DEMAND</b>  <i>Determine Meaning of Academic and Domain-Specific Words and Phrases in Text</i></p>
<p><b>Linguistic Demands:</b> The following are examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.</p> <ul style="list-style-type: none"> <li>• Identify tier 1 (words found in everyday conversations; e.g., walls, plants, trees), tier 2 (words found in writing but seldom in conversations and that can have multiple meanings; e.g., control, property) and tier 3 (technical words; e.g., Anglo-Saxons) words in a text.</li> </ul>	
<p><b>Example to Address the Linguistic Demands</b></p>	
<p style="text-align: center;"><b>Text Excerpt</b></p> <p>Low fences, some of which are thousands of years old, <i>divide</i> much of England’s countryside. These fences, called <u>hedgerows</u>, were first built by the <u>Anglo-Saxons</u>, a group of warriors from Germany and Scandinavia who arrived in England around 410 A.D. As they <i>gained control</i> of sections of land, they <i>protected</i> their <i>property</i> with walls made from wooden stakes and spiny plants. Dead <u>hedgerows</u>, as these fences were called, were <i>eventually</i> replaced by fences made from live bushes and trees.</p> <p><small>Banting, E. (2004). <i>England the land</i>. In <i>Living fences</i>. New York: Crabtree. (From Appendix B, CCSS, p. 72.)</small></p>	<p style="text-align: center;"><b>Teacher Directions</b></p> <p>In a mini lesson and small group or whole class conversations, model how to determine the meanings of general academic and domain-specific words and phrases:</p> <ul style="list-style-type: none"> <li>• Tier 1 words (<b>bold</b>): words found in everyday conversations (e.g., walls, made, built, arrived, plants, trees).</li> <li>• Tier 2 words (<i>italics</i>): words found in writing but seldom in conversations and that can have multiple meanings (e.g., control [mastery], gained [get], protected [take care], property [home, real estate], divide [break, disconnect], eventually [after some time], sections [chunk, part]).</li> <li>• Tier 3 words (<u>underline</u>): technical words (e.g., hedgerows, Anglo-Saxons).</li> </ul>

## Goal #2: Effective Leadership

**Vision 2020 - Pillar 2:** By 2020, effective leadership will support the mission, vision, and core values of the district with an intentional focus on all scholars' learning.

Strand 4: Staff Quality and Professional Development

***Effective leadership will support the mission of the language acquisition programs by providing opportunities for educators of the NECSD as well as appropriate stakeholders to increase proficiency of skills and develop professionally with an intentional focus on Learners of New Languages.***

### Learning Theory:

If the district provides strategic professional development, time for co-planning and collaborative meetings, offers peer observation opportunities, coaching, and research-based instructional practices and materials (in English and Spanish); then the mission of the language acquisition programs will be achieved and opportunities provided will advance the proficiency level of all new language learners.

Priority Targets /Goal	Evaluation Strategy
<ol style="list-style-type: none"> <li>1. Professional Development is in compliance with CR Part 154-2</li> <li>2. Professional Learning Communities which are based on Action Research (Lambert, 2003)</li> <li>3. Create ELL Intake Coordinator position.</li> </ol>	<ul style="list-style-type: none"> <li>• Increase in overall ELL academic achievement</li> <li>• Teachers have opportunities to conduct and report results of their Action Research throughout the year; their presentation format to be determined by the teacher (colleagues, department meeting, faculty meeting, written report, etc.) However, it includes context, purpose, data collection and analysis, learning, and implications for practice (Dana &amp; Yendol-Hoppey, 2014).</li> <li>• 15% of total professional development hours for all staff offered by district and schools is specific to the needs of ELLs (co-teaching strategies, and integrating language and content instruction).</li> <li>• 50% of total professional development hours offered by district and schools for Bilingual and ENL teachers is specific to the needs of ELLs (co-teaching strategies, and integrating language and content instruction).</li> <li>• PLCs on topics specific to the needs of ELLs such as co-teaching models and strategies, interactive activities, peer assessment, authentic assessment, and integrating language and content instruction to present at department meetings.</li> <li>• To further support the district's efforts in meeting its goals and state regulations, this document includes the proposing of a full time position for a Teacher on Special Assignment (Bilingual/ESOL certified and Spanish fluent) for the role of ELL Intake Coordinator for the district. This position, which includes NYSITELL testing, will also play a liaison role for the DLAT, family &amp; community services, Supervisor of Language Acquisition, as well as maintain data and tracking of students in the programs.</li> </ul>

