

HEMPSTEAD UNION FREE SCHOOL DISTRICT
NEW YORK STATE EDUCATION DEPARTMENT
OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES
CORRECTIVE ACTION PLAN

2016-17, 2017-18, 2018-19 School Years

This **DRAFT Corrective Action Plan (“CAP”)** is submitted by the Hempstead Union Free School District (“District” or “HUFSD”) in response to the findings and directives of the New York State Education Department (“SED”), Office of Bilingual Education and World Languages (“OBEWL”) set forth in their portion of the Monitoring Report (“Report”) dated May 18, 2016.

Section A sets forth the “Required Corrective Actions” indicated in the Report. Each required action is restated, followed by a description of the proposed action(s) to be taken, applicable targets/timelines, and responsible staff. Section B sets forth the District’s Reporting Requirements under the CAP.

A. REQUIRED CORRECTIVE ACTIONS

- 1. “HUFSD has failed to provide differentiated instruction and appropriate supports to ELLs according to level of proficiency and especially to Students with Interrupted Formal Education (SIFE). [CR Part 154-2.3(j)(2)]”**

The HUFSD has taken the initiative since September 2, 2014 to address the needs of ELLs and SIFE students throughout the District by providing teachers with professional development sessions relevant to best practices such as differentiated instruction, scaffolding, formative assessment, sheltered instruction and other applicable topics. For the 2015-16 School Year, the HUFSD continued providing professional development to staff and pedagogical employees regarding these relevant and necessary topics such as the Sheltered Instruction Observation Protocol (SIOP) for Elementary, Middle School, and High School English as a New Language (ENL), English Language Arts (ELA), and content area teachers.

Action Step(s)

- a. In order to ensure that SIFE and all ELLs receive differentiated instruction appropriate to their level of English proficiency and prior educational experience:
 - i. The district will continue to provide intentional professional development inclusive of: best practices for ELL student: how to effectively integrate co-teaching in the

classroom; using data to differentiated instruction for students; using the SIOP to create lesson plans; dissecting and understanding the components of the Blueprint for ELLs; understanding the Language Progressions and how to use them for plan for instruction; and how to engage and increase Parental Involvement. Professional development will be provided by Dr. Yolanda Santiago and the Long Island Regional Bilingual Resource Network (LI RBERN). The purpose of the professional development is for teachers to utilize research-based practices in the development and execution of lesson plans. Teachers will be trained on how to implement New York State Common Core Learning Standards with the new state approved language progressions. Other emphasis will be placed on: vocabulary development, reading and writing fluency, activating and building background knowledge, scaffolding, purposeful grouping, development of native language literacy, importance of verbal, written and visual cues, etc. Professional development (throughout this Correction Action Plan) will be based on the needs of staff. Data will be collected from the following: teacher surveys, observations, and/or lesson plans. Professional development schedule with topics are finalized at the beginning of each month.

ii. **Timeline:**

1. October of each school year, develop a professional development schedule setting forth the dates for the year to train all ENL/Bilingual teachers and administrators' according to grade levels and as needed throughout the remainder of the school year.
2. During the 2017-2018 school year, the Hempstead Union Free School District will be providing bilingual and English as a New Language Kindergarten through twelfth grade teachers with intense professional

development focusing on the language progressions for home language and new language, as well as the next level for the new language progressions- the *ENL Toolkit*. The language progressions professional development will also be provided to Kindergarten through 12th grade monolingual and English Language Arts teachers at a secondary level along with professional development on co-teaching. Administrators have been scheduled to receive a full-day professional development reviewing the Commissioner's Regulations-Part 154 and co-teaching. Depending on the topic, teachers will receive one to three full days of professional development on the topic. Some groups of teachers will receive professional development on different topics on different occasions. The schedule of professional development has been included showing the dates, the focus, the groups of teachers, locations, and time. Eleven (11) Extended Wednesdays; and/or other selected dates (determined by the needs of the staff).

