



**THE TEUNIS G. BERGEN SCHOOL
P.S. 9
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: (13K009)
ADDRESS: 80 UNDERHILL AVENUE
TELEPHONE: (718) 638-3260
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 9 **SCHOOL NAME:** The Teunis G. Bergen School

SCHOOL ADDRESS: 80 Underhill Avenue

SCHOOL TELEPHONE: (718) 638-3260 **FAX:** (718) 622-2961

SCHOOL CONTACT PERSON: Ms. Sandra D'Avilar **EMAIL ADDRESS:** sdavila@school.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Nicole Bastovitch

PRINCIPAL: Mrs. Sandra D'Avilar

UFT CHAPTER LEADER: Ms. Belinda McCrea

PARENTS' ASSOCIATION PRESIDENT: Ms. Nelly Heredia & Ms. Penelope Mahot

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 13 **CHILDREN FIRST NETWORK (CFN):** 306

NETWORK LEADER: Margarita Nell

SUPERINTENDENT: Dr. James Machen

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Ms. Sandra D’Avilar	*Principal or Designee	
Ms. Belinda McCrea	*UFT Chapter Chairperson or Designee	
Ms. Nelly Heredia	*PA/PTA President or Designated Co-President	
Ms. Fiona Noyes	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Nicole Bastovitch	Teacher, SLT Chairperson	
Ms. Jennifer Johnston	Teacher	
Ms. Karen Shaw-Taylor	Teacher	
Ms. Ivana Espinet	Parent	
Ms. Marisa Maidman	Parent	
Ms. Doris Sullivan	Parent, SLT Secretary	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.



The Teunis G. Bergen Elementary Public School 9
80 Underhill Avenue, Brooklyn NY, 11238
718 638-3260 (phone) | 718 622-2961 (fax)
Sandra D'Avilar, *Principal*
Deborah Smith, *Assistant Principal*

It is with great pleasure that we welcome you to the Teunis G. Bergen School, Public School 9, located in the historic brownstone Brooklyn neighborhood of Prospect Heights. Our school is located directly northwest of beautiful Prospect Park and shares our neighborhood with the Brooklyn Botanical Gardens, Brooklyn Public Library and Brooklyn Museum of Art. Our active school community nurtures our children towards academic and social success through celebration of our unique cultural diversities and involvement of community musicians, artists, scientists and professionals that make up our committed parent body.

Our school was founded in the 1930s and has slowly undergone changes—about twenty years ago, Prospect Heights began its path of gentrification. Rather than a predominately African American community, this slow change has produced the unique cultural and socio-economic community seen today. Located a few blocks from the developing Nets Stadium, our school has had an influx of children from new neighborhood condominium developments. We continue to nurture children from our neighborhood homeless shelter and welcome new families from Europe, Asia, the Middle East and South America. With our supportive staff, instructors and families, our children thrive and become successful and mature graduates that are ready for middle school.

Our school is a Title I school of 594 students and 75 staff members. We integrate social studies into our school curriculum while keeping city and state standards at the forefront of our instructional work. We follow a school-wide enrichment model, where we believe that there is giftedness in every child—and our job is to tap into those talents that each of our students possess. Our comprehensive enrichment program emphasizes student choice, inquiry, hands-on activities and project-based learning. Enrichment courses have included sculpture, African dance, chess, theater, movie-making, music, journalism and gardening. Further, our community partners (Noel Pointer Strings, Pratt University, Prospect Park Zoo, Studio-in-a-School, CookShop, LAVA Acrobatics and The Guggenheim) play an invaluable role in enriching our curriculum and school environment. We received a school grade of an “A” for the 2008-2009 year, which dropped to a school grade of “C” for the 2009-2010 year. Although we had anticipated a change, due to revised state-wide testing, we are determined to improve our score. At the beginning of this school year, we have engaged in strategic plans, led by our AUSSIE, Columbia's Teachers College and University of Connecticut consultants, coaches in literacy and math and the School's Inquiry Team, to address our previous year's grade dip and also improve overall teaching at Public School 9.

Our school is determined to meet the challenges of educating young children at an ever-changing time. We strive for new ways to engage our students mentally, nurture them socially

and challenge them physically. We have been privileged to open a new campus library that would not have been possible without significant parent involvement. In addition, we are in the midst of playground renovations which will be completed in Spring, 2011. We welcome and invite you to meet our gifted children, dedicated staff and ever-involved community.

Sincerely yours,

Sandra D'Avilar and the school community

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 009 Teunis G. Bergen								
District:	13	DBN:	13K009	School BEDS Code:	331300010009				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	54	54	53		91.5	92.2	92.1		
Kindergarten	65	92	111						
Grade 1	82	71	95						
Grade 2	84	64	72						
Grade 3	76	81	75						
Grade 4	89	80	83						
Grade 5	66	78	75						
Grade 6	0	0	0						
Grade 7	0	0	0						
Grade 8	0	0	0						
Grade 9	0	0	0						
Grade 10	0	0	0						
Grade 11	0	0	0						
Grade 12	0	0	0						
Ungraded	2	18	32						
Total	518	538	596						
				Student Stability - % of Enrollment:					
				<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
					92.7	95.3	93.0		
				Poverty Rate - % of Enrollment:					
				<i>(As of October 31)</i>	2008-09	2009-10	2010-11		
					72.1	86.9	86.9		
				Students in Temporary Housing - Total Number:					
				<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
					2	16	21		
				Recent Immigrants - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					3	5	1		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	21	30	42	Principal Suspensions	4	3	1		
# in Collaborative Team Teaching (CTT) Classes	30	35	26	Superintendent Suspensions	8	10	8		
Number all others	18	16	33						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
<i>(BESIS Survey)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	49	48	50		
# in Dual Lang. Programs	0	0	TBD						
# receiving ESL services only	26	21	TBD						

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	2	TBD	Number of Administrators and Other Professionals	16	13	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	4	11
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	63.3	75.0	80.0
				% more than 5 years teaching anywhere	57.1	56.3	76.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED	84.0	85.0	84.0
American Indian or Alaska Native	0.8	0.6	0.5		83.5	97.3	98.6
Black or African American	68.7	67.3	63.4				
Hispanic or Latino	14.1	11.2	12.2				
Asian or Native Hawaiian/Other Pacific Isl.	6.6	6.3	5.9				
White	7.7	11.0	14.3				
Male	46.5	48.5	51.0				
Female	53.5	51.5	49.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2007-08	2008-09	2009-10	2010-11			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	√sh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	C			Overall Evaluation:	NR		
Overall Score:	30.7			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	7.1			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	6.5			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	16.3						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	0.8						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				U = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
- = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

What student performance trends can you identify?

- **ELA Predictives show that all children grades 3, 4 and 5 experience difficulty in the areas of comprehension, author's purpose, main idea, inference and the language of the test.**
- **Math Predictives show that all children grades 3, 4 and 5 show exposure to a variety of concepts however, they need a deeper understanding of each concept. For example: children need additional support with analyzing data, multiplication, recall of facts especially multiplication, facts 1-20, recognizing the correct operations of work problems, fractions, understanding decimals and percents. The issues are scattered across the grades but in general quite comprehensive.**

What have been the greatest accomplishments over the last couple of years?

- **Parent involvement**
 - ❖ **Parent involvement has increased over the past few years. Parents have taken it upon themselves to lead, establish and complete key projects at the school.**
 - ❖ **New campus library: A library steering committee of mostly P.S. 9 parents and staff were instrumental in renovating and establishing a new campus library from City Reso A funds. Of note, a P.S. 9 parent donated her architectural and design background to oversee the full project with the SCA.**
 - ❖ **Stronger PTA community: There has been a re-energized PTA that has organized its parent body into several school committees, including Wellness, Communications, Grant Writing, Fundraising, School Beautification, Technology, Hospitality and Lunchtime Committee.**
 - ❖ **Stronger communications have been established. School and special event websites have been established by parent committees. Weekly e-mail newsletter has been established by Parent Coordinator and coordinated to website updates.**
 - ❖ **Through the PTA, after-school program established where students can choose enrichment activity such as arts, puppet making or gardening. Group courses are also offered for all grades in piano, guitar, chess & games, photography, drama and tennis. After-school program also offers homework help and test prep classes.**
- **Science, Technology, Engineering & Math (STEM)**
 - ❖ **Computers replaced in grades 3-5 from Reso A funds.**
 - ❖ **Through the STEM School Grant, our school has a student Robotic team and is a part of the City-wide Competition this year.**

- ❖ Science clusters (lower K-2, and upper grades 3-5) with dedicate room/lab space established. Children have access to hands-on equipment, plants and animals. Funds to purchase science furniture procured through school fundraiser, “A Taste of Prospect Heights”
- ❖ Title I committee has been active in parent outreach, establishing parent computer stations, where parents with limited access can check class websites, e-mails and work on internet research with kids.
- ❖ Upper grade science cluster, grades 3-5, has established a “Trout Release” program, where trout are hatched from eggs and released upstate.
- ❖ Lower grade PreK-K classrooms have adopted baby classroom chicks as pets. Chicks are kept as pets until week 6 and then donated to families in Cold Spring, New York.

• **Environment**

- ❖ Significant change in environment has taken place as well. The school has repainted hallways and a parent volunteer/professional artist will undertake mural painting with students as an enrichment cluster.
- ❖ School art decorates the hallway and during the beginning of each enrichment cycle, hall displays have been changed to showcase student work.

• **Physical Education/Wellness**

- ❖ Playground renovation: Parent involvement initiated in 2007 along with school staff support, helped bring about playground renovation through the SCA. Playground scheduled to open in 2011.
- ❖ After-school basket ball and cheerleading clubs established to promote physical activity.
- ❖ Various dance enrichment clusters also promote physical activity, e.g. Ballroom Dancing, African and Jazz Dance and Praise Dance.

• **Professional Development**

- ❖ Teachers now have an opportunity to self-select the professional development provided by outside agencies. Teachers also provide P.D. to each other in small groups as well as on professional development days.
- ❖ Various lab sites have been established across the grades. Teachers use these classrooms as training sites. We use a combination of coaching in and analysis of best practices to strengthen our teachers’ abilities.
- ❖ Consultants from AUSSIE, Columbia University’s Teachers College Reading and Writing Project and University of Connecticut provide professional development.

What are the most significant aids or barriers to the school’s continuous improvement?

- The most significant aid is increased parental involvement and reorganization of the PTO into specialty committee for fundraising, hospitality, grant writing and communications.
- Another aid is a fully realized after-school program, under the wing of the PTO, which provides affordable, yet high-quality childcare as well as enrichment classes with instruction in piano, violin, guitar, French, Spanish, Mandarin, drama, chess, art, cooking, garden science and photography.
- Small group instruction is a significant aid that provides tailored instruction for all students.
- Our schoolwide enrichment program provides self-selected courses, matched through computer surveys, which tap into students’ individual interests and talents.
- Starting our school year with a financial deficit has negatively impacted our library program and two of our classes.

- According to our progress report, attendance for the 2009-2010 school year was 92%. We are working on improving this number by creating parent communications and special incentives for students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Principal's Name: Sandra D'Avilar

School Name: Teunis G. Bergen

Superintendent: Dr. Machen

Cluster: 306

Date: September 30, 2010

District: 13

Network Leader: Margarita Nell

(To be completed by the Principal and submitted to the Superintendent, via DOE e-mail. If you need additional time to complete this summary, please reach out to your Superintendent.)