Sample activities may include, but are not limited to

- Small Professional Learning Communities (PLCs) that are vertical and horizontal
- Opportunities for peer observation/ collaboration/ and Action Research
- Planned time for vertical and horizontal collaborative planning district wide and school wide
- District/Program wide platform for teachers to share resources and ideas
- Partnership with local colleges and universities for professional development
- Instructional Coach specifically for teachers of ELLs
- Opportunities to visit and collaborate with other model programs in the area
- Teacher and administrators input for and presence at ELL PD
- PD on Action Research
- Using Department of Education's Institute of Education Services "What Works Clearinghouse" for research-based strategies

### Goal #3: Educational Equity and Excellence

**Vision 2020 - Pillar 3:** By 2020, all scholars in the NECSD community will have experienced high quality teaching and learning that empowers them to realize their unique pathways to academic and personal success.

Strand 2: Curriculum

***All students enrolled in the Transitional Bilingual and Dual Language programs will be provided with CCLS aligned pacing guide for language and literacy development in their home language.***

Strand 3: Instruction

***All students enrolled in Language Acquisition programs will experience high quality teaching and learning through the implementation of standards-based curriculum, CCLS aligned and research-based instructional practices that promote the development of language acquisition and empower them to realize their unique pathways to academic and personal success.***

#### Learning Theory:

If there is high quality instruction that is grade appropriate, academically rigorous, culturally and linguistically diverse, and is aligned to the NYS CCLS, then, all students in Language Acquisition programs will experience learning that will promote the development of language acquisition, as well as academic and social success.

Priority Targets Goal	Evaluation Strategy
<ul style="list-style-type: none"> <li>• CCLS aligned instruction</li> <li>• Implement an OBEWL recommended SIFE Curriculum to supplement the new Part 154 changes that will be implemented district-wide (Birman, 2002; Gordon, 2014)</li> <li>• Create Instructional and Support Services for students in their Home language, especially at the early elementary level</li> <li>• Create Bilingual self-contained classes based on student needs</li> <li>• Expansion of the district's Dual Language model of Bilingual Education based on research, results from the district's dual language program, and the district's demographics. "A strong dual language program can 'reverse' the negative effects of SES more than a well-implemented ESL Content program by raising reading achievement to a greater degree" (Collier &amp; Thomas, 2002, p. 7).</li> <li>• Daily engagement of district's ELLs in "structured, academic talk" in the classroom (Francis, Rivera, Lesaux, Kiefer, &amp; Rivera, 2006).</li> <li>• Implementation of an "early, explicit, and intensive instruction in phonological awareness and phonics in order to build decoding skills" (Francis, et al. 2006).</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in overall ELL academic achievement;</li> <li>• Evidenced in lesson plans, observations, walk-throughs at the school level;</li> <li>• Program review of ELLs who need other services (Bilingual self-contained classes, AIS, RTI, PLR, and Speech, etc.)</li> <li>• Adequate Performance of all students in Language Acquisition programs on all NYS 3-8 assessments and Regents exams based on each student's English proficiency level</li> <li>• Adequate performance of all ELLs on NYSESLAT K-12 based on each student's English proficiency level</li> <li>• Adequate performance of all students in Language Acquisition programs on district generated common assessments</li> <li>• Adequate performance of all K-5 students in Language Acquisition programs on the district's chosen assessments for reading fluency and comprehension in both languages</li> <li>• Expand Rigby assessments for grades 4 &amp; 5</li> <li>• Adequate performance of all students in Language Acquisition programs on classroom formative and summative assessments (student portfolios, grade-level generated assessments, mid and end of module assessments, exit tickets)</li> </ul>
<b>Sample activities may include, but are not limited to</b>	
<ul style="list-style-type: none"> <li>• Evidence of effective interactive classroom strategies such as Gallery Walks, Thinking Maps, use of tier 2 and tier 3 vocabulary, peer-assisted reading strategies, self-assessment, student use of technology for authentic communication, authentic assessment, Readers' Theater, Think/Pair/Share, Fishbowl, writing process, presentations, etc.</li> <li>• Technology used as a means of research and presentation</li> <li>• High Quality Text</li> <li>• Services for students in their home language pull out and push in services (AIS, RTI, PLR, Speech)</li> <li>• Evidence of data-informed lesson-planning</li> <li>• Flexible Grouping</li> <li>• Student-centered classrooms</li> <li>• Interactive use of academic language</li> <li>• Research-based reading practices</li> <li>• Sheltered instruction in the content area</li> <li>• Differentiation of instruction</li> <li>• Monitoring of students' progress by teacher and by student</li> <li>• Pacing Guide for HLA Skill Strand</li> <li>• Ongoing progress monitoring for all students in Language Acquisition programs</li> <li>• Continue Saturday ELL Academy and Extended School Year Program (ESYP)</li> <li>• Purchase and implement a K-2 Spanish Reading Program for Home Language Arts early literacy development</li> </ul>	