3. At the end of each training session, the presenters will provide the following items: agendas, handouts, and/or attendance sheets.

iii. **Responsible Staff (will meet yearly in September to review the needs of the BIL/ENL Department):**

1. Associate Superintendents Regina Armstrong and James Clark;
2. Building Principals or designee;
3. Instructional Coaches for ENL/BIL
4. Coordinator of BIL/ENL/LOTE Janet Lovett.

b. In order to monitor implementation and progress of scaffolding, differentiated instruction, and formative assessments the Coordinator for Bilingual/ENL/LOTE will devise a schedule to collect samples of lesson plans from at least 4 - 5 ENL and/or Bilingual teachers. Lesson plans will be analyzed and teachers will receive feedback for improvement.

i. **Timeline:**

1. In September of each school year, commencing with 2017 – 18, the Coordinator of BIL/ENL will create a calendar setting forth the schedule for the monthly collection of lesson plans. Plans will be collected from the different schools to review and analyze for effectiveness.
2. Starting in October and ending in May of each school year, approximately 4 - 5 teachers will submit a lesson plan for review and analyzed as set forth in the calendar referenced above. Teachers will receive written feedback within 5 days of the submission date.

ii. **Responsible Staff:**

1. Coordinator of BIL/ENL/LOTE Janet Lovett;
2. Building Principal or designee;
3. Building principals and selected teachers.

c. Conduct unannounced walk-throughs and provide immediate feedback for:

- Student Engagement
- Classroom Management/Procedures
- Lesson Delivery
- Questioning Techniques

i. Timeline

1. In September of each school year, commencing with 2017 – 18, the Coordinator of BIL/ENL will create a calendar to conduct classroom walkthroughs in the different schools and submit to building principals.
2. Starting in October through April of each year, monthly classroom observations will be conducted. Teachers will receive written feedback within 3 - 5 days of the walkthrough.

ii. Responsible Staff:

1. Coordinator of BIL/ENL/LOTE Janet Lovett;
2. Building Principal or designee.

- d. District will use internal and external practitioners/experts to provide professional development to instructional staff and guidance counselors specifically to address the instructional and socio-emotional needs of students classified as SIFE.

i. Timeline:

1. October of each school year, develop a professional development schedule setting forth the dates for the year to train all ENL/Bilingual teachers and administrators according to grade levels and as needed throughout the remainder of the school year.
2. Training will take place four (4) times a year during districtwide half day professional development days: October, November, January, and March; Eleven (11) Extended Wednesdays; and/or other selected dates (determined by the needs of the staff).

3. At the end of each training session, the presenters will provide the following items: agendas, handouts, and/or attendance sheets.

ii. **Responsible Staff:**

1. Associate Superintendents Regina Armstrong and James Clark;
2. Building Principals or designee;
3. Instructional Coaches for ENL/BIL;
4. Coordinator of BIL/ENL/LOTE Janet Lovett.

- e. Recommend that guidance counselors at the secondary level meet with students classified as SIFE at the beginning of each quarter, semester, or as needed, to address such students' socio-emotional and academic needs, as deemed necessary by guidance counselors.

i. **Timeline:**

1. Guidance counselors, as deemed necessary, will meet with students at the start of each semester in late August and mid-January of each school year.
2. Guidance counselors will meet with students, as deemed necessary, at the start of each marking period: November, January, and April of each school year.

ii. **Responsible Staff:**

1. Dr. Stephen Strachan or designee and Hempstead High School Guidance Counselors;
2. Mr. Hank Williams or designee and ABGS Middle School Guidance Counselors;
3. Social Workers/School Psychologists.

Targets: 100% of SIFE students at the secondary levels that have been identified by guidance department or referral from a teacher will receive socio-emotional and academic intervention.