The table will expand as you type.

Goal 1: To continue using the work of our school's Inquiry team in an effort to improve our teachers' knowledge of the Common core Standards, and to also deepen our level of disaggregating data to reflect our bottom 1/3, special education, gender, and other subgroups of students in all content areas.

Objective: To continue using the work and models of data collection and analysis from our primary Inquiry team, in order to build upon the work being done by our Grade Teams. Our Grade Teams will continue to focus on our bottom 1/3, special education and our accelerated Gifted and Talented population of each grade.

Summary:

Goal 2: To increase our students' performance on the state ELA and Math assessments by 5% on each grade level; an alignment of the State and new Common Core Standards will be used to prescribe instruction for our student population.

Objective: Teachers will use backward planning and curriculum mapping to create and align instruction for their small groups, based on their students' data. We will use a push in model to provide AIS services for our students within their small groups. Teachers will manipulate ARIS in order to analyze data. They will study the book, Teaching Reading in Small Groups: Differentiated Instruction For Building Strategic, Independent Readers, to master the art of small group instruction.

Summary:

Goal 3: To use our School-Wide Enrichment Model to foster parental involvement. Parents will be encouraged to continue their active engagement in our school through the various activities that have been aligned with our SEM model.

Objective: Parents will play an active role in our Enrichment Clusters. They will volunteer and work with our students during the Friday Self Select sessions. Parents will also reinforce Renzulli Learning and the IIM models at home. As our Parents and students anticipate the 2011 Grand Opening of our new Playground, they will continue to engage our students in murals, and other activities pertaining to the creation of the new playground.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Student Assessment

<p>Annual Goal 1</p>	<p>To continue using the work of our school's Inquiry team in an effort to improve our teachers' knowledge of the Common core Standards, and to also deepen our level of disaggregating data to reflect our bottom 1/3, special education, gender, and other subgroups of students in all content areas</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> - Using the work and models of data collection and analysis from our primary Inquiry team, in order to build upon the work being done by our Grade Teams. - Our Grade Teams will continue to focus on our bottom 1/3, special education and our accelerated Gifted and Talented population of each grade. - Specific professional development provided by the consultants, administration, coaches, data specialist and inquiry team during the day, staff faculty days, conferences as well as after school to support teachers in understanding and using data on-going throughout the school year - Improve teacher understanding and use of the differentiated learning and planning model to support a more individualized structure for teaching and student learning - Conduct professional development in the area of standards and rubric development as per the recommendations of the 2009-2010 quality review and support teachers in using this information - Literacy and math coach will assist in monitoring the professional development plans designed by the principal for selected senior teachers and all new teachers - With the support of the instructional team and coaches, create clear systems that will help teachers organize and use their collected data in a more effective manner including the monitoring of newly implemented math logs. As per the recommendations of the 2009-2010 quality review, we will further develop rubrics that are aligned with standards - Consistent monitoring of teacher instruction to ensure that teachers are aligning their planning to student 's needs based on assessment results from formal and informal data
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> - Specialized AUSSIE and Teacher's College, Columbia University consultants to support teachers in organizing, analyzing and understanding student data for the purpose of continued planning - Math and Literacy Coaches and School Inquiry Team will work in collaboration with consultants to support teacher understanding and use of data

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Benchmarks as set in collaboration with consultant and coach to help assess teacher growth in the area data analysis.

Subject/Area (where relevant): Student Performance

<p>Annual Goal 2</p>	<p>To increase our students' performance on the state ELA and Math assessments by 5% on each grade level; an alignment of the State and new Common Core Standards will be used to prescribe instruction for our student population.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> - Teachers will use backward planning and curriculum mapping to create and align instruction for their small groups, based on their students' data. - We will use a push in model to provide AIS services for our students within their small groups. Teachers will manipulate ARIS in order to analyze data. - They will study the book, Teaching Reading in Small Groups: Differentiated Instruction For Building Strategic, Independent Readers, to master the art of small group instruction. - Daily Walkthroughs beginning by September conducted by the administration and coaches to support small group work, differentiation and overall teacher planning and instruction - Weekly classroom visits by administration, educational consultants and literacy and math coach beginning by October 1, 2010 to support teachers in collecting, understanding, interpreting and using math data to support individualized planning for all students - Use of periodic assessment in place in school and at home for students, via the support of the data specialist and inquiry team by the first week of November 2010. Parents will receive results of assessments of the periodics in math regularly and strategies they can use to support their children at home. On going information sessions provided to parents individually as well by classroom teachers - A.P and coach will support teachers in the area of developing math conference logs which be evidenced no later than November 1, 2010. - Composite observations begin Nov 1, 2010 as well as tenured teacher observations and will continue throughout year, in collaboration with one on one conversations by the administration
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> - Funding from school budget will support this work.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Use of student conference logs, Periodic assessment, teacher observations and other assessment of students will help teachers and administration track student progress. Assessments will be done immediately after each periodic as well as in between by the classroom teacher. Results will be shared in small groups monthly and on-going.

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal 3</p>	<p>To use our School-Wide Enrichment Model to foster parental involvement. Parents will be encouraged to continue their active engagement in our school through the various activities that have been aligned with our SEM model.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> - Parents will volunteer and work with our students during the Friday Self Select sessions. - Parents will also reinforce Renzulli Learning and the IIM models at home. - As our Parents and students anticipate the 2011 Grand Opening of our new Playground, they will continue to engage our students in murals, and other activities pertaining to the creation of the new playground.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> - Resources include budgeting a parent coordinator as well as an F-status guidance counselor to support increased communication.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Progress indicators throughout the year marked by sign-in sheets, teacher parent information sheets and other staff and school correspondence. (e-mail registry, etc) Social event turn-out response and principals forum information with guide the progress of this work

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	8	5	N/A	N/A	6	N/A	2	6
1	42	40	N/A	N/A	5	N/A	3	11
2	40	40	N/A	N/A	8	N/A	N/A	10
3	56	58	N/A	N/A	8	N/A	1	8
4	48	52	N/A	N/A	4	N/A	N/A	15
5	56	56	N/A	N/A	6	N/A	N/A	8
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	37 ½ minute program using Kaplan & Wilson Learning materials, specific reading and writing units in connection with T.C. materials and framework. Small group instruction of about 10 students.
Mathematics:	37 ½ minute program using Kaplan Learning materials, specific math units in connection with consultants, coaches and Inquiry team and framework. Small group instruction of about 10 students.
Science:	Science support is provided using an alignment of the Foss science core curriculum and the IIM instructional model. Our science teachers and classroom teachers share the coursework across each grade. Small group workshops will be provided to teachers and students following a specific framework grades K through 5.
Social Studies:	Social studies is done with the direct support of the IIM instructional model across each grade level in a cross curricular manner for grades K-5. Additional support is given with the use of a push in model for small group instruction.
At-risk Services Provided by the Guidance Counselor:	On-going at risk-services including monthly service provider information to parents will take place this year. Guidance counselors will service selected students as well as mandated students throughout the year supporting socio-emotional, academic and behavior issues with our students.
At-risk Services Provided by the School Psychologist:	School Psychologist works in collaboration with the school base support services to help identify students with learning, emotional and social disabilities. The psychologist works directly with teachers, the IEP specialist and the administrators to observe children and recommends Individual educational plans to children as needed.
At-risk Services Provided by the Social Worker:	School Social Worker works in collaboration with the school bases support services to help identify students with learning, emotional and social disabilities. The social worker directly with teachers, the IEP specialist and the administrators to conduct family history of children and supports the work that is done with the Individual educational plan for children as needed.

At-risk Health-related Services:

Health services provides by Woodhull Mental Health Clinic for children on a full time basis. Clinic makes recommendations of health care issues as needed for each child on an individual basis.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school’s submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	Grapevine Network	District	13	School Number	009	School Name	Teunis G. Bergen
Principal	Ms. Sandra D’Avilar			Assistant Principal	Ms. Deborah Smith		
Coach	Ms. Stephanie Durham			Coach	Ms. Cheryl Sealey		
Teacher/Subject Area	Ms. Nina Twine /4th Grade			Guidance Counselor	Ms. Barbara Johnson		
Teacher/Subject Area	Ms. S. Smith/4th Grade			Parent	Ms. Nelly Heredia		
Teacher/Subject Area				Parent Coordinator	Ms. C. Derrell-Jacob		
Related Service Provider	Ms. B. desAnge (IEP/SETTS)			Other	Ms. Cynthia Felix (Grapevine)		
Network Leader	Ms. Marguerita Nell (Grapevine)			Other			

B. Teacher Qualifications

Please provide a report of all staff members’ certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	596	Total Number of ELLs	26	ELLs as Share of Total Student Population (%)	4.35%
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Part II: ELL Identification Process

- Describe how you identify English Language Learners (ELLs) in your school. Answer the following:
1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
 2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

ELL Identification Process

P.S. 9, The Teunis Bergen School, is dedicated to serving the needs of our English Language Learners (ELLs)—students who speak a language other than English at home and score below proficient on English assessments when they enter our school. The initial identification of those students who may possibly be ELLs begins during the registration process. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) which is a part of our school registration packet. The ESL teacher conducts an informal interview in English and uses translators to interview parents in the native language, if necessary. The ESL teacher or a pedagogue will assist the parent in filling out the HLIS, along with the translator. The HLIS is given to the parent in their native language if necessary. This survey lets school staff know what language is used in the home. The ESL teacher, Ms. Shondra Hayward, has full certification in English As A Second Language and is primarily responsible for this process from initial screening through formal initial assessment.

If the HLIS indicates that a child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). This test is administered by the ESL teacher. Performance on this test determines whether or not a child is entitled to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she is also given the Spanish LAB to determine language dominance.

Each spring, English language learners at P.S. 9 are given the New York State English As A Second Language Achievement Test (NYSESLAT). This is an annual test that measures the progress of English language learners. All English language learners from

kindergarten through grade 5 are assessed every year to measure their English language proficiency in listening, speaking, reading, and writing and track their annual progress towards proficiency in English.

Parent Orientations ensure that parents understand that there are three options and program choices (Transitional Bilingual, Dual Language, Freestanding ESL) for English language learners. The first Parent Orientation is held each fall. Parents and guardians of newly enrolled ELL's are invited to attend the Orientation through a letter and reminder flyer sent home from the school. During the orientation, parents are informed of the different ELL programs that are available. Parents receive materials about ELL programs in their home language, and ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicate the program that the parent has requested for his/her child. As new ELL students enroll in school throughout the year, individual Parent Orientations are held as needed.

P. S.9 sends letters of placement, entitlement or non entitlement to parents of all students tested for English language proficiency each fall. Parents of students who are newly enrolled ELL's receive an entitlement letter. This letter states that the child has been tested with the LAB-R screening test and scores indicate that the child is entitled to receive English language support services. This letter encourages parents to attend a parent orientation session and select their program of choice for English language support. If the parent indicates that they would like to keep the child in school at P.S.9, where we offer ESL services, the parent then receives a placement letter stating that the child's progress will be monitored each spring with the NYSESLAT. Parents of students who were tested with the LAB-R and whose scores indicate that the child is English proficient, receive a non entitlement letter stating the child will not receive English language support services. Parents of students who received ESL services last year, receive a letter of continued entitlement that explains that their child is tested with the NYSESLAT each spring to measure English language acquisition progress. This letter explains that the child's score on the NYSESLAT indicates that the child still needs to receive English language support services. Parents of students whose scores on the NYSESLAT indicate that the child no longer requires additional support in English, receive a non entitlement/transition letter indicating that ESL services are no longer needed.