## Goal #4: Family and Community Engagement

**Vision 2020 - Pillar 4:** By 2020, the NECSD will foster partnerships so that schools, families, and community join together as members of the learning team for our scholars' academic and social-emotional development.

Strand 6: Family and Community

***The language acquisition programs will foster committed partnerships with a responsive infrastructure for positive, active and ongoing relationships with students' families and the community with opportunities for modeled learning.***

### Learning Theory:

If the district meets parents' needs in supporting their children's education and provides ongoing support and education of second language acquisition to families and all stakeholders; then the stakeholders will be able to meet the educational and social/emotional needs of students in language acquisition programs.

Priority Targets Goal	Evaluation Strategy
<ol style="list-style-type: none"> <li>1. Create a parent and community involvement model using "Epstein's Six Types of Parent and Community Involvement" (Hill &amp; Flynn, 2006, p, 113) available at <a href="http://www.michiganallianceforfamilies.org/wp-content/uploads/2012/08/parent-involvement-6types.pdf">http://www.michiganallianceforfamilies.org/wp-content/uploads/2012/08/parent-involvement-6types.pdf</a></li> <li>2. Create real and virtual venues for ELL families and staff that encourage sharing of cultural skills and traditions through literacy.</li> <li>3. Provide resources to parents to enhance effective in-home literacy in L1 and L2.</li> </ol>	<ul style="list-style-type: none"> <li>• Evidence of communication with parents in the language that they best understand at the buildings and district level as per CR Part 154-2</li> <li>• Social media interaction data, such as surveys</li> <li>• Trends in number of parents and community members participating in programs</li> <li>• Public Relations to report on ELL related events</li> </ul>
<b>Sample activities may include, but are not limited to</b>	
<ul style="list-style-type: none"> <li>• Volunteer programs for parents to become active members in the school community</li> <li>• Parent Education Academies, for example evening and Saturday programs, community education program, etc.</li> <li>• Representation of parents of ELLs on boards and committee meetings</li> <li>• School buildings offer culturally diverse celebrations that encourage parents to present and share their cultural skills (Moll, Amanti, Gonzalez, &amp; Neff, 1992).</li> <li>• DLAT provides information through PTO liaisons that is pertinent to families and stakeholders.</li> <li>• DLAT shares research based resources on language acquisition with building administrators to disseminate to parents of students enrolled in language acquisition programs.</li> <li>• Students attend board meetings to showcase their learning activities.</li> <li>• Offer ongoing parent workshops that relate to their children's needs. Educating and living in the community; brings parents together to promote cross-cultural awareness</li> <li>• Parent Night</li> <li>• Funds of Knowledge (Moll, et al., 1992) Cultural Event</li> <li>• Math and Literacy Nights</li> <li>• Parent-led workshops</li> <li>• PTO and Teacher collaboration</li> </ul>	