2. **“HUFSD has failed to appropriately implement Integrated ENL Instruction. [CP Part 154-2.3(h)]”**

Action Step(s):

- a. Verify staff certification and to ensure that all dually certified teachers with the appropriate certifications are delivering Integrated ENL in their respective core content areas in the Fall of 2017;
 - i. **Timeline:** Fall of 2017 and as appointed
 - ii. **Responsible Staff:**
 1. Associate Superintendent for Human Resources Dr. Rodney Gilmore
- b. Provide both teachers in ELL co-teaching setting with a spreadsheet with the names of their respective ELL students, their levels of proficiency, and their SIFE status, if applicable;
 - i. **Timeline:** At the beginning of each academic year
 - ii. **Responsible Staff:**
 1. Coordinator of BIL/ENL/LOTE Janet Lovett or designee and ENL/Bilingual/LOTE department;
 2. Secondary level guidance counselors.
- c. During professional learning community time, both teachers in a co-teaching setting will develop coherent lessons to support content area learning and help ELLs access content area curriculum through vocabulary words and other supports.
 - i. **Timeline:**
 1. At the start of each academic year, the master schedule will reflect congruency time for co-teachers to meet and plan for instruction.
 2. Co-teachers will meet bi-weekly, during their preparatory and/or professional learning community time, to create lesson plans that support the needs of all learners.

ii. **Responsible Staff:**

1. Secondary Principals Stephen Strachan and Hank Williams;
 2. Instructional Coaches for ENL/BIL;
 3. Coordinator of BIL/ENL/LOTE Janet Lovett.
- d. Continue to provide additional professional development inclusive of best practices for ELL student: integrated co-teaching, differentiated instruction, SIOP: the Blueprint for ELLs, the Language Progressions, and Parental Involvement. Professional development will be based on the instructional needs of students and staff. Data will be collected from the following: teacher surveys, observations, and/or lesson plans. Professional development schedule with topics are finalized at the beginning of each month.

i. **Timeline:**

1. October of each school year, develop a professional development schedule for the year setting forth the dates to train all ENL/Bilingual teachers and administrators according to grade levels.
2. During the 2017-2018 school year, the Hempstead Union Free School District will be providing bilingual and English as a New Language Kindergarten through twelfth grade teachers with intense professional development focusing on the language progressions for home language and new language, as well as the next level for the new language progressions- the *ENL Toolkit*. The language progressions professional development will also be provided to Kindergarten through 12th grade monolingual and English Language Arts teachers at a secondary level

along with professional development on co-teaching. Administrators have been scheduled to receive a full-day professional development reviewing the Commissioner's Regulations-Part 154 and co-teaching. Depending on the topic, teachers will receive one to three full days of professional development on the topic. Some groups of teachers will receive professional development on different topics on different occasions. The schedule of professional development has been included showing the dates, the focus, the groups of teachers, locations, and time. Eleven (11) Extended Wednesdays, and/or other selected dates (determined by the needs of the staff)

3. At the end of each training session, the presenters will provide the following items: agendas, handouts, and/or attendance sheets.

ii. **Responsible Staff:**

1. Associate Superintendents Regina Armstrong and James Clark;
2. Building Principals or designee;
3. Instructional Coaches for ENL/BIL;
4. Coordinator of BIL/ENL/LOTE Janet Lovett.

Targets - 100% of required professional development related to Integrated ENL Instruction will be delivered in compliance with Part 154 of the Regulations of the Commissioner of Education by end of each school year, as demonstrated in the district's annual CR Part 154 Comprehensive Report. Specifically, approximately 25% will be complete by October 30; approximately 50% will be complete by January 30; and approximately 75% will be complete by April 30, of each school year.

3. “HUFSD does not maintain an appropriate balance of English and native language instruction in Transitional Bilingual Education (TBE) classes. [CR Part 154-2.3(h) (3)]”

Action Steps:

- a.** Verify staff certification and to ensure that all teachers in TBE classes are fully fluent in both English and the native language, (including substitute teachers assigned to TBE, to the extent practicable, and as required by law). Professional development will be based on the needs of staff. Data will be collected from the following: teacher surveys, observations, and/or lesson plans. Professional development schedule with topics are finalized at the beginning of each month.
 - i. Timeline:** September of each year, and as staff is hired
 - ii. Responsible Staff:**
 - 1.** Associate Superintendent for Human Resources Dr. Rodney Gilmore;
 - 2.** Building Principals.
- b.** During the 2015-16 school year, the ENL/Bilingual/LOTE department ordered Spanish libraries for all bilingual classrooms K-12. Dictionaries have been made available for student use. The ENL/Bilingual/LOTE department, during the 2015-16 school year, secured and held presentations from three different publishers such as Santillana, McMillan-McGraw-Hill, and Pearson for HLA curriculum materials, for the purpose of piloting in September of 2016 in order to deduce the most appropriate materials. The piloting teachers worked together with Coordinator of BIL/ENL/LOTE Janet Lovett and made a final decision on the program. The program selected for full implementation based on the pilot was McMillan McGraw-Hill’s– Maravillas. In September of 2016, one teacher at each grade level, Kindergarten through fifth grade, began the Maravillas HLA pilot. In

March of 2017, the teachers, Mrs. Lovett, and Ms. Basantes – Bilingual Curriculum Specialist, agreed that the Maravillas Program worked well with our bilingual students.; and made a decision to implement the Maravillas HLA program. In the Summer of 2017, HUFSD will be providing bilingual teachers with professional development on the implementation of the Maravillas program and the components of the program. The teachers who cannot attend the summer sessions will receive professional development in September of 2017. Full implementation of the Maravillas program will commence in October 2017.

i. Timeline:

1. Purchase of materials for the HLA elementary will be May 2017.
2. Training for staff will take place in June and September 2017.
3. Full implementation of new elementary HLA program October 2017.

ii. Responsible Staff:

1. Coordinator of BIL/ENL/LOTE Janet Lovett;
2. Committee of elementary ENL/bilingual teachers.

- c. The HUFSD, utilizing both internal and external practitioners/experts, will provide professional development to support TBE teachers to ensure that an appropriate balance of English and native language instruction occurs in TBE classes. Professional development will be based on the needs of staff. Data will be collected from the following: teacher surveys, observations, and/or lesson plans. Professional development schedule with topics are finalized at the beginning of each month.

i. Timeline:

1. In October of each school year, develop a professional development schedule for the year setting forth the dates to train all ENL/Bilingual

teachers and administrators according to grade levels and as needed throughout the remainder of the school year.

2. During the 2017-2018 school year, the Hempstead Union Free School District will be providing bilingual and English as a New Language Kindergarten through twelfth grade teachers with intense professional development focusing on the language progressions for home language and new language, as well as the next level for the new language progressions- the *ENL Toolkit*. The language progressions professional development will also be provided to Kindergarten through 12th grade monolingual and English Language Arts teachers at a secondary level along with professional development on co-teaching. Administrators have been scheduled to receive a full-day professional development reviewing the Commissioner's Regulations-Part 154 and co-teaching. Depending on the topic, teachers will receive one to three full days of professional development on the topic. Some groups of teachers will receive professional development on different topics on different occasions. The schedule of professional development has been included showing the dates, the focus, the groups of teachers, locations, and time and on Extended Wednesdays, and/or other selected dates throughout the school year (based on observed needs of the staff).
3. At the end of each training session, the presenters will provide the following items: agendas, handouts and/or attendance sheets.

ii. Responsible Staff:

1. Associate Superintendents Regina Armstrong and James Clark;

2. Building Principals or designee;
3. Instructional Coaches for ENL/BIL;
4. Coordinator of BIL/ENL/LOTE Janet Lovett.

Targets - 100% of all Bilingual/HLA and ENL teachers will be offered training on the appropriate balance of English and native language instruction by the end of the 2016 – 17 school year, and on an ongoing basis for 2017-18 and beyond.