Parent Survey and Program Selection Forms are filled out by parents of newly enrolled ELL's at Parent Orientations held throughout the year. Parents are invited to these orientations through letters sent home and phone calls. If parents do not select a program, the student is automatically placed in our ESL program. P.S.9 does not currently have enough native speakers across contiguous grades to meet requirements for a bilingual class.

The criteria and procedures to place identified ELL students in programs, begins with the Parent Orientation. At Parent Orientations, parents are informed of their choices for programs that offer English language support. Parents receive materials about ELL programs in their home language, and ask questions about ELL services with assistance from a translator, if necessary. Parent volunteers, who speak various languages, attend these meetings to offer translation support. Parents watch an informative video, created by the NYC Department of Education, in their native language. Parents understand that currently, there are no Bilingual classes offered at P.S.9 because there are not enough students on two contiguous grades to form a bilingual class. Parents also understand that they can opt for another school in the district, or stay in ESL program at P.S.9. At the end of each orientation, the ESL teacher collects the Parent Survey and Program Selection Form, which indicate the program that the parent has requested for his/her child. English language learners are placed in programs according to their parents' requests.

The trend in program choice at P.S.9 is the selection of the ESL program, as it is the only program offered at this school. Thus far, over the past three years, all parents attending an orientation have elected to keep their children at P.S.9 and in ESL. Parents state that they wish to keep their children here due to reputation of P.S.9 as an excellent school in the community and for convenience. Our program model (ESL) is aligned with parent requests. For the past three years, no parent has requested bilingual services in the school or the district.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	1	1	1								6
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	1
SIFE	2	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups		
ELLs	ELLs	Long-Term ELLs

	(0-3 years)			(4-6 years)			(completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	21	2		4		1	1			26
Total	21	2	0	4	0	1	1	0	0	26

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education															
Number of ELLs by Grade in Each Language Group															
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	
Spanish														0	
Chinese														0	
Russian														0	
Bengali														0	
Urdu														0	
Arabic														0	
Haitian														0	
French														0	
Korean														0	
Punjabi														0	
Polish														0	
Albanian														0	
Yiddish														0	
Other														0	
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Dual Language (ELLs/EPs) K-8										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL

	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian: Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino): Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	2		2	1								7
Chinese														0
Russian														0
Bengali	1	1	2	2	1	1								8
Urdu														0
Arabic	2		3			1								6
Haitian					2									2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		1		1									3
TOTAL	5	2	8	2	6	3	0	26						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Programming and Scheduling Information

The English as a Second Language (ESL) program at P.S. 9 is a freestanding pull out/push in program. The teacher servicing this program is certified in teaching English to Speakers of Other Languages. Instruction is given exclusively in English using ESL methodology in order to foster proficiency and competency in the four modalities of listening, speaking, reading, and writing. Currently, there are 23 students being served in the ESL program. English Language Learners (ELLs) from kindergarten to grade five are grouped according to their level of English language proficiency and grade level. The school utilizes 50 minute blocks across eight teaching periods per day. Beginner and Intermediate ELL's receive 360 minutes of support each week. Advanced ELL's receive 180 minutes of support each week. Advanced students require less support and benefit from push-in instruction. Special Education students are served as per their IEP's. The principal, Ms. S. D'Avilar, and the assistant principal, Ms. D. Smith, provide supervisory support to the program.

Since we have a small population of English language learners, the ESL teacher ensures that the mandated number of instructional minutes is provided according to proficiency levels. Students receive additional minutes and support in English through an instructional technology program, 'On Our Way To English', which is in addition to their regular instructional blocks with the ESL teacher. All of the content areas are explored in ESL through Guided Reading, Shared Reading, Independent Reading, Word Study and Writing activities. The ESL teacher also submits a monthly articulation sheet to classroom teachers of ELLs in order to maintain a level of consistency between classroom and ESL instruction and the integration of language and content. Students also study in the content areas with their classroom teachers who employ visuals, gestures, slower speech and an emphasis on vocabulary to make content comprehensible to English language learners. The workshop model of the Balanced Literacy Program is used as an umbrella approach to foster a variety of ESL instructional strategies that promote communicative and linguistic competence and academic proficiency. Such strategies include Cooperative Learning, which encourages interactive student participation and promotes social and academic language skills.

At P.S.9 we differentiate instruction for our ELL subgroups. One-on-one conferencing is a best practice used throughout the school to research each student and plan academically. Students are grouped by ability and each group is taught a different lesson daily, according to the needs of each group of students. Students with interrupted formal education (SIFE's) are usually working far below grade level standards, even in their native languages. Therefore, these students receive additional time and support beyond the mandated instructional minutes. They also receive more support in the content areas since they tend to be lagging academically in all subjects. Newcomers (in U.S.

schools for less than 3 years) also receive additional time and support beyond the mandated instructional minutes. Total Physical Response activities are used in order to accelerate language acquisition through the use of the kinesthetic sensory system. The Natural Approach in which meaningful context is stressed and students strive for communicative fluency is also used as an instructional strategy. In addition, the Language Experience Approach is used allowing language to be acquired by relating it to the experiences and interests of students. The Cognitive Academic Language Learning Approach is used as a vehicle to provide content-based ESL instruction for students at the intermediate, advanced and transitional levels. Each of these strategies is used as a tool to promote linguistic and academic excellence leading to the increase of State assessment scores for English Language Learners.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

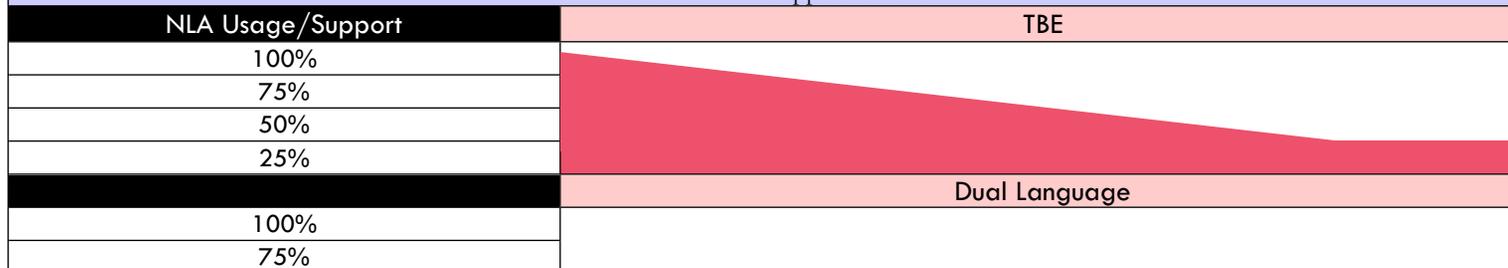
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Programming and Scheduling--Continued

Several staff members provide support services to English language learners at P.S.9. All ELL's may receive academic intervention services in addition to ESL support. In addition to ESL services, support services include Academic Enrichment, Speech, Adaptive Physical Education, School Nurses, Psychologists, Social Workers, Counseling, Occupational and Physical Therapy. All ELL's are afforded equal access to both academic and after school programs. School calendars, letters and information regarding extracurricular activities is translated into each students' language to facilitate communication between home and school. ELL's reaching proficiency on the NYSESLAT continue to receive transitional support because of close communication between the classroom teacher and the ESL teacher. If a student is struggling academically, he or she will receive support through the ESL program.

This upcoming school year, the ESL program will hold a multicultural book fair. We hope to make a strong connection between parents of ELL's and our school community through this event. The purpose of this book fair is to get both students and parents more excited about literacy. Parents who have come from other countries will see books that reflect their culture, language and traditions. We hope that they will purchase some of these books and be excited about reading them with their children. The book fair will also feature leveled reading material alongside multicultural books. This way, students have the opportunity to acquire an abundance of reading material on the appropriate reading levels for their homes. For many students, this will be the beginning of a home library that we hope students and parents will continue to grow and build upon.

Instructional materials used to support ELL's include materials for the Teacher's College Reading and Writing project, Guided Reading materials, big books for Shared Reading, Foundations notebooks and letter tiles and Words Their Way activity books. We use several technology programs including 'On Our Way To English', 'Rosetta Stone' and 'Math Blaster'. Native language support is provided through our multicultural library which includes books in Bengali, Arabic and Spanish.

P.S.9 holds Parent Orientations for incoming students. There is also a special Open House and School Tour prior to the first day of school to assist newly enrolled ELL's. Parents and English language learners meet with the Parent Coordinator, teachers and staff. ELL's learn about the layout of the building and how to find their classrooms, the cafeteria and rest rooms. Parents receive information about translation services to assist them during the school year. These activities help English language learners to adjust to their new school environment before the first day of school.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development and Support for School Staff

All pedagogical staff participates in professional development several times a month. The ESL Teacher participates in the Teacher's College (TC) Calendar Days which are specifically designed to train ESL teachers in Literacy. The ESL teacher is also supported by workshops through the Department of Education's Office of English Language Learners. These workshops support the ESL teacher in all facets of instruction from data analysis to designing curriculum.

Classroom teachers of ELL's receive professional development for English language learners through Teacher's College, staff meetings,

the New Teacher's Breakfast and 'Lunch n' Learns'. Staff meetings, New Teacher's Breakfasts and Lunch 'n Learns are offered once per month. Topics to be addressed regarding English Language Learners include, but are not limited to, the identification process of ELLs, legal mandates in regard to services provided to ELLs in general and special education, assessment procedures for ELL's, the role of the teacher and other support staff, strategies and methodologies to differentiate instruction and support ELL learners in the regular classroom setting, cultural awareness, and assessment procedures for ELLs.

The school counselor, Ms. B. Johnson, and parent coordinator, Ms. Jacob, assist ELL's throughout the process as they transition from elementary to middle school. They ensure that important documents are translated into the students' home language and that translators are available, if needed. They also maintain an open-door policy if parents have questions or concerns.

All teachers, other than those who hold ESL and bilingual licenses, are required to attend 7.5 hours of ELL training. This workshop educates teachers about the unique make-up of the student population in NYC Public Schools. It also introduces teachers to legal mandates, support services and instructional practices for English language learners.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parental Involvement

At P.S.9, our parents are involved in our school community through volunteering, the Parent-Teacher Association (PTA), and the School Leadership Team (SLT). Both the PTA and the School Leadership Team meet once a month. The PTA helps parents become involved in their children's education, support school life and activities, share ideas and enrich their school community. The SLT determines the structure for school-based planning and shared decision making. These school-based organizations are open to all parent and guardians of children currently attending P.S.9, including parents of English language learners. The Parent Coordinator holds several workshops each year to inform parents about topics like promotional policies, ELA testing, and strengthening literacy. The coordinator works closely with staff and students in a collaborative effort to establish concrete programs for students and families through local organizations and community outreach.

