



Bilingual Education and World Languages Department Newsletter

A Message from the Director:

Dear Educators,

As the academic year draws to a close, we reflect on a year of significant growth, innovation, and dedication within our K-12 Bilingual, ENL, FLES, and World Language programs. We're incredibly proud of our students' linguistic and academic achievements, and we deeply appreciate the tireless efforts of our educators in fostering a rich and supportive learning environment. This newsletter highlights our collective successes and outlines exciting initiatives for the upcoming 2025-2026 school year.

We're also excited to share an important initiative designed to support our English Language Learner students over the summer break. The Summer Writing Journals have been delivered to your buildings. Each building has also received copies of a parent letter to be distributed to ELL families, explaining the goal of the "My Language Journals."

The purpose of these journals is to help our ELLs maintain and sharpen their writing skills over the summer. These journals will be a crucial tool for us to assess their strengths and areas for improvement when they return in September. We'll also strategically use these journals throughout the entire school year to track their progress and provide targeted support.

If you have any questions, please don't hesitate to contact me.

Thank you for another outstanding year of empowering our students.

Director of Bilingual Education & World Languages
Michelle Pineda-Rodgers

Elementary & ABGS

Summarizing Our Data Highlights

Star Reading Spanish

Abgs Middle School	61.7%
David Paterson School	60%
Barack Obama School	55.7%
Jackson Main	53.8%
Rhodes Academy	48.7%
McNeil	36.6%

Star Math Spanish

Barack Obama School	67.1%
Jackson Main	62.2%
Rhodes Academy	60.9%
David Paterson School	56.4%
Abgs Middle School	53.3%
McNeil	49.5%

i-Ready Reading

ABGS	45%	23%
Barack Obama	59%	60%
David Paterson Jackson	39%	18%
McNeil	74%	43%
Prospect	48%	18%
Rhodes	18%	6%
	60%	26%

i-Ready Math

ABGS	34%	36%
Barack Obama	58%	25%
David Paterson Jackson	42%	18%
McNeil	79%	45%
Prospect	50%	16%
Rhodes	19%	9%
	66%	34%

This data shows the percentage of students demonstrating typical growth or above from Fall to Spring.

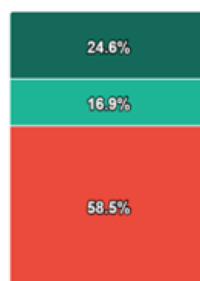
- What key strengths and areas for growth do you observe in student progress across both Star Spanish and i-Ready English assessments?
- Which schools show notable success in typical growth, and what practices contributed to this?
- Where can we improve the percentage of students achieving typical growth, and what instructional strategies can we refine for the upcoming year?
- How can insights from both assessment sets guide our planning to enhance language and academic development for all students?

Hempstead High School

Data Highlights

Star Reading English

Fall to Spring 2024 -2025



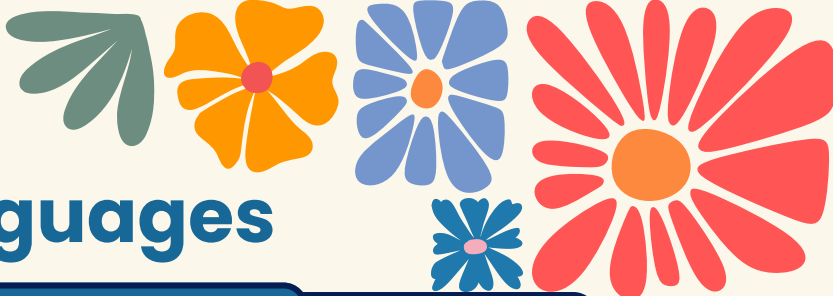
● High Growth
● Typical Growth
● Low Growth

Star Reading Spanish Proficiency Levels

Grade	Entering	Emerging	Transitioning	Expanding	Commanding
9	10	31	37	7	0
10	2	14	50	26	2
11	6	27	73	59	1
12	0	1	11	4	0

This data shows Star Reading English growth (Fall to Spring) and Star Reading Spanish Spring proficiency levels.

- What patterns do you observe in student growth on the Star Reading English assessment (High, Typical, Low Growth)? How can we adjust instruction to promote more high and typical growth?
- Reviewing the Star Reading Spanish proficiency levels (Entering to Commanding), what are the strengths and areas for improvement across grades 9-12?
- How can we leverage these English and Spanish reading data points to better support our high school students' literacy development in both languages?



FLES & World Languages

Enhancing Our Pacing Guides

This year, our department is excited to announce an important update to our FLES and World Language pacing guides. To further enhance student proficiency and engagement, we will be integrating quarterly projects that each focus on a specific communication mode. This strategic shift will allow students to deeply explore and demonstrate mastery in one of the three communication modes (interpretive, interpersonal, or presentational) each quarter, strengthening their communicative abilities and providing clear opportunities for showcasing their learning.

Additionally, to better understand our students' starting points and track their growth, we will be implementing baseline assessments for all grades 7-12 at the beginning of the academic year. These assessments will provide valuable data to inform our instruction and ensure targeted support.

More details on these initiatives, including specific project guidelines, assessment tools, and resources, will be shared at our upcoming fall meeting. We look forward to collaborating with you on these exciting developments to enrich our language programs.



Embedding Coaching

Looking Ahead: 2025–2026 School Year

Dear Team,

Thank you all for a wonderful year! I'm excited to share that we will continue our Embedded Coaching initiative as part of our ongoing efforts to meet the diverse needs of our English Language Learners. This coaching support is designed to be collaborative and responsive, helping us all grow together as we enhance instruction for our multilingual students.

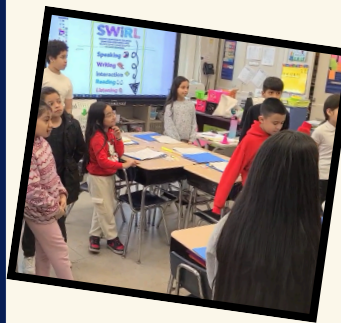
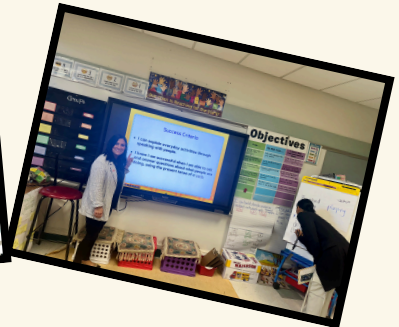
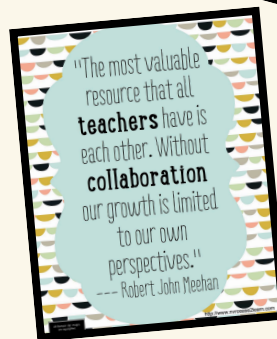
- Provide on-the-spot, classroom-based support and co-teaching strategies tailored for effective instruction.
- Offer guidance on best practices for scaffolding both content and language development.
- Assist with lesson planning, differentiation, and data-informed instruction.
- Support culturally responsive teaching and strategies that boost student engagement and growth.

Thank you for your continued dedication and commitment to supporting all our students. I'm looking forward to another impactful year ahead!

Have a wonderful summer!

Warm regards,

Daniela Ranieri
Operational Monitor & Instructional Support (K-12)
516-434-4156



Your Feedback Matters!

Please take a moment to complete the survey below:

<https://forms.office.com/r/r1AwjpOPfY>





Professional Development

Focused Growth 2025–2026

For the upcoming 2025–2026 academic year, our department will be prioritizing professional development on a single, impactful topic: the effective implementation of the SIOP Model.

Our goal is to ensure all teachers deeply understand how to systematically plan and deliver lessons that are comprehensible and effective for English Language Learners (ELLs) at various proficiency levels. This focused approach will allow us to build collective expertise and consistently enhance our support for ELLs across all classrooms.

To reinforce this learning, our professional development sessions will be directly complemented by embedded coaching. Each month, coaching will align to specific SIOP components, providing targeted, hands-on support and opportunities to apply new strategies directly within your practice. This integrated model of professional development and embedded coaching will ensure a cohesive and highly effective year of growth for our entire department's teaching staff.