## Goal #5: Supportive Learning Environment

**Vision 2020 - Pillar 5:** By 2020, the NECSD will ensure safe and supportive learning environments that facilitate student achievement by demonstrating respect and concern for all members of the community.

Strand 7: Support and Resources

***All stakeholders will be ensured a program that advocates for a supportive learning environment to facilitate the academic achievement of all students in Language Acquisition programs.***

### Learning Theory:

If all Language Acquisition programs are supported by all stakeholders; provided appropriate funding for sufficient staff, equipment, and materials; receive tangible support from the state, district, school board, and local business community; and engage in public relations; then all stakeholders will be ensured a program that advocates for a supportive learning environment to facilitate the academic achievement of all students in Language Acquisition programs.

Priority Targets Goal	Evaluation Strategy
<ol style="list-style-type: none"> <li>1. Survey ELL teachers to determine instructional supply needs (including technology) to support the newly implemented CR Part 154-2 changes (Lambert, 2003)</li> <li>2. District wide establishment of community partnerships with local colleges and organizations to address academic as well as social-emotional issues to be overseen by ELL Intake Coordinator in conjunction with the DLAT;</li> <li>3. Progressive Public Relations campaign of our programs to be created and overseen by DLAT</li> </ol>	<ul style="list-style-type: none"> <li>• Increase in overall ELL academic achievement</li> <li>• Tracking students in SIFE program as per CR Part 154-2</li> <li>• Tracking ELLs not making adequate progress and provide support as needed as per CR Part 154-2</li> <li>• Stakeholders survey</li> </ul>
<b>Sample activities include, but are not limited to</b>	
<ul style="list-style-type: none"> <li>• Stakeholder workshops on testing, curriculum, programs, home literacy best practices, etc.</li> <li>• Cultural and diversity events</li> <li>• Public relations coverage during activities/events in order to promote our programs</li> <li>• Partnerships with local businesses, organizations, colleges (local police departments, health organizations, etc.).</li> <li>• Establish a partnership with the Armory</li> <li>• Establishing mentoring programs</li> <li>• <b>All</b> teachers and administrators demonstrate support for ELL programs</li> </ul>	

### III. Support Structures

#### ELA/ HLA Framework for ELLs Instruction

See Appendix E

#### Additional Support

1. Prep time and Common Planning Time
  - One class period collaborative meeting, once a cycle, within the specified areas (Dual, Bilingual, ENL) school-wide
  - One class period collaborative meeting with Dual, Bilingual, ENL teachers & content area teacher
  - One day meeting, once a trimester, district-wide (informational meeting, sharing best practices, professional development, common grade planning, vertical teams...)
  - One quarterly meeting district wide (professional development, author visits, classroom visits, strategies and skills exchange of ideas...)
  