Parents are also encouraged to participate in cultural events sponsored by the school. Such events include an annual Harvest Festival, the School-wide Cultural Food Celebration and the Multicultural Day Parade and Storytelling Festival, in which families take part in the recognition and celebration of various cultures represented in our school building and around the world. We evaluate the needs of our parents through our teachers who are most often in direct contact with our parents and periodic school surveys. The PTA also helps parents become involved in their children's education and polls parents for suggestions and ideas for the school.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3		5		1									9
Intermediate(I)	1	1	1	2		2								7
Advanced (A)	1	1	2		5	1								10
Total	5	2	8	2	6	3	0	0	0	0	0	0	0	26

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

LISTENING/ SPEAKING	B		1											
	I		2											
	A	1	3	2	2									
	P		1	1	3	2								
READING/ WRITING	B		4											
	I	1	1	2		1								
	A		1		5	1								
	P		1	1										

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		4	1		5
4	2		1		3
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			4		1				5
4	1		1		1				3
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1				1		2
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1								1
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

Reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Assessment Analysis

At P.S.9 we use the Teacher's College Reading and Writing Project assessments for literacy. These assessments evaluate students knowledge of phonics, spelling patterns, sight words, reading levels, etc. We also use assessments from Foundations and teacher created assessments for ELL's. These assessments provide more detailed information about alphabet recognition (lower and upper case), the ability to write the letters of the alphabet, knowledge of letter sounds and how many words a child knows in English. These assessments are given in addition to the LAB-R test which is given to all potential ELL's. We use all of the information from these assessments to group students and set goals for instruction for each child.

Data used to inform instruction comes from several sources including standardized tests and teacher assessments. With regards to patterns in proficiency levels reflected in the last NYSESLAT results, the scores indicate more significant increases in listening and speaking. Therefore, there is a need to put a greater emphasis on reading and writing instruction. To fulfill this need we will focus on skills in sound/symbol relationships, vocabulary, word fluency and comprehension. Students are organized and grouped for Guided Reading instruction so that they can read and discuss leveled text at the appropriate level of difficulty. We will also schedule Shared and Interactive Writing activities and Writing Workshops with more frequency and differentiate instruction in small group settings. Our school has not participated in the optional ELL Periodic Assessments due to the large number of other assessments that students are given regularly. These include ELA Predictives, Math Predictives, the Social Studies Practice Exam, Social Studies Short Response and Essay Administration, Teachers College Reading Assessments, and other assessments across various units of study.

We evaluate the success of our ESL program based upon student progress and achievement. The NYSESLAT is a good indicator of English language development across the modalities of listening, speaking, reading and writing. We also measure student progress using teacher assessments and student portfolios. We use teacher assessments to monitor concepts that were recently taught and we have found that these assessments measure student progress in more detail. We also use portfolios to reflect authentic activities that students have been learning in the classroom and to provide a multidimensional perspective of student growth over time.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Additional Information

No additional information.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sandra D'Avilar	Principal		
Deborah Smith	Assistant Principal		
Charmaine Jacob	Parent Coordinator		
Shondra Hayward	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Ms. Barbara Johnson	Guidance Counselor		
Margarita Nell	Network Leader		
	Other		
	Other		
	Other		

	Other		
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Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be served: 26 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: **Public School 9** BEDS Code: **331300010009**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - Translation will include any and all information pertaining to student services or academic performance in the school. Parents will also be given information in Spanish and Arabic when information is provided within the school.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - Translation services are provided by the Parent Coordinator and selected community members.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docshare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - All notification is sent out via students in their native language.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$363,008	\$186,752	\$549,760
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,630	\$1,867	\$5,497
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,150	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$36,000	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Title I Parent Involvement Policy and Parent-School Compact for P.S. 9 Teunis G. Bergen School

Section I: Title I Parent Involvement Policy

The administration and faculty of P.S. 9 are committed to keeping parents informed regarding our curriculum and assessment process. We are dedicated to fostering good communication between staff and parents, and to the ongoing development of a supportive partnership with parents as we work together to serve our students. Our School Leadership Team has elected to have a school wide program school.

P.S. 9 will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;

5. Providing training for our parents in our School-Wide Enrichment Program, while encouraging their input and involvement in the students' self select curriculum.
6. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
7. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

P.S. 9's Parent Involvement Policy was designed based upon an assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community conducts an annual evaluation of the content and effectiveness of this parent involvement policy with our parents to improve the academic quality of our school.

The findings of this evaluation through school surveys and feedback forms is used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information is maintained by the school.

In developing the P.S. 9 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Teacher Organization, as well as parent members of the School Leadership Team, were invited to consult on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, P.S. 9 will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Organization) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school

environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFIA);

- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; health and nutrition literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system (e.g., ARIS, NCLB/state accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- Host the required Title I Parent Annual Meeting on or before December 1 of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act; schedule additional parent meetings (e.g. quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed; and conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

P.S. 9 will further encourage school-level parental involvement by:

- Hosting educational family events/activities during Open School Week and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, the Parent-Teacher Organization, and Title I Parent Advisory Council;
- Supporting or hosting OFIA District Family Day events;
- Establishing a Parent Resource Center/technology center or lending library; instructional materials for parents. *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents*; encouraging more parents to become trained school volunteers through Learning Leaders;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; providing parents with bi-monthly curriculum letters in an effort to keep them informed of the units of studies and benchmarks; developing and distributing a weekly school newsletter or web publication designed to keep parents informed about school activities and student

progress; and providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Section II: School-Parent Compact

P.S. 9 Teunis G. Bergen School and the parents of the students, participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the entire school staff, and the students will support improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by way of the following:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Provide a welcoming respectful environment for parents and guardians to help facilitate parent involvement.
3. Hold parent-teacher conferences twice a year (Fall 2010 / Spring 2011) during which this compact will be discussed as it relates to the individual child's achievement.
4. Provide parents with frequent reports on their children's progress in ARIS and ACUITY. Specifically, the school will provide reports as follows: Report cards are issues to parents three times a year. They are distributed during Parent/Teacher Conferences and upon scheduled date.
5. Provide parents reasonable access to staff. Specifically:
 - Staff will be available for consultation with parents during weekly prep periods by appointment, and during parent-teacher conferences
 - Parents can request to see a teacher at other times either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.
 - The Principal and Assistant Principals both have an open door policy, and are available to meet and conference with parents throughout the day.
 - **P.S 9's Parent Coordinator is available daily from 8:30am-12:30pm and 1:30pm-4:30pm.**

6. Provide parents the opportunity to volunteer and participate in their child's class, and to observe classroom activities, as follows:
Parents may see their child's teacher to schedule one-on-one meetings, observations and set up volunteering schedules. Information on volunteer opportunities is provided by teachers and through communications from the Parent Coordinator (including the school's weekly "News at 9" online newsletter, distributed via email every Wednesday evening. Parents may also make inquiries direct to the Parent Coordinator.
7. Invite parents to be involved in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, so that as many parents as possible are able to attend.
9. Respect the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education; Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide parents with information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Support parental involvement activities as requested by parents; and ensure that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
13. Plan and coordinate events to increase parental involvement. Such events will focus on bridging the gap between school and home. Workshops will be centered on educational concerns, health and nutrition and financial planning.
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1.
15. Advise parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

Parent/Guardian Responsibilities:

1. Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
2. Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
3. Check and assist my child in completing homework tasks, when necessary;
4. Ensure that my child's hygiene is taken care of;
5. Monitor my child's nutritional diet;
6. Provide necessary school supplies when possible;
7. Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes), and set limits to the amount of time my child watches television or plays video games;
8. Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
9. Encourage my child to follow school rules and regulations and discuss this compact with my child;
10. Volunteer in my child's school or assist from my home as time permits;
11. Participate, as appropriate, in the decisions relating to my child's education.
12. I will also:
 - Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - Respond to surveys, feedback forms and notices when requested;
 - Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact if possible;
 - Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- Take part in P.S. 9's Parent-Teacher Organization or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams);
- Share responsibility for the improved academic achievement of my child;

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, I will:

- Do my homework every day and ask for help when I need to
- Read at least 20 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Arrive at school on time
- Adhere to all school rules and regulations, and be responsible for my own actions
- Respect my peers, teachers, administrators and other school personnel
- Show respect for myself, other people and property
- Try to resolve disagreements or conflicts peacefully; and
- Always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Sandra D'Avilar on February 3, 2011.

This Parent Involvement Policy was updated on Thursday, February 3, 2011.

The final version of this document will be distributed to the school community on Tuesday, February 8, 2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School

Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However,
- the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$304,928	X	
Title I, Part A (ARRA)	Federal	X			\$184,885	X	
Title II, Part A	Federal	X			\$ 32,536	X	
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal			X			
Tax Levy	Local	X			\$2,291,683	X	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and

-
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
 - **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
 - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- c. Minimize removing children from the regular classroom during regular school hours;
- 4. Coordinate with and support the regular educational program;
- 5. Provide instruction by highly qualified teachers;
- 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
- 7. Provide strategies to increase parental involvement; and
- 8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
We currently have 21 Students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
Our services include:
 - *Maintaining contact with the social worker/temp housing designee to ensure good attendance for this student population.*
 - *Providing school supplies and counseling services when needed.*
 - *Conducting home visits to monitor and ensure student success*
 - *Providing paper copies of all school communications and monthly calendar*
 - *School-wide family events, such as Math games night, Pajama Literacy Party, Real Men Read and our Science Fair provide an environment for family and community engagement.*
We plan to add the following services to the STH population:
 - *Workshops through Cornell University on nutrition and health*
 - *Workshops on options and placements for middle school*
 - *Workshops on ELA and Math instruction*
 - *New Parent Center, which will provide computer access to at-risk populations, including STH*
 - *Extensive parent and STH surveys to determine greatest need*

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 009 Teunis G. Bergen					
District:	13	DBN:	13K009	School		331300010009

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	54	54	53		91.5	92.2	92.1
Kindergarten	65	92	111				
Grade 1	82	71	95				
Grade 2	84	64	72				
Grade 3	76	81	75	Student Stability - % of Enrollment:			
Grade 4	89	80	83	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 5	66	78	75		92.7	95.3	93.0
Grade 6	0	0	0				
Grade 7	0	0	0	Poverty Rate - % of Enrollment:			
Grade 8	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 9	0	0	0		72.1	86.9	86.9
Grade 10	0	0	0				
Grade 11	0	0	0	Students in Temporary Housing - Total Number:			
Grade 12	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	2	18	32		2	16	21
Total	518	538	596	Recent Immigrants - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	5	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	21	30	42	Principal Suspensions	4	3	1
# in Collaborative Team Teaching (CTT) Classes	30	35	26	Superintendent Suspensions	8	10	8
Number all others	18	16	33				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD	Number of Teachers	49	48	50
# receiving ESL services only	26	21	TBD	Number of Administrators and Other Professionals	16	13	9
# ELLs with IEPs	1	2	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	4	11

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	63.3	75.0	80.0
				% more than 5 years teaching anywhere	57.1	56.3	76.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	85.0	84.0
American Indian or Alaska Native	0.8	0.6	0.5	% core classes taught by "highly qualified" teachers	83.5	97.3	98.6
Black or African American	68.7	67.3	63.4				
Hispanic or Latino	14.1	11.2	12.2				
Asian or Native Hawaiian/Other Pacific	6.6	6.3	5.9				
White	7.7	11.0	14.3				
Male	46.5	48.5	51.0				
Female	53.5	51.5	49.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	30.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	16.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf



**THE TEUNIS G. BERGEN SCHOOL
P.S. 9
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: (13K009)
ADDRESS: 80 UNDERHILL AVENUE
TELEPHONE: (718) 638-3260
FAX: (718) 622-2961**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 9 **SCHOOL NAME:** The Teunis G. Bergen School

SCHOOL ADDRESS: 80 Underhill Avenue

SCHOOL TELEPHONE: (718) 638-3260 **FAX:** (718) 622-2961

SCHOOL CONTACT PERSON: Ms. Sandra D'Avilar **EMAIL ADDRESS:** sdavila@school.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Nicole Bastovitch

PRINCIPAL: Mrs. Sandra D'Avilar

UFT CHAPTER LEADER: Ms. Belinda McCrea

PARENTS' ASSOCIATION PRESIDENT: Ms. Nelly Heredia & Ms. Penelope Mahot

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 13 **CHILDREN FIRST NETWORK (CFN):** 306

NETWORK LEADER: Margarita Nell

SUPERINTENDENT: Dr. James Machen

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Ms. Sandra D’Avilar	*Principal or Designee	
Ms. Belinda McCrea	*UFT Chapter Chairperson or Designee	
Ms. Nelly Heredia	*PA/PTA President or Designated Co-President	
Ms. Fiona Noyes	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Nicole Bastovitch	Teacher, SLT Chairperson	
Ms. Jennifer Johnston	Teacher	
Ms. Karen Shaw-Taylor	Teacher	
Ms. Ivana Espinet	Parent	
Ms. Marisa Maidman	Parent	
Ms. Doris Sullivan	Parent, SLT Secretary	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.