4. **“HUFSD has failed to provide adequate professional development in the 2015-16 school year regarding the instructional needs of ELLs, most notably related to differentiated instruction for SIFE and on co-teaching. OBEWL’s October 23, 2014 site visit identified similar concerns one year ago. [CR Part 154-2.3(k)]”**

During the 2014-15 school year the HUFSD provided professional development to teachers of ELLs on: (1) *Collaboration Co-teaching and Content Instruction for ELLs* that was presented to the K-5 Bilingual and ENL teachers; (2) *New Part 154.3 Regulations, What teachers need to know about ELLs with disabilities*, which was presented to the 7-12 NLA & ENL teachers; (3) *Scaffolding Instruction* that was presented to the Hempstead High School ENL & Bilingual teachers; and (4) *SIOP Workshop/Sheltered Instruction*, which was presented to all Bilingual/ENL/LOTE teachers throughout the HUFSD. In addition to the professional development, which was provided to teachers of ELLs during the 2014-15 school year, the HUFSD provided continued SIOP training three times prior to the above referenced visit of December 1, 2015. During the entire 2015-16 school year, the HUFSD has provided numerous high quality professional development sessions that addressed differentiated instruction for ELLs according to the level of proficiency, co-teaching in and Integrated ENL classroom, and bilingual education theories and strategies. Professional development will be based on the needs of staff. Data will be collected from the following: teacher surveys, observations, and/or lesson plans. Professional development schedule with topics are finalized at the beginning of each month.

Action Step(s):

- a. The ENL/Bilingual/LOTE department in conjunction with the secondary education administrators, Internationals Network for Public Schools (“Internationals”), and International Center for Leadership in Education (“ICLE”) have provided/will provide professional development which addresses the strategies regarding SIFE education and bilingual education theories and the appropriate balance of English and native language instruction in a TBE classroom, in alignment with NY CR Part 154. Internationals worked with ENL teachers on co-teaching, differentiated instruction, translanguaging, and Mutually Adaptive Learning Paradigm Instructional Approach (MALP) during the 2015-2016 and 2016-2017 school years. ICLE will continue this work during the 2017-2018 school year. The Bilingual/ENL/LOTE department will continue working with experts in the field to provide additional professional development on best practices for ELL students such as co-teaching, differentiated instruction, the Blueprint for ELLs, the Language Progressions, and Parental Involvement.

i. Timeline:

1. In October of each school year, develop a professional development schedule for the year setting forth the dates to train all ENL/Bilingual teachers and administrators according to grade levels and as needed throughout the remainder of the school year.
2. During the 2017-2018 school year, the Hempstead Union Free School District will be providing bilingual and English as a New Language Kindergarten through twelfth grade teachers with intense professional development focusing on the language progressions for home language and new language, as well as the next level for the new language

progressions- the *ENL Toolkit*. The language progressions professional development will also be provided to Kindergarten through 12th grade monolingual and English Language Arts teachers at a secondary level along with professional development on co-teaching. Administrators have been scheduled to receive a full-day professional development reviewing the Commissioner's Regulations-Part 154 and co-teaching. Depending on the topic, teachers will receive one to three full days of professional development on the topic. Some groups of teachers will receive professional development on different topics on different occasions. The schedule of professional development has been included showing the dates, the focus, the groups of teachers, locations, and time; Eleven (11) Extended Wednesdays; and/or other selected dates (determined by the needs of the staff)

3. At the end of each training session, the presenters will provide the following items: agendas, handouts, and/or attendance sheets.

ii. Responsible Staff:

1. Associate Superintendents Regina Armstrong and James Clark;
 2. Dr. Stephen Strachan, Hempstead High School Principal or designee;
 3. Instructional Coaches for ENL/BIL;
 4. Coordinator of BIL/ENL/LOTE Janet Lovett.
- b.** HUFSD will maintain a district wide professional development master schedule to ensure that TBE teachers, English as a New Language teachers and other teachers who work with ELLs and SIFE students are offered such professional development sessions: Professional development will be based on the needs of staff, as well as student results from formative

and summative assessments. Data will be collected from the following: Multilingual Literacy Survey (MLS), New York State English As A Second Language Achievement Test (NYSESLAT), New York State Identification Test for English Language Learners (NYSITELL), teacher surveys, observations, and/or lesson plans. Professional development schedule with topics are finalized at the beginning of each month.

i. Timeline:

1. In October of each school year, develop a professional development schedule setting forth the dates for the year to train all ENL/Bilingual teachers and administrators according to grade levels.
2. During the 2017-2018 school year, the Hempstead Union Free School District will be providing bilingual and English as a New Language Kindergarten through twelfth grade teachers with intense professional development focusing on the language progressions for home language and new language, as well as the next level for the new language progressions- the *ENL Toolkit*. The language progressions professional development will also be provided to Kindergarten through 12th grade monolingual and English Language Arts teachers at a secondary level along with professional development on co-teaching. Administrators have been scheduled to receive a full-day professional development reviewing the Commissioner's Regulations-Part 154 and co-teaching. Depending on the topic, teachers will receive one to three full days of professional development on the topic. Some groups of teachers will receive professional development on different topics on different occasions. The schedule of professional development has been

included showing the dates, the focus, the groups of teachers, locations, and time.; Eleven (11) Extended Wednesdays, and/or other selected dates (determined by the needs of the staff).

3. At the end of each training session, the presenters will provide the following items: agendas, handouts, and/or attendance sheets.

ii. Responsible Staff:

1. Associate Superintendents Regina Armstrong and James Clark;
2. Principals or designees;
3. Instructional Coaches for ENL/BIL;
4. Coordinator of BIL/ENL/LOTE Janet Lovett.

Targets – By the end of each school year 2016-17 and onward, 100% of HUFSD staff working with ELL students and SIFE students will receive training at least 2 times a year on best practices for ELL students such as differentiated instruction and working SIFE students to ensure success for all students.

5. “HUFSD has failed to accurately report data about ELL program placement in the Student Information Repository System (SIRS). [CR Part 154-2.4 (c)(1)]”

In January 2016, the Bilingual/ENL/LOTE department staff, in conjunction with the HUFSD technology department, worked to rectify this issue regarding missing and or incorrect coding for students in the respective data systems.

Action Steps:

- a. Protocols have been established in order to avoid future issues regarding the accuracy of the program codes for all students identified as ELLs in the district;
 - i. **Timeline:** Completed
 - ii. **Responsible Staff:** N/A

- b. Perform annually audits of student data.
 - i. **Timeline:** At time of registration and fall of each school year
 - ii. **Responsible Staff:**
 - 1. Coordinator of BIL/ENL/LOTE Janet Lovett or designee;
 - 2. Bilingual/ENL/LOTE department staff working in conjunction with the HUFSD technology department.
 - iii. **Targets** - 100% of all bilingual students, each school year, will continue to have accurate program coding. The district has been in full compliance since correcting the violation in December 2015.

B. QUARTERLY REPORTS

- 1. Documents to be submitted by the District to OBEWL for review:
 - a. Copy of District's Calendar highlighting PD days (sections A.1 through A.4)
 - b. Copy of Extended Wednesdays' Calendar to Teachers/Principals (sections A.1 through A.4)
 - c. Half-day District-wide Professional Development Grids (sections A.1 through A.4)
 - d. Handouts, sign in sheets, and/or agendas for all trainings (sections A.1 through A.4)
 - e. Schedule of Classroom Walkthroughs (section A.1.c)
 - f. Copies of Feedback from Classroom Walkthroughs (section A.1c)
 - g. Copies of Feedback from Collected Lesson Plans (section A.1.b)
 - h. Copies of Certification of New ENL/Bilingual staff (sections A.2 and A.3)
 - i. Sample logs of students' proficiency levels provided to teachers based on NYSESLAT, NYSITELL, and MLS (sections A.1, A.2 and A.3)
 - j. Sampling of students coding in Student Management System (e.g., Bilingual, ENL or No Program, Level of Proficiency, Immigrant Status, other demographic information.) (section A.5)

2. Compliance Reports will confirm that the District is following through on each of its “Action Steps” set forth in section A, *supra*, and will provide the documents set forth in section B(1), *supra*. A schedule for submission of quarterly compliance reports in school years 2016-17 and 2017-18 is set forth below. If the reporting date falls on a weekend or holiday, the quarterly report will be due the following business day.
 - a. Quarterly Report 1: October 30, 2017
 - b. Quarterly Report 2: January 30, 2018
 - c. Quarterly Report 3: April 30, 2018
 - d. Quarterly Report 4: July 15, 2018