2. Division of Curriculum and Instruction Personnel
  - Director of Elementary Education
  - Supervisor of Language Acquisition
  - Supervisors of Secondary Education
  
3. In-house professional learning structures
  - (PLCs, workshops, inter-visitations, etc...)
  - District-coordinated professional development sessions through Teacher Portal (teachers may attend classes or create classes)
  - External consultants
  - Local conferences
  - Orange-Ulster BOCES/ HV R-BERN offered professional development opportunities
  
4. External consultants
  - BOCES
  - HV R-BERN
  - Local and national conferences
  - NABE
  - SABE
  - TESOL NY STATE & International TESOL
  - Multicultural Conference
  - Urban Education Conferences
  
5. Professional Journals
  - Bilingual Research Journal
  - Journal of Second and Multiple Language Acquisition
  
6. In-house Professional Learning Structures
  - Professional Learning Community
  - Action Research
  - Workshops
  - Peer visitation (as part of the PLC and Action Research)

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## Website Links

- [www.engageny.com](http://www.engageny.com) ELA & Math Curriculum
- <https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative> Bilingual CC Progressions
- <http://usny.nysed.gov/docs/blueprint-for-ell-success.pdf> Blueprint for ELLs Success
- [www.dlenm.org](http://www.dlenm.org) Blueprint Dual Language Program Standards, Dept. of Education, New Mexico
- [www.ed.gov](http://www.ed.gov) NCLB
- [www.corestandards.org](http://www.corestandards.org) Anchor Standards
- [www.ckla.amplify.com](http://www.ckla.amplify.com) ELA Skill Strands & Domain Resources
- <http://www.cal.org/siop/> SIOP Model
- <http://commoncore-espanol.com/california-common-core-state-standards-spanish-language-arts-and-literacy-historysocial-studies> California Bilingual Standards

## Appendix A

### Commissioner's Regulations Part 154

**In the landmark 1974 decision, *Lau v. Nichols*, the United States Supreme Court established the right of ELL students to have “a meaningful opportunity to participate in the educational program.” That same year, an agreement between the New York City Board of Education and ASPIRA of New York (called the ASPIRA Consent Decree) assured that ELL students would be provided Bilingual Education. As such, ELL students must be provided with equal access to all school programs and services offered to non-ELL students, including access to programs required for graduation. Education Law §3204 and Part 154 contain standards for educational services provided to ELL students in New York State.**

In order to better serve the needs of New York State’s expanding multilingual population, the Department engaged stakeholders to enhance and strengthen programs and services required in Part 154 of the Regulations of the Commissioner of Education.

On September 15, 2014, the Board of Regents adopted the Department’s proposed amendments to Part 154 of the Regulations of the Commissioner of Education. This information can be found here: <http://www.regents.nysed.gov/meetings/2014/September2014/914p12a3.pdf>

On November 17, 2014, the Board of Regents adopted the Department's proposal of Subpart 154-3 of the Regulations of the Commissioner of Education. This Subpart relates to the establishment of criteria for determining whether a student with a disability shall take the statewide English language proficiency identification and criteria for exiting students with disabilities from identification as an English Language Learner, effective December 3, 2014.

### [Addition of Subpart 154-3 of the Commissioner’s Regulations](#)

(Courtesy of the NYSED.gov OBE-WL)

## Appendix B

### MEMORANDUM

**TO:** English Language Learner Leadership Council Membership

**FROM:** Angelica Infante-Green, Associate Commissioner  
Office of Bilingual Education and Foreign Language Studies

**RE:** Equal Educational Opportunity for English Languages Learners Amendments to State  
Education CR Part 154

**DATE:** October 9, 2014

The New York State Education Department (SED) is excited to begin planning for the upcoming implementation of our newly revised Part 154 of the Regulations of the Commissioner of Education. As you may know, the Board of Regents voted on September 15, 2014 to revise Part 154 to enhance and strengthen educational opportunities for English Language Learners (ELLs) throughout New York State. The 2014-15 year will be used for planning and training purposes, and the new requirements will become effective for the 2015-16 year. Districts also have the option to immediately begin implementation of certain provisions this school year.

Among other things, the new Part 154 will require school districts to ensure the following, beginning in the 2015-16 school year:

- The ELL identification process is administered by qualified personnel, and subject to review to address possible misidentification;
- Students with Interrupted Formal Education (SIFE) are identified;
- School staff meet with parents or persons in parental relation to ELLs at least once a year, in addition to other generally required meetings;
- Records regarding ELL parents' preferred language and mode of communication, as well as copies of forms and notices generated during the ELL identification process, are collected and maintained;
- ELLs are placed in a Bilingual Education or English as a New Language (ENL) program within 10 days of initiating the identification process, and the ELL identification process is completed before final school placement;
- Schools offer ENL through two settings: Stand-Alone English as a Second Language (ESL), and Integrated ESL (where ESL methodologies are used in content area instruction);
- Schools provide Bilingual Education in a grade if at least 15 ELLs speaking the same home language are enrolled in the previous grade, and cap the maximum allowable grade span for Bilingual Education and ENL instruction to two continuous grades;
- Expand ELL exit criteria to allow a combination of NYSESLAT and 3-8 English Language Arts (ELA) assessment or ELA Regents scores;
- Identify and provide additional supports for ELLs not demonstrating adequate performance;
- Provide Former ELLs with at least two years of support services;
- Provide a specific allotment of professional development hours on ELL-specific needs, language acquisition, and cultural competency for all teachers and Bilingual Education / ESOL teachers, respectively;
- Expand information included in district comprehensive plans and reports relating to ELL subpopulations (including available programs and languages spoken by the district's ELLs), parent information, methods to track and measure ELL progress, and systems to identify, assess and exit ELLs.

We urge you to work with your district to begin planning your implementation activities, beginning with staff professional development about the new Part 154. In addition, districts should begin identifying potential changes to their student enrollment and assignment procedures, ELL identification and exit protocols, data collection and maintenance, parent notification, interpretation and translation protocols, Bilingual Program and ESL planning, as well as other areas impacted by Part 154. In addition, this is an excellent opportunity for districts to review their policies and procedures to improve alignment with requirements already existing under the current Part 154 (now referred to as Part 154-1).

Thank you and we look forward to working with you. Please feel free to contact us as you plan the implementation of the newly adopted CR Part 154.

## Appendix C

**THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK**  
Office of Bilingual Education and Foreign Language Studies

### **BLUEPRINT FOR ENGLISH LANGUAGE LEARNERS (ELLs) SUCCESS**

The mission of the New York State Education Department's (NYSED) Office of Bilingual Education and Foreign Language Studies (OBE-FLS) is to ensure that all New York State (NYS) students, including English Language Learners (ELLs), attain the highest level of academic success and language proficiency. We strive to ensure that all students' individual educational paths and socio-emotional needs are met in multiple languages leading them to college and career readiness. NYSED believes that all teachers are teachers of ELLs.

In response to the changing global economy, NYSED has adopted the Common Core Learning Standards (CCLS) to provide students, educators, and parents with a set of clear expectations leading to college and career readiness. Over the last decade, there has been an increase in the number of ELLs enrolled in NYS public schools resulting in a current population of 214,378 students who speak over 160 languages. In order for these students to succeed, NYSED needs to provide schools with the appropriate scaffolds, home language assessments and materials so that teachers can provide instruction that will enable students to meet rigorous standards. Under the Regulations of the Commissioner of Education Part 154, the OBE-FLS affirms that it is not permissible to assume that unsupported immersion of ELLs into an English-speaking environment will enable them to succeed academically.

The NYSED P-12 Common Core Learning Standards (CCLS) require that every teacher be prepared to teach academic language and challenging content to all students, including ELLs. All teachers must be skilled in how to support ELLs as they acquire content knowledge while also progressing towards English proficiency. It is imperative that all educators work across the content areas to ensure that all students meet the high demands of the CCLS.

The following principles were carefully developed as a statewide framework aimed to clarify expectations for administrators, policymakers, and practitioners to prepare ELLs for success, beginning in Prekindergarten, to lay the foundation for college and career readiness. These principles are intended to provide guidance, resources, and support to districts, schools, and

teachers, as well as to promote a better understanding and appreciation of Bilingual Education, English as a Second Language, and Foreign Language Studies.

#### **The principles that guide the Blueprint for ELLs are:**

##### **1. All teachers are teachers of English Language Learners, and need to plan accordingly by:**

- Designing and delivering instruction that is culturally and linguistically appropriate for **all** diverse learners, including those with Individualized Educational Programs (IEP).
- Providing integrated language and content instruction to support language development through language-focused scaffolds. Bilingual, ESL, and other content-area teachers must collaborate purposefully and consistently to promote academic achievement in all content areas.
- Utilizing materials and instructional resources that are linguistically, age/grade appropriate, and aligned to the Common Core Learning Standards (CCLS).
- Collaborating with school support personnel and community-based human resources in order to address the multiple needs of ELLs.

**2. All school boards and district/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs are addressed by:**

- Providing a clear vision for student success that includes high expectations for ELL student achievement and socio-emotional development, supported by a purposeful plan of action that provides multiple pathways to college and career readiness through high-quality programs that meet the needs of ELLs.
- Providing high-quality instruction for ELLs.
- Aligning and coordinating fiscal and human resources to ensure that the instructional plan is being effectively implemented.
- Providing high-quality supports, feedback and direction to educators to improve their instructional practice.
- Providing a safe and inclusive learning environment that recognizes and respects the languages and cultures of all students.
- Ensuring districts and school leaders are trained in meeting the needs of ELLs in order to cultivate a school culture of high expectations.
- Providing high-quality instructional and support services to ELLs with disabilities in alignment with their IEPs and current policies.

**3. Districts and schools engage all English Language Learners in instruction that is grade-appropriate, academically rigorous, and aligned with the New York State Prekindergarten Foundation for the Common Core and P- 12 Common Core Learning Standards by:**

- Articulating specific content and language objectives.
- Integrating explicit and implicit research-based vocabulary instruction.
- Providing opportunities for students to discuss content and problem-solve with peers.
- Anchoring instruction by strategically using research-based practices (e.g., multimedia, visuals, graphic organizers, etc.)
- Providing special education supports, services, accommodations and specially-designed instruction to meet the specific instructional needs of ELLs with disabilities.
- Designing, selecting, and implementing a high-quality curriculum that meets the needs of Early Learning ELLs, and supports the *New York State Prekindergarten Foundation for the Common Core*, [http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/nyslsprek.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf).
- Using academic language and content-area supports to strategically move ELLs along the language development continuum utilizing *New York State Bilingual Common Core Progressions*, <http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>

**4. Districts and schools recognize that bilingualism and biliteracy are assets, and provide opportunities for all students to earn a Seal of Biliteracy upon obtaining a high school diploma by providing all students with:**

- Opportunities to participate in language learning or language support programs that lead to proficiency in English and other languages.
- Opportunities to use and develop academic language and content knowledge both in English and a language other than English, including the student's home language.
- Rigorous Bilingual Education programs for ELLs aimed at maintaining and developing the home language and attaining English proficiency as well as biliteracy.
- Alternate pathways for those students whose home language is that which a Bilingual Education Program does not exist in a district due to the language's low incidence.

**5. Districts and schools value all parents and families of ELLs as partners in education and effectively involve them in the education of their children by:**

- Providing parents with resources that enable them to make informed decisions about their children’s education.
- Providing parents with all pertinent information about their rights and program choices in a language and format that parents can easily understand and access.
- Providing training to parents in English and in their home language on effective strategies to support their children’s learning in and out of school.
- Engaging parents as active participants, contributors and cultural liaisons to the school community.
- Sharing with parents and family members the high expectations that schools have established for the education of all ELLs and engaging them in the pursuit and achievement of those expectations.
- Collaborating with the school support personnel and immigrant community-based organizations in order to address the multiple needs of families of ELLs.

**6. District and school communities leverage the expertise of Bilingual, ESL, and Languages Other Than English (LOTE) teachers and support personnel while increasing their professional capacities by:**

- Creating intentional learning opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons.
- Providing substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of ELLs, including home and new language development.

**7. Districts and school communities leverage ELLs’ home languages, cultural assets, and prior knowledge by:**

- Regarding home languages as instructional assets, and using them in bridging prior knowledge to new knowledge while ensuring that content is meaningful and comprehensible.
- Using home languages and cultures of ELLs to promote diversity pursuant to the Dignity for All Students Act (NYS initiative, effective July 2013), <http://www.p12.nysed.gov/dignityact/>.

**8. Districts and schools use diagnostic tools and formative assessment practices in order to measure ELLs’ content knowledge as well as new and home language development to inform instruction by:**

- Using State assessments in conjunction with formative assessments.
- Using State language proficiency data (from the New York State English as a Second Language Achievement Test [NYSESLAT] and the New York State Identification Test for English Language Learners [NYSITELL]) to understand where ELLs are along the continuum of language development, and how to provide appropriate scaffolds for them according to their proficiency level.
- Employing authentic assessments that require sophisticated uses of language embedded in authentic and rich content.
- Utilizing appropriate tools to assess the needs and progress of ELLs with disabilities.
- Utilizing analytical rubrics that provide feedback on content knowledge and language development.
- Using home language assessments to inform instruction and demonstrate growth in Bilingual Education programs in which the home language is being used.

## Appendix D

### District Data for ELLs

#### Data Summary

The ELL team reviewed data concerning Free/Reduced Lunch; NYSESLAT scores; ELA and Math proficiency scores; grades 9-12 graduation rates, drop-out rates, students still enrolled after 4 years, English Regents test results, Integrated Algebra results; and K-12 absenteeism. A review of the district's data indicates significant patterns that affect the entire K-12 ELL population.

Current Enrollment of English Language Learners by Building as of April, 2015							
School	Total Building Enrollment K-12	Total ELL's Building Enrollment	Total Staff ENL- E BIL- B DUAL- D	Total ELL's with Disability	Total Bilingual	Total ESL	Percentage of ELL's
Balmville	440	41	E- 1	4	0	41	9%
Fostertown	632	65	E- 1 D- 10	14	18	47	10%
Gardnertown	615	148	E- 1.5 B- 4	29	95	53	24%
GAMS	798	193	E- 2 B- 6	35	132	61	24%
Heritage MS	892	57	E- 1	14	0	57	6%
Horizons	385	49	E- 1.4	15	0	49	12%
Meadow Hill	1073	202	E- 3 B- 5	55	106	96	19%
New Windsor	575	53	E- 1.6	12	0	53	9%
NFA	3,228	203	E- 4 B- 4	52	69	134	6%
South MS	751	82	E- 1	31	0	82	11%
Temple Hill	1,000	251	E- 5 B- 2 D- 2	63	113	138	25%
Vails Gate	578	156	E- 2.5 B- 4 D- 1	29	84	72	27%
<b>Totals</b>	<b>10,967</b>	<b>1,500</b>	<b>E- 25 B- 25 D- 13</b>	<b>353</b> <b>24%</b>	<b>617</b> <b>41%</b>	<b>883</b> <b>59%</b>	<b>14%</b>

## Appendix E

### ELA & HLA Framework for ELLs Instruction

#### Link to Documents

Kindergarten: <http://www.newburghschools.org/documents/ELAHLAFramworkGradeK.docx>

First Grade: <http://www.newburghschools.org/documents/ELAHLAFramworkGrade1.docx>

Second Grade: <http://www.newburghschools.org/documents/ELAHLAFramworkGrade2.docx>

Third Grade: <http://www.newburghschools.org/documents/ELAHLAFramworkGrade3.docx>

Fourth Grade: <http://www.newburghschools.org/documents/ELAHLAFramworkGrade4.docx>

Fifth Grade: <http://www.newburghschools.org/documents/ELAHLAFramworkGrade5.docx>