The Teunis G. Bergen Elementary Public School 9
80 Underhill Avenue, Brooklyn NY, 11238
718 638-3260 (phone) | 718 622-2961 (fax)
Sandra D'Avilar, *Principal*
Deborah Smith, *Assistant Principal*

It is with great pleasure that we welcome you to the Teunis G. Bergen School, Public School 9, located in the historic brownstone Brooklyn neighborhood of Prospect Heights. Our school is located directly northwest of beautiful Prospect Park and shares our neighborhood with the Brooklyn Botanical Gardens, Brooklyn Public Library and Brooklyn Museum of Art. Our active school community nurtures our children towards academic and social success through celebration of our unique cultural diversities and involvement of community musicians, artists, scientists and professionals that make up our committed parent body.

Our school was founded in the 1930s and has slowly undergone changes—about twenty years ago, Prospect Heights began its path of gentrification. Rather than a predominately African American community, this slow change has produced the unique cultural and socio-economic community seen today. Located a few blocks from the developing Nets Stadium, our school has had an influx of children from new neighborhood condominium developments. We continue to nurture children from our neighborhood homeless shelter and welcome new families from Europe, Asia, the Middle East and South America. With our supportive staff, instructors and families, our children thrive and become successful and mature graduates that are ready for middle school.

Our school is a Title I school of 594 students and 75 staff members. We integrate social studies into our school curriculum while keeping city and state standards at the forefront of our instructional work. We follow a school-wide enrichment model, where we believe that there is giftedness in every child—and our job is to tap into those talents that each of our students possess. Our comprehensive enrichment program emphasizes student choice, inquiry, hands-on activities and project-based learning. Enrichment courses have included sculpture, African dance, chess, theater, movie-making, music, journalism and gardening. Further, our community partners (Noel Pointer Strings, Pratt University, Prospect Park Zoo, Studio-in-a-School, CookShop, LAVA Acrobatics and The Guggenheim) play an invaluable role in enriching our curriculum and school environment. We received a school grade of an “A” for the 2008-2009 year, which dropped to a school grade of “C” for the 2009-2010 year. Although we had anticipated a change, due to revised state-wide testing, we are determined to improve our score. At the beginning of this school year, we have engaged in strategic plans, led by our AUSSIE, Columbia’s Teachers College and University of Connecticut consultants, coaches in literacy and math and the School’s Inquiry Team, to address our previous year’s grade dip and also improve overall teaching at Public School 9.

Our school is determined to meet the challenges of educating young children at an ever-changing time. We strive for new ways to engage our students mentally, nurture them socially

and challenge them physically. We have been privileged to open a new campus library that would not have been possible without significant parent involvement. In addition, we are in the midst of playground renovations which will be completed in Spring, 2011. We welcome and invite you to meet our gifted children, dedicated staff and ever-involved community.

Sincerely yours,

Sandra D'Avilar and the school community

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 009 Teunis G. Bergen								
District:	13	DBN:	13K009	School BEDS Code:	331300010009				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Pre-K	54	54	53				91.5	92.2	92.1
Kindergarten	65	92	111						
Grade 1	82	71	95						
Grade 2	84	64	72	Student Stability - % of Enrollment:					
Grade 3	76	81	75	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 4	89	80	83				92.7	95.3	93.0
Grade 5	66	78	75						
Grade 6	0	0	0	Poverty Rate - % of Enrollment:					
Grade 7	0	0	0	<i>(As of October 31)</i>			2008-09	2009-10	2010-11
Grade 8	0	0	0				72.1	86.9	86.9
Grade 9	0	0	0						
Grade 10	0	0	0	Students in Temporary Housing - Total Number:					
Grade 11	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 12	0	0	0				2	16	21
Ungraded	2	18	32						
Total	518	538	596	Recent Immigrants - Total Number:					
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							3	5	1
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
# in Self-Contained Classes	21	30	42	Principal Suspensions			4	3	1
# in Collaborative Team Teaching (CTT) Classes	30	35	26	Superintendent Suspensions			8	10	8
Number all others	18	16	33						
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
				CTE Program Participants			0	0	0
				Early College HS Program Participants			0	0	0
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:				
<i>(BESIS Survey)</i>				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
<i>(As of October 31)</i>	2008-09	2009-10	2010-11						
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers			49	48	50
# in Dual Lang. Programs	0	0	TBD						
# receiving ESL services only	26	21	TBD						

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	2	TBD	Number of Administrators and Other Professionals	16	13	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	4	11
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	63.3	75.0	80.0
				% more than 5 years teaching anywhere	57.1	56.3	76.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED	84.0	85.0	84.0
American Indian or Alaska Native	0.8	0.6	0.5		83.5	97.3	98.6
Black or African American	68.7	67.3	63.4				
Hispanic or Latino	14.1	11.2	12.2				
Asian or Native Hawaiian/Other Pacific Isl.	6.6	6.3	5.9				
White	7.7	11.0	14.3				
Male	46.5	48.5	51.0				
Female	53.5	51.5	49.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2007-08	2008-09	2009-10	2010-11			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	√sh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	C			Overall Evaluation:	NR		
Overall Score:	30.7			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	7.1			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	6.5			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	16.3						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	0.8						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				U = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
- = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

What student performance trends can you identify?

- **ELA Predictives show that all children grades 3, 4 and 5 experience difficulty in the areas of comprehension, author's purpose, main idea, inference and the language of the test.**
- **Math Predictives show that all children grades 3, 4 and 5 show exposure to a variety of concepts however, they need a deeper understanding of each concept. For example: children need additional support with analyzing data, multiplication, recall of facts especially multiplication, facts 1-20, recognizing the correct operations of work problems, fractions, understanding decimals and percents. The issues are scattered across the grades but in general quite comprehensive.**

What have been the greatest accomplishments over the last couple of years?

- **Parent involvement**
 - ❖ **Parent involvement has increased over the past few years. Parents have taken it upon themselves to lead, establish and complete key projects at the school.**
 - ❖ **New campus library: A library steering committee of mostly P.S. 9 parents and staff were instrumental in renovating and establishing a new campus library from City Reso A funds. Of note, a P.S. 9 parent donated her architectural and design background to oversee the full project with the SCA.**
 - ❖ **Stronger PTA community: There has been a re-energized PTA that has organized its parent body into several school committees, including Wellness, Communications, Grant Writing, Fundraising, School Beautification, Technology, Hospitality and Lunchtime Committee.**
 - ❖ **Stronger communications have been established. School and special event websites have been established by parent committees. Weekly e-mail newsletter has been established by Parent Coordinator and coordinated to website updates.**
 - ❖ **Through the PTA, after-school program established where students can choose enrichment activity such as arts, puppet making or gardening. Group courses are also offered for all grades in piano, guitar, chess & games, photography, drama and tennis. After-school program also offers homework help and test prep classes.**
- **Science, Technology, Engineering & Math (STEM)**
 - ❖ **Computers replaced in grades 3-5 from Reso A funds.**
 - ❖ **Through the STEM School Grant, our school has a student Robotic team and is a part of the City-wide Competition this year.**

- ❖ Science clusters (lower K-2, and upper grades 3-5) with dedicate room/lab space established. Children have access to hands-on equipment, plants and animals. Funds to purchase science furniture procured through school fundraiser, “A Taste of Prospect Heights”
- ❖ Title I committee has been active in parent outreach, establishing parent computer stations, where parents with limited access can check class websites, e-mails and work on internet research with kids.
- ❖ Upper grade science cluster, grades 3-5, has established a “Trout Release” program, where trout are hatched from eggs and released upstate.
- ❖ Lower grade PreK-K classrooms have adopted baby classroom chicks as pets. Chicks are kept as pets until week 6 and then donated to families in Cold Spring, New York.

• **Environment**

- ❖ Significant change in environment has taken place as well. The school has repainted hallways and a parent volunteer/professional artist will undertake mural painting with students as an enrichment cluster.
- ❖ School art decorates the hallway and during the beginning of each enrichment cycle, hall displays have been changed to showcase student work.

• **Physical Education/Wellness**

- ❖ Playground renovation: Parent involvement initiated in 2007 along with school staff support, helped bring about playground renovation through the SCA. Playground scheduled to open in 2011.
- ❖ After-school basket ball and cheerleading clubs established to promote physical activity.
- ❖ Various dance enrichment clusters also promote physical activity, e.g. Ballroom Dancing, African and Jazz Dance and Praise Dance.

• **Professional Development**

- ❖ Teachers now have an opportunity to self-select the professional development provided by outside agencies. Teachers also provide P.D. to each other in small groups as well as on professional development days.
- ❖ Various lab sites have been established across the grades. Teachers use these classrooms as training sites. We use a combination of coaching in and analysis of best practices to strengthen our teachers’ abilities.
- ❖ Consultants from AUSSIE, Columbia University’s Teachers College Reading and Writing Project and University of Connecticut provide professional development.

What are the most significant aids or barriers to the school’s continuous improvement?

- The most significant aid is increased parental involvement and reorganization of the PTO into specialty committee for fundraising, hospitality, grant writing and communications.
- Another aid is a fully realized after-school program, under the wing of the PTO, which provides affordable, yet high-quality childcare as well as enrichment classes with instruction in piano, violin, guitar, French, Spanish, Mandarin, drama, chess, art, cooking, garden science and photography.
- Small group instruction is a significant aid that provides tailored instruction for all students.
- Our schoolwide enrichment program provides self-selected courses, matched through computer surveys, which tap into students’ individual interests and talents.
- Starting our school year with a financial deficit has negatively impacted our library program and two of our classes.

- According to our progress report, attendance for the 2009-2010 school year was 92%. We are working on improving this number by creating parent communications and special incentives for students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Principal's Name: Sandra D'Avilar

School Name: Teunis G. Bergen

District: 13

Superintendent: Dr. Machen

Cluster: 306

Network Leader: Margarita Nell

Date: September 30, 2010

(To be completed by the Principal and submitted to the Superintendent, via DOE e-mail. If you need additional time to complete this summary, please reach out to your Superintendent.)

The table will expand as you type.

Goal 1: To continue using the work of our school's Inquiry team in an effort to improve our teachers' knowledge of the Common core Standards, and to also deepen our level of disaggregating data to reflect our bottom 1/3, special education, gender, and other subgroups of students in all content areas.

Objective: To continue using the work and models of data collection and analysis from our primary Inquiry team, in order to build upon the work being done by our Grade Teams. Our Grade Teams will continue to focus on our bottom 1/3, special education and our accelerated Gifted and Talented population of each grade.

Summary:

Goal 2: To increase our students' performance on the state ELA and Math assessments by 5% on each grade level; an alignment of the State and new Common Core Standards will be used to prescribe instruction for our student population.

Objective: Teachers will use backward planning and curriculum mapping to create and align instruction for their small groups, based on their students' data. We will use a push in model to provide AIS services for our students within their small groups. Teachers will manipulate ARIS in order to analyze data. They will study the book, Teaching Reading in Small Groups: Differentiated Instruction For Building Strategic, Independent Readers, to master the art of small group instruction.

Summary:

Goal 3: To use our School-Wide Enrichment Model to foster parental involvement. Parents will be encouraged to continue their active engagement in our school through the various activities that have been aligned with our SEM model.

Objective: Parents will play an active role in our Enrichment Clusters. They will volunteer and work with our students during the Friday Self Select sessions. Parents will also reinforce Renzulli Learning and the IIM models at home. As our Parents and students anticipate the 2011 Grand Opening of our new Playground, they will continue to engage our students in murals, and other activities pertaining to the creation of the new playground.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Student Assessment

<p>Annual Goal 1</p>	<p>To continue using the work of our school's Inquiry team in an effort to improve our teachers' knowledge of the Common core Standards, and to also deepen our level of disaggregating data to reflect our bottom 1/3, special education, gender, and other subgroups of students in all content areas</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> - Using the work and models of data collection and analysis from our primary Inquiry team, in order to build upon the work being done by our Grade Teams. - Our Grade Teams will continue to focus on our bottom 1/3, special education and our accelerated Gifted and Talented population of each grade. - Specific professional development provided by the consultants, administration, coaches, data specialist and inquiry team during the day, staff faculty days, conferences as well as after school to support teachers in understanding and using data on-going throughout the school year - Improve teacher understanding and use of the differentiated learning and planning model to support a more individualized structure for teaching and student learning - Conduct professional development in the area of standards and rubric development as per the recommendations of the 2009-2010 quality review and support teachers in using this information - Literacy and math coach will assist in monitoring the professional development plans designed by the principal for selected senior teachers and all new teachers - With the support of the instructional team and coaches, create clear systems that will help teachers organize and use their collected data in a more effective manner including the monitoring of newly implemented math logs. As per the recommendations of the 2009-2010 quality review, we will further develop rubrics that are aligned with standards - Consistent monitoring of teacher instruction to ensure that teachers are aligning their planning to student 's needs based on assessment results from formal and informal data
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> - Specialized AUSSIE and Teacher's College, Columbia University consultants to support teachers in organizing, analyzing and understanding student data for the purpose of continued planning - Math and Literacy Coaches and School Inquiry Team will work in collaboration with consultants to support teacher understanding and use of data

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Benchmarks as set in collaboration with consultant and coach to help assess teacher growth in the area data analysis.

Subject/Area (where relevant): Student Performance

<p>Annual Goal 2</p>	<p>To increase our students' performance on the state ELA and Math assessments by 5% on each grade level; an alignment of the State and new Common Core Standards will be used to prescribe instruction for our student population.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> - Teachers will use backward planning and curriculum mapping to create and align instruction for their small groups, based on their students' data. - We will use a push in model to provide AIS services for our students within their small groups. Teachers will manipulate ARIS in order to analyze data. - They will study the book, Teaching Reading in Small Groups: Differentiated Instruction For Building Strategic, Independent Readers, to master the art of small group instruction. - Daily Walkthroughs beginning by September conducted by the administration and coaches to support small group work, differentiation and overall teacher planning and instruction - Weekly classroom visits by administration, educational consultants and literacy and math coach beginning by October 1, 2010 to support teachers in collecting, understanding, interpreting and using math data to support individualized planning for all students - Use of periodic assessment in place in school and at home for students, via the support of the data specialist and inquiry team by the first week of November 2010. Parents will receive results of assessments of the periodics in math regularly and strategies they can use to support their children at home. On going information sessions provided to parents individually as well by classroom teachers - A.P and coach will support teachers in the area of developing math conference logs which be evidenced no later than November 1, 2010. - Composite observations begin Nov 1, 2010 as well as tenured teacher observations and will continue throughout year, in collaboration with one on one conversations by the administration
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> - Funding from school budget will support this work.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Use of student conference logs, Periodic assessment, teacher observations and other assessment of students will help teachers and administration track student progress. Assessments will be done immediately after each periodic as well as in between by the classroom teacher. Results will be shared in small groups monthly and on-going.

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal 3</p>	<p>To use our School-Wide Enrichment Model to foster parental involvement. Parents will be encouraged to continue their active engagement in our school through the various activities that have been aligned with our SEM model.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> - Parents will volunteer and work with our students during the Friday Self Select sessions. - Parents will also reinforce Renzulli Learning and the IIM models at home. - As our Parents and students anticipate the 2011 Grand Opening of our new Playground, they will continue to engage our students in murals, and other activities pertaining to the creation of the new playground.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> - Resources include budgeting a parent coordinator as well as an F-status guidance counselor to support increased communication.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Progress indicators throughout the year marked by sign-in sheets, teacher parent information sheets and other staff and school correspondence. (e-mail registry, etc) Social event turn-out response and principals forum information with guide the progress of this work

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	8	5	N/A	N/A	6	N/A	2	6
1	42	40	N/A	N/A	5	N/A	3	11
2	40	40	N/A	N/A	8	N/A	N/A	10
3	56	58	N/A	N/A	8	N/A	1	8
4	48	52	N/A	N/A	4	N/A	N/A	15
5	56	56	N/A	N/A	6	N/A	N/A	8
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	37 ½ minute program using Kaplan & Wilson Learning materials, specific reading and writing units in connection with T.C. materials and framework. Small group instruction of about 10 students.
Mathematics:	37 ½ minute program using Kaplan Learning materials, specific math units in connection with consultants, coaches and Inquiry team and framework. Small group instruction of about 10 students.
Science:	Science support is provided using an alignment of the Foss science core curriculum and the IIM instructional model. Our science teachers and classroom teachers share the coursework across each grade. Small group workshops will be provided to teachers and students following a specific framework grades K through 5.
Social Studies:	Social studies is done with the direct support of the IIM instructional model across each grade level in a cross curricular manner for grades K-5. Additional support is given with the use of a push in model for small group instruction.
At-risk Services Provided by the Guidance Counselor:	On-going at risk-services including monthly service provider information to parents will take place this year. Guidance counselors will service selected students as well as mandated students throughout the year supporting socio-emotional, academic and behavior issues with our students.
At-risk Services Provided by the School Psychologist:	School Psychologist works in collaboration with the school base support services to help identify students with learning, emotional and social disabilities. The psychologist works directly with teachers, the IEP specialist and the administrators to observe children and recommends Individual educational plans to children as needed.
At-risk Services Provided by the Social Worker:	School Social Worker works in collaboration with the school bases support services to help identify students with learning, emotional and social disabilities. The social worker directly with teachers, the IEP specialist and the administrators to conduct family history of children and supports the work that is done with the Individual educational plan for children as needed.

At-risk Health-related Services:

Health services provides by Woodhull Mental Health Clinic for children on a full time basis. Clinic makes recommendations of health care issues as needed for each child on an individual basis.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school’s submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	Grapevine Network	District	13	School Number	009	School Name	Teunis G. Bergen
Principal	Ms. Sandra D’Avilar			Assistant Principal	Ms. Deborah Smith		
Coach	Ms. Stephanie Durham			Coach	Ms. Cheryl Sealey		
Teacher/Subject Area	Ms. Nina Twine /4th Grade			Guidance Counselor	Ms. Barbara Johnson		
Teacher/Subject Area	Ms. S. Smith/4th Grade			Parent	Ms. Nelly Heredia		
Teacher/Subject Area				Parent Coordinator	Ms. C. Derrell-Jacob		
Related Service Provider	Ms. B. desAnge (IEP/SETTS)			Other	Ms. Cynthia Felix (Grapevine)		
Network Leader	Ms. Marguerita Nell (Grapevine)			Other			

B. Teacher Qualifications

Please provide a report of all staff members’ certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	596	Total Number of ELLs	26	ELLs as Share of Total Student Population (%)	4.35%
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Part II: ELL Identification Process

- Describe how you identify English Language Learners (ELLs) in your school. Answer the following:
1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
 2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

ELL Identification Process

P.S. 9, The Teunis Bergen School, is dedicated to serving the needs of our English Language Learners (ELLs)—students who speak a language other than English at home and score below proficient on English assessments when they enter our school. The initial identification of those students who may possibly be ELLs begins during the registration process. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) which is a part of our school registration packet. The ESL teacher conducts an informal interview in English and uses translators to interview parents in the native language, if necessary. The ESL teacher or a pedagogue will assist the parent in filling out the HLIS, along with the translator. The HLIS is given to the parent in their native language if necessary. This survey lets school staff know what language is used in the home. The ESL teacher, Ms. Shondra Hayward, has full certification in English As A Second Language and is primarily responsible for this process from initial screening through formal initial assessment.

If the HLIS indicates that a child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). This test is administered by the ESL teacher. Performance on this test determines whether or not a child is entitled to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she is also given the Spanish LAB to determine language dominance.

Each spring, English language learners at P.S. 9 are given the New York State English As A Second Language Achievement Test (NYSESLAT). This is an annual test that measures the progress of English language learners. All English language learners from

kindergarten through grade 5 are assessed every year to measure their English language proficiency in listening, speaking, reading, and writing and track their annual progress towards proficiency in English.

Parent Orientations ensure that parents understand that there are three options and program choices (Transitional Bilingual, Dual Language, Freestanding ESL) for English language learners. The first Parent Orientation is held each fall. Parents and guardians of newly enrolled ELL's are invited to attend the Orientation through a letter and reminder flyer sent home from the school. During the orientation, parents are informed of the different ELL programs that are available. Parents receive materials about ELL programs in their home language, and ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicate the program that the parent has requested for his/her child. As new ELL students enroll in school throughout the year, individual Parent Orientations are held as needed.

P. S.9 sends letters of placement, entitlement or non entitlement to parents of all students tested for English language proficiency each fall. Parents of students who are newly enrolled ELL's receive an entitlement letter. This letter states that the child has been tested with the LAB-R screening test and scores indicate that the child is entitled to receive English language support services. This letter encourages parents to attend a parent orientation session and select their program of choice for English language support. If the parent indicates that they would like to keep the child in school at P.S.9, where we offer ESL services, the parent then receives a placement letter stating that the child's progress will be monitored each spring with the NYSESLAT. Parents of students who were tested with the LAB-R and whose scores indicate that the child is English proficient, receive a non entitlement letter stating the child will not receive English language support services. Parents of students who received ESL services last year, receive a letter of continued entitlement that explains that their child is tested with the NYSESLAT each spring to measure English language acquisition progress. This letter explains that the child's score on the NYSESLAT indicates that the child still needs to receive English language support services. Parents of students whose scores on the NYSESLAT indicate that the child no longer requires additional support in English, receive a non entitlement/transition letter indicating that ESL services are no longer needed.

Parent Survey and Program Selection Forms are filled out by parents of newly enrolled ELL's at Parent Orientations held throughout the year. Parents are invited to these orientations through letters sent home and phone calls. If parents do not select a program, the student is automatically placed in our ESL program. P.S.9 does not currently have enough native speakers across contiguous grades to meet requirements for a bilingual class.

The criteria and procedures to place identified ELL students in programs, begins with the Parent Orientation. At Parent Orientations, parents are informed of their choices for programs that offer English language support. Parents receive materials about ELL programs in their home language, and ask questions about ELL services with assistance from a translator, if necessary. Parent volunteers, who speak various languages, attend these meetings to offer translation support. Parents watch an informative video, created by the NYC Department of Education, in their native language. Parents understand that currently, there are no Bilingual classes offered at P.S.9 because there are not enough students on two contiguous grades to form a bilingual class. Parents also understand that they can opt for another school in the district, or stay in ESL program at P.S.9. At the end of each orientation, the ESL teacher collects the Parent Survey and Program Selection Form, which indicate the program that the parent has requested for his/her child. English language learners are placed in programs according to their parents' requests.

The trend in program choice at P.S.9 is the selection of the ESL program, as it is the only program offered at this school. Thus far, over the past three years, all parents attending an orientation have elected to keep their children at P.S.9 and in ESL. Parents state that they wish to keep their children here due to reputation of P.S.9 as an excellent school in the community and for convenience. Our program model (ESL) is aligned with parent requests. For the past three years, no parent has requested bilingual services in the school or the district.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	1	1	1								6
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	1
SIFE	2	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups		
ELLs	ELLs	Long-Term ELLs

	(0-3 years)			(4-6 years)			(completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	21	2		4		1	1			26
Total	21	2	0	4	0	1	1	0	0	26

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education															
Number of ELLs by Grade in Each Language Group															
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	
Spanish														0	
Chinese														0	
Russian														0	
Bengali														0	
Urdu														0	
Arabic														0	
Haitian														0	
French														0	
Korean														0	
Punjabi														0	
Polish														0	
Albanian														0	
Yiddish														0	
Other														0	
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Dual Language (ELLs/EPs) K-8										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	2		2	1								7
Chinese														0
Russian														0
Bengali	1	1	2	2	1	1								8
Urdu														0
Arabic	2		3			1								6
Haitian					2									2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		1		1									3
TOTAL	5	2	8	2	6	3	0	26						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Programming and Scheduling Information

The English as a Second Language (ESL) program at P.S. 9 is a freestanding pull out/push in program. The teacher servicing this program is certified in teaching English to Speakers of Other Languages. Instruction is given exclusively in English using ESL methodology in order to foster proficiency and competency in the four modalities of listening, speaking, reading, and writing. Currently, there are 23 students being served in the ESL program. English Language Learners (ELLs) from kindergarten to grade five are grouped according to their level of English language proficiency and grade level. The school utilizes 50 minute blocks across eight teaching periods per day. Beginner and Intermediate ELL's receive 360 minutes of support each week. Advanced ELL's receive 180 minutes of support each week. Advanced students require less support and benefit from push-in instruction. Special Education students are served as per their IEP's. The principal, Ms. S. D'Avilar, and the assistant principal, Ms. D. Smith, provide supervisory support to the program.

Since we have a small population of English language learners, the ESL teacher ensures that the mandated number of instructional minutes is provided according to proficiency levels. Students receive additional minutes and support in English through an instructional technology program, 'On Our Way To English', which is in addition to their regular instructional blocks with the ESL teacher. All of the content areas are explored in ESL through Guided Reading, Shared Reading, Independent Reading, Word Study and Writing activities. The ESL teacher also submits a monthly articulation sheet to classroom teachers of ELLs in order to maintain a level of consistency between classroom and ESL instruction and the integration of language and content. Students also study in the content areas with their classroom teachers who employ visuals, gestures, slower speech and an emphasis on vocabulary to make content comprehensible to English language learners. The workshop model of the Balanced Literacy Program is used as an umbrella approach to foster a variety of ESL instructional strategies that promote communicative and linguistic competence and academic proficiency. Such strategies include Cooperative Learning, which encourages interactive student participation and promotes social and academic language skills.

At P.S.9 we differentiate instruction for our ELL subgroups. One-on-one conferencing is a best practice used throughout the school to research each student and plan academically. Students are grouped by ability and each group is taught a different lesson daily, according to the needs of each group of students. Students with interrupted formal education (SIFE's) are usually working far below grade level standards, even in their native languages. Therefore, these students receive additional time and support beyond the mandated instructional minutes. They also receive more support in the content areas since they tend to be lagging academically in all subjects. Newcomers (in U.S.

schools for less than 3 years) also receive additional time and support beyond the mandated instructional minutes. Total Physical Response activities are used in order to accelerate language acquisition through the use of the kinesthetic sensory system. The Natural Approach in which meaningful context is stressed and students strive for communicative fluency is also used as an instructional strategy. In addition, the Language Experience Approach is used allowing language to be acquired by relating it to the experiences and interests of students. The Cognitive Academic Language Learning Approach is used as a vehicle to provide content-based ESL instruction for students at the intermediate, advanced and transitional levels. Each of these strategies is used as a tool to promote linguistic and academic excellence leading to the increase of State assessment scores for English Language Learners.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

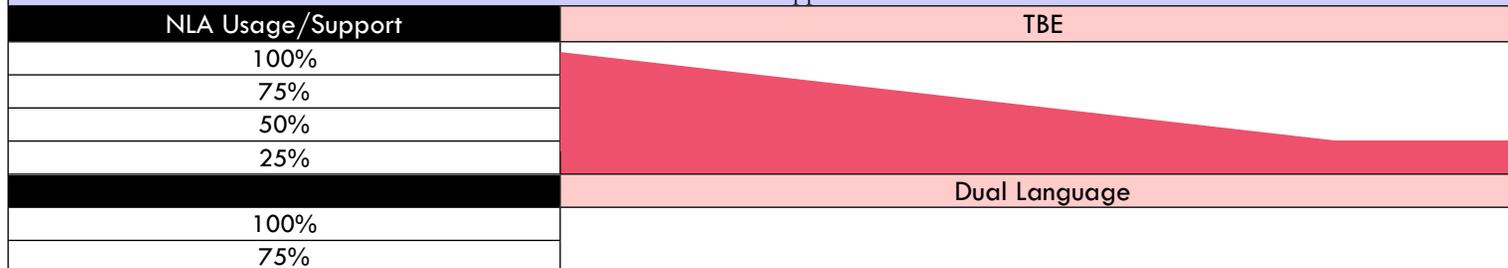
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Programming and Scheduling--Continued

Several staff members provide support services to English language learners at P.S.9. All ELL's may receive academic intervention services in addition to ESL support. In addition to ESL services, support services include Academic Enrichment, Speech, Adaptive Physical Education, School Nurses, Psychologists, Social Workers, Counseling, Occupational and Physical Therapy. All ELL's are afforded equal access to both academic and after school programs. School calendars, letters and information regarding extracurricular activities is translated into each students' language to facilitate communication between home and school. ELL's reaching proficiency on the NYSESLAT continue to receive transitional support because of close communication between the classroom teacher and the ESL teacher. If a student is struggling academically, he or she will receive support through the ESL program.

This upcoming school year, the ESL program will hold a multicultural book fair. We hope to make a strong connection between parents of ELL's and our school community through this event. The purpose of this book fair is to get both students and parents more excited about literacy. Parents who have come from other countries will see books that reflect their culture, language and traditions. We hope that they will purchase some of these books and be excited about reading them with their children. The book fair will also feature leveled reading material alongside multicultural books. This way, students have the opportunity to acquire an abundance of reading material on the appropriate reading levels for their homes. For many students, this will be the beginning of a home library that we hope students and parents will continue to grow and build upon.

Instructional materials used to support ELL's include materials for the Teacher's College Reading and Writing project, Guided Reading materials, big books for Shared Reading, Foundations notebooks and letter tiles and Words Their Way activity books. We use several technology programs including 'On Our Way To English', 'Rosetta Stone' and 'Math Blaster'. Native language support is provided through our multicultural library which includes books in Bengali, Arabic and Spanish.

P.S.9 holds Parent Orientations for incoming students. There is also a special Open House and School Tour prior to the first day of school to assist newly enrolled ELL's. Parents and English language learners meet with the Parent Coordinator, teachers and staff. ELL's learn about the layout of the building and how to find their classrooms, the cafeteria and rest rooms. Parents receive information about translation services to assist them during the school year. These activities help English language learners to adjust to their new school environment before the first day of school.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development and Support for School Staff

All pedagogical staff participates in professional development several times a month. The ESL Teacher participates in the Teacher's College (TC) Calendar Days which are specifically designed to train ESL teachers in Literacy. The ESL teacher is also supported by workshops through the Department of Education's Office of English Language Learners. These workshops support the ESL teacher in all facets of instruction from data analysis to designing curriculum.

Classroom teachers of ELL's receive professional development for English language learners through Teacher's College, staff meetings,

the New Teacher's Breakfast and 'Lunch n' Learns'. Staff meetings, New Teacher's Breakfasts and Lunch 'n Learns are offered once per month. Topics to be addressed regarding English Language Learners include, but are not limited to, the identification process of ELLs, legal mandates in regard to services provided to ELLs in general and special education, assessment procedures for ELL's, the role of the teacher and other support staff, strategies and methodologies to differentiate instruction and support ELL learners in the regular classroom setting, cultural awareness, and assessment procedures for ELLs.

The school counselor, Ms. B. Johnson, and parent coordinator, Ms. Jacob, assist ELL's throughout the process as they transition from elementary to middle school. They ensure that important documents are translated into the students' home language and that translators are available, if needed. They also maintain an open-door policy if parents have questions or concerns.

All teachers, other than those who hold ESL and bilingual licenses, are required to attend 7.5 hours of ELL training. This workshop educates teachers about the unique make-up of the student population in NYC Public Schools. It also introduces teachers to legal mandates, support services and instructional practices for English language learners.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parental Involvement

At P.S.9, our parents are involved in our school community through volunteering, the Parent-Teacher Association (PTA), and the School Leadership Team (SLT). Both the PTA and the School Leadership Team meet once a month. The PTA helps parents become involved in their children's education, support school life and activities, share ideas and enrich their school community. The SLT determines the structure for school-based planning and shared decision making. These school-based organizations are open to all parent and guardians of children currently attending P.S.9, including parents of English language learners. The Parent Coordinator holds several workshops each year to inform parents about topics like promotional policies, ELA testing, and strengthening literacy. The coordinator works closely with staff and students in a collaborative effort to establish concrete programs for students and families through local organizations and community outreach.

Parents are also encouraged to participate in cultural events sponsored by the school. Such events include an annual Harvest Festival, the School-wide Cultural Food Celebration and the Multicultural Day Parade and Storytelling Festival, in which families take part in the recognition and celebration of various cultures represented in our school building and around the world. We evaluate the needs of our parents through our teachers who are most often in direct contact with our parents and periodic school surveys. The PTA also helps parents become involved in their children's education and polls parents for suggestions and ideas for the school.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3		5		1									9
Intermediate(I)	1	1	1	2		2								7
Advanced (A)	1	1	2		5	1								10
Total	5	2	8	2	6	3	0	0	0	0	0	0	0	26

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

LISTENING/ SPEAKING	B		1											
	I		2											
	A	1	3	2	2									
	P		1	1	3	2								
READING/ WRITING	B		4											
	I	1	1	2		1								
	A		1		5	1								
	P		1	1										

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		4	1		5
4	2		1		3
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			4		1				5
4	1		1		1				3
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1				1		2
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1								1
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

Reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Assessment Analysis

At P.S.9 we use the Teacher's College Reading and Writing Project assessments for literacy. These assessments evaluate students knowledge of phonics, spelling patterns, sight words, reading levels, etc. We also use assessments from Foundations and teacher created assessments for ELL's. These assessments provide more detailed information about alphabet recognition (lower and upper case), the ability to write the letters of the alphabet, knowledge of letter sounds and how many words a child knows in English. These assessments are given in addition to the LAB-R test which is given to all potential ELL's. We use all of the information from these assessments to group students and set goals for instruction for each child.

Data used to inform instruction comes from several sources including standardized tests and teacher assessments. With regards to patterns in proficiency levels reflected in the last NYSESLAT results, the scores indicate more significant increases in listening and speaking. Therefore, there is a need to put a greater emphasis on reading and writing instruction. To fulfill this need we will focus on skills in sound/symbol relationships, vocabulary, word fluency and comprehension. Students are organized and grouped for Guided Reading instruction so that they can read and discuss leveled text at the appropriate level of difficulty. We will also schedule Shared and Interactive Writing activities and Writing Workshops with more frequency and differentiate instruction in small group settings. Our school has not participated in the optional ELL Periodic Assessments due to the large number of other assessments that students are given regularly. These include ELA Predictives, Math Predictives, the Social Studies Practice Exam, Social Studies Short Response and Essay Administration, Teachers College Reading Assessments, and other assessments across various units of study.

We evaluate the success of our ESL program based upon student progress and achievement. The NYSESLAT is a good indicator of English language development across the modalities of listening, speaking, reading and writing. We also measure student progress using teacher assessments and student portfolios. We use teacher assessments to monitor concepts that were recently taught and we have found that these assessments measure student progress in more detail. We also use portfolios to reflect authentic activities that students have been learning in the classroom and to provide a multidimensional perspective of student growth over time.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Additional Information

No additional information.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sandra D'Avilar	Principal		
Deborah Smith	Assistant Principal		
Charmaine Jacob	Parent Coordinator		
Shondra Hayward	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Ms. Barbara Johnson	Guidance Counselor		
Margarita Nell	Network Leader		
	Other		
	Other		
	Other		

	Other		
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Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be served: 26 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: **Public School 9** BEDS Code: **331300010009**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - Translation will include any and all information pertaining to student services or academic performance in the school. Parents will also be given information in Spanish and Arabic when information is provided within the school.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - Translation services are provided by the Parent Coordinator and selected community members.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docshare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - All notification is sent out via students in their native language.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$363,008	\$186,752	\$549,760
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,630	\$1,867	\$5,497
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,150	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$36,000	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Title I Parent Involvement Policy and Parent-School Compact for P.S. 9 Teunis G. Bergen School

Section I: Title I Parent Involvement Policy

The administration and faculty of P.S. 9 are committed to keeping parents informed regarding our curriculum and assessment process. We are dedicated to fostering good communication between staff and parents, and to the ongoing development of a supportive partnership with parents as we work together to serve our students. Our School Leadership Team has elected to have a school wide program school.

P.S. 9 will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;

5. Providing training for our parents in our School-Wide Enrichment Program, while encouraging their input and involvement in the students' self select curriculum.
6. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
7. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

P.S. 9's Parent Involvement Policy was designed based upon an assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community conducts an annual evaluation of the content and effectiveness of this parent involvement policy with our parents to improve the academic quality of our school.

The findings of this evaluation through school surveys and feedback forms is used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information is maintained by the school.

In developing the P.S. 9 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Teacher Organization, as well as parent members of the School Leadership Team, were invited to consult on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, P.S. 9 will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Organization) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school

environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFIA);

- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; health and nutrition literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system (e.g., ARIS, NCLB/state accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- Host the required Title I Parent Annual Meeting on or before December 1 of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act; schedule additional parent meetings (e.g. quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed; and conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

P.S. 9 will further encourage school-level parental involvement by:

- Hosting educational family events/activities during Open School Week and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, the Parent-Teacher Organization, and Title I Parent Advisory Council;
- Supporting or hosting OFIA District Family Day events;
- Establishing a Parent Resource Center/technology center or lending library; instructional materials for parents. *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents*; encouraging more parents to become trained school volunteers through Learning Leaders;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; providing parents with bi-monthly curriculum letters in an effort to keep them informed of the units of studies and benchmarks; developing and distributing a weekly school newsletter or web publication designed to keep parents informed about school activities and student

progress; and providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Section II: School-Parent Compact

P.S. 9 Teunis G. Bergen School and the parents of the students, participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the entire school staff, and the students will support improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by way of the following:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Provide a welcoming respectful environment for parents and guardians to help facilitate parent involvement.
3. Hold parent-teacher conferences twice a year (Fall 2010 / Spring 2011) during which this compact will be discussed as it relates to the individual child's achievement.
4. Provide parents with frequent reports on their children's progress in ARIS and ACUITY. Specifically, the school will provide reports as follows: Report cards are issues to parents three times a year. They are distributed during Parent/Teacher Conferences and upon scheduled date.
5. Provide parents reasonable access to staff. Specifically:
 - Staff will be available for consultation with parents during weekly prep periods by appointment, and during parent-teacher conferences
 - Parents can request to see a teacher at other times either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.
 - The Principal and Assistant Principals both have an open door policy, and are available to meet and conference with parents throughout the day.
 - **P.S 9's Parent Coordinator is available daily from 8:30am-12:30pm and 1:30pm-4:30pm.**

6. Provide parents the opportunity to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may see their child's teacher to schedule one-on-one meetings, observations and set up volunteering schedules. Information on volunteer opportunities is provided by teachers and through communications from the Parent Coordinator (including the school's weekly "News at 9" online newsletter, distributed via email every Wednesday evening. Parents may also make inquiries direct to the Parent Coordinator.
7. Invite parents to be involved in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, so that as many parents as possible are able to attend.
9. Respect the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education; Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide parents with information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Support parental involvement activities as requested by parents; and ensure that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
13. Plan and coordinate events to increase parental involvement. Such events will focus on bridging the gap between school and home. Workshops will be centered on educational concerns, health and nutrition and financial planning.
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1.
15. Advise parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

Parent/Guardian Responsibilities:

1. Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
2. Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
3. Check and assist my child in completing homework tasks, when necessary;
4. Ensure that my child's hygiene is taken care of;
5. Monitor my child's nutritional diet;
6. Provide necessary school supplies when possible;
7. Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes), and set limits to the amount of time my child watches television or plays video games;
8. Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
9. Encourage my child to follow school rules and regulations and discuss this compact with my child;
10. Volunteer in my child's school or assist from my home as time permits;
11. Participate, as appropriate, in the decisions relating to my child's education.
12. I will also:
 - Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - Respond to surveys, feedback forms and notices when requested;
 - Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact if possible;
 - Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- Take part in P.S. 9's Parent-Teacher Organization or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams);
- Share responsibility for the improved academic achievement of my child;

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, I will:

- Do my homework every day and ask for help when I need to
- Read at least 20 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Arrive at school on time
- Adhere to all school rules and regulations, and be responsible for my own actions
- Respect my peers, teachers, administrators and other school personnel
- Show respect for myself, other people and property
- Try to resolve disagreements or conflicts peacefully; and
- Always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Sandra D'Avilar on February 3, 2011.

This Parent Involvement Policy was updated on Thursday, February 3, 2011.

The final version of this document will be distributed to the school community on Tuesday, February 8, 2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School

Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However,
- the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ⁴ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ⁵ of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$304,928	X	
Title I, Part A (ARRA)	Federal	X			\$184,885	X	
Title II, Part A	Federal	X			\$ 32,536	X	
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal			X			
Tax Levy	Local	X			\$2,291,683	X	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and

-
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
 - **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
 - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- c. Minimize removing children from the regular classroom during regular school hours;
- 4. Coordinate with and support the regular educational program;
- 5. Provide instruction by highly qualified teachers;
- 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
- 7. Provide strategies to increase parental involvement; and
- 8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR⁶ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
We currently have 21 Students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
Our services include:
 - *Maintaining contact with the social worker/temp housing designee to ensure good attendance for this student population.*
 - *Providing school supplies and counseling services when needed.*
 - *Conducting home visits to monitor and ensure student success*
 - *Providing paper copies of all school communications and monthly calendar*
 - *School-wide family events, such as Math games night, Pajama Literacy Party, Real Men Read and our Science Fair provide an environment for family and community engagement.*
We plan to add the following services to the STH population:
 - *Workshops through Cornell University on nutrition and health*
 - *Workshops on options and placements for middle school*
 - *Workshops on ELA and Math instruction*
 - *New Parent Center, which will provide computer access to at-risk populations, including STH*
 - *Extensive parent and STH surveys to determine greatest need*

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 009 Teunis G. Bergen					
District:	13	DBN:	13K009	School		331300010009

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11		
	K	v	4	v	8	12		
	1	v	5	v	9	Ungraded	v	
	2	v	6		10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	54	54	53		91.5	92.2	92.1
Kindergarten	65	92	111				
Grade 1	82	71	95	Student Stability - % of Enrollment:			
Grade 2	84	64	72	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	76	81	75		92.7	95.3	93.0
Grade 4	89	80	83				
Grade 5	66	78	75	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		72.1	86.9	86.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	16	21
Grade 12	0	0	0				
Ungraded	2	18	32	Recent Immigrants - Total Number:			
Total	518	538	596	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	5	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	21	30	42	Principal Suspensions	4	3	1
# in Collaborative Team Teaching (CTT) Classes	30	35	26	Superintendent Suspensions	8	10	8
Number all others	18	16	33				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	49	48	50
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	16	13	9
# receiving ESL services only	26	21	TBD				
# ELLs with IEPs	1	2	TBD	Number of Educational Paraprofessionals	5	4	11

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	63.3	75.0	80.0
				% more than 5 years teaching anywhere	57.1	56.3	76.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	85.0	84.0
American Indian or Alaska Native	0.8	0.6	0.5	% core classes taught by "highly qualified" teachers	83.5	97.3	98.6
Black or African American	68.7	67.3	63.4				
Hispanic or Latino	14.1	11.2	12.2				
Asian or Native Hawaiian/Other Pacific	6.6	6.3	5.9				
White	7.7	11.0	14.3				
Male	46.5	48.5	51.0				
Female	53.5	51.5	49.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:				NR	
Overall Score:	30.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	16.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf