



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** THE TENIUS G. BERGEN ELEMENTARY SCHOOL, 9

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 13K009

**PRINCIPAL:** SANDRA D'AVILAR

**EMAIL:** SDAVILA@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MS. BARBARA FREEMAN

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Sandra D’Avilar	*Principal or Designee	
Belinda McCrea	*UFT Chapter Leader or Designee	
Laura Jaffe	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Karen Shaw-Taylor	Member/ UFT Teacher	
Stephanie Codrington	Member/UFT Teacher	
Ivana Espinet	Member/ UFT Teacher	
Tara Rullo	Member/Parent	
Matt Fleischer-Black	Member/Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

Improve students' daily attendance across our student population

### **Comprehensive needs assessment**

Improve our student attendance by 3% this school year.

### **Instructional strategies/activities**

- \* Daily recognition for classes with 100% attendance (Banner over the classroom door)
- \* Daily use of the school's automotive system to notify home/parents of lateness and absences
- \* Home visits from Attendance Teacher and SAPIS personnel
- \* Monthly recognition for students with perfect attendance during our PTO meeting and during morning announcements. Perfect Attendance award given out and picture taken and place on the Attendance Honor Roll.
- \* Attendance Awards
- \* Monthly Attendance Celebrations
- \* Special Attendance trips
- \* Use of ATS reports to track individual students with an attendance problem
- \* Outreach to the families of students with an attendance issue. The possible use of an alarm clock for those with a lateness issue

### **Strategies to increase parental involvement**

Constant contact and communication with parents  
Use of the automotive system for daily calls and reminders  
Parent workshops geared toward daily attendance bring success in school  
Parent surveys on support needed with daily attendance/barriers preventing daily attendance  
Breakfast with the principal  
Family movie night incentives for the families

### **Strategies for attracting Highly Qualified Teachers (HQT)**

Professional Development  
Network support  
Administration support  
Incentives

**Service and program coordination**

Attendance Plan outlining family needs and resources to improve daily attendance  
 SAPIS services used as family outreach  
 Attendance Teacher as mentor to families  
 Wellness Committee to push healthy breakfast and lunch program as an effort to support families  
 Guidance Counselor as family outreach personnel  
 Resource Room/IEP Teacher as family outreach/mentor to Special Needs population  
 Parent Coordinator as family outreach/mentor  
 PTO "Adopt a Family" to serve as family support and outreach

**Budget and resources alignment**

Teacher per-session (fair student funding)  
 Supplies (Fair student funding)  
 Title 1 10% professional development  
 SAPIS budget  
 Parent Involvement 1%

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

Utilize the Depth of Knowledge instructional framework to improve teacher knowledge of Best Practices and rigor

**Comprehensive needs assessment**

School received a "C" on the Progress Report for the past two years. A clear need to improve staff instructional practices, while making the Crosswalk towards the Common Core Standards.

**Instructional strategies/activities**

- \* Weekly cabinet meetings
- \* Weekly Grade/Inquiry Team meetings
- \* Professional Development Plan which is inclusive of differentiation for ALL staff members.
- \* Use of consultant from Depth of Knowledge origination to provide professional development 3 times to entire teaching staff, this school year
- \* Use of TWO weekly Common planning periods
- \* Use of the Danielson Framework to assist teachers with their instructional and professional growth
- \* Weekly instructional walkthroughs
- \* Use of consultants from Teachers College to guide teachers in the Depth of Knowledge that is needed in ELA
- \* Use of Teachers College consultants to guide teachers in the alignment of the new Common Core Standards in ELA
- \* Use of consultants from University of Connecticut to guide teachers in teaching students to be Independent research using informative text (IIM study

through social studies, and science.)

- \* Use of labsite to allow teachers the opportunity to conduct intervisitations among themselves
- \* Use of Network professional Development sessions to train staff in the new Common Core Standards and the impact of Depth of Knowledge
- \* Use of our ELA and Math coaches to provide support to classroom teachers and our Inquiry Teams as they engage in the Crosswalk while unpacking the Common Core Standards
- \* Use of a new school program (Junior Great Books) to pilot Shared Inquiry throughout the Upper Grades (3-5)

#### **Strategies to increase parental involvement**

- \* Parent Coordinator and Network liaison to arrange and conduct a series of parent workshops surrounding the Depth of Knowledge and unpacking the Common Core Standards
- \* Parent workshops at Teachers College to provide information on Depth of Knowledge and unpacking the Common Core Standards
- \* Individual meetings with Administrative Team and parents regarding student progress/lack there of
- \* Breakfast with the Principal used as forum to provide information on the new Common Core State Standards and the support that is needed at home to support our students
- \* Principal monthly PTO presentation on curriculum and instruction.
- \* Bi-Monthly curriculum letters to parents on the instructional focus for the current and following month.
- \* Assessment letters to parents regarding the impact of Depth of Knowledge and student progress/lack there of
- \* Holiday projects surrounding the use of our Independent Investigations Method to stretch our students knowledge and imagination

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

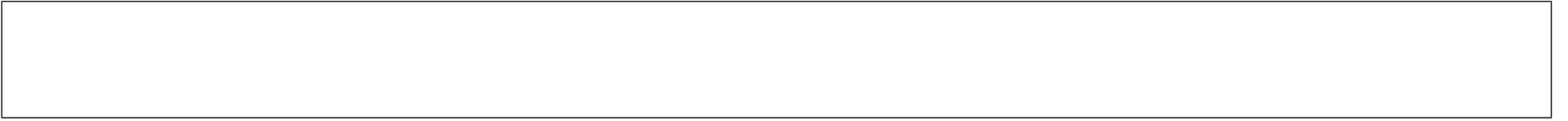
- \* Professional Development (Teachers College Project School; University of Connecticut on School Wide Enrichment; AUSSIE consultants in mathematics; Network PD sessions)
- \* Professional Development Plan with Short and Long term goals for the entire staff
- \* Intervisitations to peer schools and beyond for ideas on our new Dual Language Program; Unpacking the Common Core State Standards; Shared Inquiry
- \* Administration support through the use of Labsites: Training classrooms
- \* Well organized strategic Mentorship program

#### **Service and program coordination**

\* Our staff will be divided into quadrants in both the Lower and Upper school dependant on their professional development need. We will utilize labsites for teachers to conduct model lessons for each other. Our Depth of Knowledge staff developer/consultant will provide us with hands on training within the Depth of Knowledge framework. Our Teachers College consultants will work with the staff in each quadrant. Teachers will receive group as well as individual sessions with the TC consultants. Teachers will meet within their Grade Teams during their weekly common preps. To look at student work; conduct curriculum mapping; create mini lessons; etc. Teachers will meet each Thursday within their Grade Teams. They will continuously work on their Inquiry Spaces. Our data specialist will work on a continuous basis analyzing data with the teachers after assessments are given. The administrative team will use the Danielson Framework to provide teachers with reflections within their Grade Composites, after instructional walkthroughs and informals are conducted.

#### **Budget and resources alignment**

Professional Development Title 1 SWP  
Teacher per-session (fair student funding and ARRA RTTT Citywide Instruction)  
Supplies (Fair student funding); Title 1 Parent Involvement



### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

To align the common core standards within our content areas.

#### **Comprehensive needs assessment**

Improving teacher quality and effectiveness as the shift is made toward the new Common Core State Standards. In order to continue the work we've started with aligning our curriculum with the new standards, our teachers will continue preparing our students with a stronger focus on with nonfiction/informative texts. Our Social Studies driven curriculum will be supported more with the use of the Independent Investigations Methods, and richer classroom libraries to support this work.

#### **Instructional strategies/activities**

- \* Content area facilitators across the grades will conduct various grade instructional/ best practices conferences
- \* Investing in an expansion of our Informative Text selections across the school.
- \* Non-negotiable for book baggies: Leveled Informative texts must be sent home daily
- \* The content area Labsite within the 4 Quadrants will be used to align our current curriculum with the new CCSS, through curriculum mapping
- \* Monthly schedule of intervisitation sessions throughout the grades to observe Best Practices in the various content areas
- \* Teacher Leaders trained in Habits of Mind/Curriculum Mapping will conduct Lunch and Learn sessions to continue the work of curriculum mapping
- \* Monthly professional development sessions with our outside consultants will be used to push the work across the grades
- \* Observations (both formal and informal) will be utilized to provide feedback on our instructional practices
- \* Use of the various Tasks in ELA and Math to continue the crosswalk
- \* Use of Exemplars to continue aligning and practicing the math
- \* Use of professional literature and numerous resources from the State Education website; Teachers College website, and various websites I support of the new Common Core State Standards
- \* Use of Danielson framework pertaining to planning and instruction to help push the unpacking and crosswalk of the new Common Core State Standards

#### **Strategies to increase parental involvement**

- \* Parent Coordinator and Network liaison to arrange and conduct a series of parent workshops surrounding the Depth of Knowledge and unpacking the Common Core Standards
- \* Parent workshops at Teachers College to provide information on Depth of Knowledge and unpacking the Common Core Standards
- \* Breakfast with the Principal used as forum to provide information on the new Common Core State Standards and the support that is needed at home to support our students
- \* Principal monthly PTO presentation on curriculum and instruction.
- \* Bi-Monthly curriculum letters to parents on the instructional focus for the current and following month.
- \* Assessment letters to parents regarding student results from the various Tasks in ELA and Math
- \* Science Fair forums to help parents understand the request for more rigor within our students science projects this year
- \* Workshops for parents on the rigorous work required in social studies and science
- \* A series of Open House forums where parents are allowed to walk through the school and visit classrooms and labsites to observe instructional practices
- \* Beginning of unit letters introducing parents to the goals and focus of the new units of study (every 6-8 weeks)

**Strategies for attracting Highly Qualified Teachers (HQT)**

- \* Professional Development (Teachers College Project School; University of Connecticut on School Wide Enrichment; AUSSIE consultants in mathematics; Network PD sessions)
- \* Professional Development Plan with Short and Long term goals for the entire staff
- \* Intervisitations to peer schools and beyond for ideas on Unpacking the Common Core State Standards; Shared Inquiry
- \* Administration support through the use of Labsites: Training classrooms
- \* Well organized strategic Mentorship program
- \* Utilizing our school's website to document our progress; school-wide enrichment activities, and to share who we are as a cohesive school community

**Service and program coordination**

Our entire staff will be a part of this process of unpacking and aligning the new Common Core State Standards. Monthly conferences will be held by the administrative team, content area facilitators, consultants, coaches, and network support staff. Our Special Needs Department will meet bi-weekly to discuss the instructional program and the need for adjustments and differentiation within the classroom. Our Mental Health consultants will continue to visit classrooms and provide teachers with feedback regarding room arrangement, environment, and social and emotional supports to target the needs of our at risk and special needs population. Our Parent Coordinator will arrange a series of parent workshops to educate the parents. We will take parents to Teachers College for training, and on a monthly basis, the principal will conduct an informational forum within the PTO meeting to inform parents of the latest progress, activities and instructional practices that are occurring in the school. Our school's instructional program will be discussed at our SLT meetings. The minutes will be shared on our public bulletin board.

**Budget and resources alignment**

- Teacher per-session (fair student funding)
- Supplies (Fair student funding ARRA)
- Professional Development (Title 1 SWP funding)

## **ANNUAL GOAL #4 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

To increase student outcomes in ELA and Mathematics by 5% within all sub groups

### **Comprehensive needs assessment**

As outlined on our previous Progress report, there is a need to improve our student progress in all of our subgroups. Our African American and Hispanic males show evidence of "Needs Improvement" in both ELA and Mathematics. Instruction within the classroom, AIS small group sessions and within our Push In/Pull Out programs will be tailored and prescribed to meet the needs of this student population. Our classroom teachers, ELL teacher, along with the coaches, and other service providers will analyze our student work continuously to provide them with the most appropriate forms for instruction. Students will be provided with constant support as they make the Walkcross towards the Common Core State Standards. As a result of the support and constant reflective practices of the staff, our students in all sub groups in Grades 1 through 5 will show an increase of 5% in ELA and Mathematics. Students in grades 3-5 will show this progress through their state assessments. Students in Grades 1-2 will show this progress through their classwork and their Endline assessments in June.

### **Instructional strategies/activities**

- \* Common Prep periods for planning
- \* Small group instruction to provide students with prescribed instructional strategies
- \* Conferencing with students on a one on one and small group basis
- \* Providing students with constant appropriate feedback during conference time and through the use of responses to classwork and homework
- \* Support from our various consultants in an effort to plan effectively for this population of students
- \* An increase in the amount of informative texts that are used to support our instructional program
- \* Extended Day services in ELA and mathematics to support our students
- \* Weekly grade meeting to review student work
- \* Constant visits from administrative staff to provide meaningful feedback as outlined in the Danielson Framework for Professional Development
- \* Teacher made assessments to target the needs of each student.
- \* Weekly Inquiry Team meetings to analyze student work and outcomes

### **Strategies to increase parental involvement**

- Bi-weekly Reading and Math buddies (Friday morning)
- Constant communication between school and home regarding student progress/lack thereof
- \* Parent workshops at Teachers College to provide information on Depth of Knowledge and unpacking the Common Core Standards
- \* Breakfast with the Principal used as forum to provide information on the new Common Core State Standards and the support that is needed at home to support our students
- \* Principal monthly PTO presentation on curriculum and instruction.

- \* Bi-Monthly curriculum letters to parents on the instructional focus for the current and following month.
- \* Assessment letters to parents regarding student results from the various Tasks in ELA and Math
- \* Workshops for parents on the rigorous work required in social studies and science
- \* Beginning of unit letters introducing parents to the goals and focus of the new units of study (every 6-8 weeks)
- \* communication between service providers and parents regarding student outcomes

**Strategies for attracting Highly Qualified Teachers (HQT)**

Professional Development (Teachers College Project School; University of Connecticut on School Wide Enrichment; AUSSIE consultants in mathematics; Network \* PD sessions)

- \* Professional Development Plan with Short and Long term goals for the entire staff
- \* Intervisitations to peer schools and beyond for ideas on Unpacking the Common Core State Standards; Shared Inquiry
- \* Administration support through the use of Labsites: Training classrooms
- \* Well organized strategic Mentorship program
- \* Utilizing our school’s website to document our progress; school-wide enrichment activities, and to share who we are as a cohesive school community
- \* Constant support and feedback from our Network liaisons
- \* Providing many opportunities for teachers to aspire to leadership roles while mastering the art of collecting and analyzing student data

**Service and program coordination**

Utilizing Renzulli Learning to assist with differentiating instruction for our student sub groups. Using some of the strategies used by our Service Providers (Speech, OT/Pt Teachers, and Guidance Counselor) to provide prescribed instruction for our students. Students will be assessed informally throughout the year and flexible grouping, along with strands of the Common Core task will be utilized to provide them with prescribed instruction. A Saturday Academy, Extended Day Groups, and in class small groups will be utilized to provide students with this form of instruction for growth. Parents will be kept informed by our assessment letters and our New Unit letters. Grade Teams will meet each Thursday to discuss student progress and the “Next” step for student growth. During our Thursday sessions, teachers and all service providers will meet to analyze student outcomes.

Teachers will meet constantly with Administrative Team to review student progress and to map out lessons for growth and development throughout the year. Lunch and Learns will be used, along with Labsites to improve teacher effectiveness in order to have an impact on student learning.

**Budget and resources alignment**

- Teacher per-session (fair student funding and ARRA)
- Supplies (Fair student funding)
- Title 1 10% professional development

**ANNUAL GOAL #5 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #5**

To use School Messenger to continue improving our parent communication and involvement school wide.

**Comprehensive needs assessment**

In an effort to improve our communication with our parents school-wide (as outlined on our school's Progress Report (School year 10-11) )100% of our families will Our school will use the new automated system to continue providing parents with school-wide information. Parents will receive daily contact/messages from the school. We will also continue to serve as an Open School to the parents and the Prospect Height Community, inviting them to visit us throughout the year for our School-Wide activities.

**Instructional strategies/activities**

- \* Our SAPIS support personnel and our Parent Coordinator, along with representatives from our PTO will provide information to our parent body about our new system. The attendance committee members, led by the SAPIS will use this system to provide parents with daily information on attendance, and other school-wide activities.
- \* Our staff members will be informed of the new system and the impact it will have on our parent involvement. They will be informed to advertise this system on their class' websites in an effort to inform parents and bring awareness.
- \* It is our goal to have 100% parental and staff awareness of the importance of listening to and following up with the information provided by this communication system

**Strategies to increase parental involvement**

- \* Our Parent Coordinator will continue to share information about the School Messenger in her weekly Wednesday Newsletter/Blog to the parents
- \* During our monthly PTO meetings, our executive Board members, along with the Parent Coordinator will remind parents about the School Messenger
- \* Our SAPIS personnel and our Attendance Teacher will remind parents to listen to the messages regarding attendance/lateness and bring their concerns or discrepancies to us for clarity an corrective action
- \* Incentives will be given out to those classes that have 100% or the larger percentage of parents at any of our School-Wide functions  
Teachers will have students write a note to remind parents to listen out for the School Messenger on a daily basis.

**Strategies for attracting Highly Qualified Teachers (HQT)**

Professional Development  
Network support  
Administration support  
Incentives

**Service and program coordination**

PIP Plan will involve all of the strands needed to outline our parental involvement school-wide

SAPIS services used as family outreach

Parent Coordinator, Attendance Teacher, Guidance Counselor will all serve as outreach personnel to our families

Wellness Committee will use this School Messenger as a vehicle to spread the word on their committee involvement in the school and the various ways parents can get involved

Diverse Community will utilize the School Messenger to inform parents of various activities and of their monthly meetings

Resource Room/IEP Teacher as family outreach/mentor to Special Needs population

Parents As Lunch Partners will use the School Messenger as a communication tool to update families on the progress being made with our Lunch time student groups, organized play and any other information that needs to be shared.

**Budget and resources alignment**

Teacher per-session (fair student funding)

Supplies (Fair student funding)

Title 1 10% professional development

SAPIS budget

Parent Involvement 1%

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	18	21	N/A	N/A	5	0	5	12
<b>1</b>	42	31	N/A	N/A	3	0	3	4
<b>2</b>	25	34	N/A	N/A	4	0	4	11
<b>3</b>	24	26	N/A	N/A	4	0	4	8
<b>4</b>	13	18			6	0	6	6
<b>5</b>	28	25			4	0	4	7
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<ul style="list-style-type: none"> <li>• <b>Guided Reading, shared Reading, Acuity Lessons, Foundations, Wilsons Strategies, and Renzulli Learning are used to instruction our AIS populations.</b></li> <li>• <b>Students receive this instruction during the day in small group setting, and during Extended Day within their flex grouping as outlined by their assessments results.</b></li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• <b>Guided math groups, Acuity Lessons, Extensions of our Everyday Math curriculum; Exemplars; Math through Trade books; Math games and Envision Math are used to instruction our AIS populations.</b></li> <li>• <b>Students receive this instruction during the day in small group setting, and during Extended Day within their flex grouping as outlined by their assessments results.</b></li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• <b>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. Science is provided both in the science labs and in the classroom during a Block Schedule. Teachers engage in small flex grouping.</b></li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• <b>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. Social Studies is provided in small flex groups during a Blocked schedule twice per week.</b></li> </ul>
<b>At-risk Services provided by the Guidance Counselor</b>	<ul style="list-style-type: none"> <li>• <b>During the day, twice a week by our part time Guidance Counselor, and twice a week by our social worker. Our Mental Health Clinic also services at risk students.</b></li> </ul>
<b>At-risk Services provided by the School Psychologist</b>	<ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul>

<p><b>At-risk Services provided by the Social Worker</b></p>	<ul style="list-style-type: none"> <li>• <b>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. Students are serviced twice a week by our social worker (As a follow up to the services not covered by the part time Guidance Counselor)</b></li> </ul>
<p><b>At-risk Health-related Services</b></p>	<p><b>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. Our other Service Providers provide various supports throughout the day both as Push-In and Pull-Out programs, as outlined by the students' IEPs.</b></p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- 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;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- 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 (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person 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.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; 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., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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;

- 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;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area 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;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- 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;

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. 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:*

- using academic learning time efficiently;
- 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 as follows:  
Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and in February;
- Provide parents with frequent reports on their children's progress. Progress reports will be given out at least 4-5 times a year in between the marking periods.
- Provide parents reasonable access to staff. Specifically, staff will be available during their common planning periods to meet with parents: Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may volunteer at any given time in their child's class and at the school as a whole. Involve parents in the planning, review, and improvement of the school's parental involvement policy, an organized, ongoing, and timely way.

Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, 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, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- 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.
- Provide to parents of participating children information in a timely manner about Title I, 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.
- On 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.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- 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 I.

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising 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;

## **II. Parent/Guardian Responsibilities:**

- 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;
- 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;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- 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;
- 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 the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
- Read at least 30 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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Marguerita Nell</b>	District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>009</b>
School Name <b>Teunis Bergen</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Ms. S. D'Avilar</b>	Assistant Principal <b>Ms. D. Smith</b>
Coach <b>Ms. S. Durham (Literacy)</b>	Coach <b>Ms. C. Sealey (Math)</b>
ESL Teacher <b>Ms. S. Hayward</b>	Guidance Counselor <b>Ms. Johnson</b>
Teacher/Subject Area <b>Ms. Shaw-Murphy (K-Dual Lang.)</b>	Parent <b>Ms. Ivana Espinet</b>
Teacher/Subject Area <b>Ms. Hernandez (Spanish)</b>	Parent Coordinator <b>Ms. C. Derrell-Jacob</b>
Related Service Provider <b>Ms. T. Shortt-Ocasio</b>	Other <b>type here</b>
Network Leader <b>Ms. C. Felix</b>	Other <b>type here</b>

### C. 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>642</b>	Total Number of ELLs	<b>20</b>	ELLs as share of total student population (%)	<b>3.12%</b>
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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

1. 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. S. 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.

2. 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.

3. 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 and a Dual Language class, 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 additional bilingual classes. This is our first year implementing a Kindergarten Dual Language Program in Spanish.

4. 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, P.S.9 offers an ESL program and a Spanish Dual Language class on Kindergarten. There are no additional 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.

5. The trend in program choice at P.S.9 is the selection of the ESL program. Thus far, over the past five years, all parents attending an orientation have elected to keep their children at P.S.9 and in ESL. We have one ELL whose parent preferred our Kindergarten Dual Language program rather than ESL. Parents state that they wish to keep their children in our school due to reputation of P.S.9 as an excellent school in the community and for convenience.

6. Our program models (ESL and Dual Language) are aligned with parent requests. For the past five years, no parent has requested additional bilingual services in the school or the district.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K* 1* 2* 3* 4* 5* 6● 7● 8● 9● 10● 11● 12●
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#### This school offers (check all that apply):

Transitional bilingual education program	Yes●	No●	If yes, indicate language(s):
Dual language program	Yes*	No●	If yes, indicate language(s): Spanish

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Dual Language (50%:50%)	1													1
Freestanding ESL														
Self-Contained														0
Push-In														0
<b>Total</b>	<b>1</b>	<b>0</b>	<b>1</b>											

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	1
SIFE	2	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL		2	1								0
<b>Total</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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
<b>TOTAL</b>	<b>0</b>													

**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	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	1	18																	1	18
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>1</b>	<b>18</b>	<b>0</b>	<b>1</b>	<b>18</b>															

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 2

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 5

Asian:    

Hispanic/Latino: 9

Native American:    

White (Non-Hispanic/Latino): 4

Other: 1

**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		2	1		2									5
Chinese														0
Russian														0
Bengali	1	1	2	2	1	1								8
Urdu														0
Arabic	2		4			1								7
Haitian					1									1

## 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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2		1		1									4
<b>TOTAL</b>	<b>5</b>	<b>3</b>	<b>8</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>25</b>						

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

#### Programming and Scheduling Information

1. 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 20 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.
2. 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.

## A. Programming and Scheduling Information

3. 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 provides progress reports and assessments to classroom teachers of ELLs. This maintains a level of consistency between the classroom and ESL instruction and integrates language and content. Classroom teachers also differentiate for their English language learners. 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.
4. Children are identified as English Language Learners using the New York State LAB-R. ELL's who are native Spanish speakers are also given the Spanish LAB to assess their abilities in their native language. ELL's in our Kindergarten Dual Language class are given regular assessments (teacher created) in both Spanish and English.
5. 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. Guided Reading is an essential component in our literacy program and it is used extensively to support ELL's receiving service for 4 years and longer. The structure of Guided Reading lessons offers ELL's the support that they need to explore and discuss a wide variety of topics and content while building vocabulary. In addition, these students practice learned strategies within texts on their reading level. 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.
6. At the present time, we do not have any students with disabilities who are English language learners at P.S. 9. However, the school has several systems in place to investigate the needs of any ELL-SWD who enters the school. These systems include Parent Orientations and staff meetings that therapists, social workers, psychologists, special education and ELL personnel attend. Any ELL-SWD attending P.S.9 would receive instructional strategies and grade level materials appropriate for that student and according to their individual needs. We would also provide access to academic content areas and accelerate English language development using supports unique to that individual, if necessary.
7. Though we do not currently have any ELL-SWDs at P.S.9, we are prepared for such a student to enter our school. Our contingency plan is to form a team composed mainly of support staff to accommodate the needs of the child. School personnel on this team would include teachers, social workers, school psychologists, nurses, speech, occupational and physical therapists. Curriculum, instruction, and scheduling will be adjusted, if necessary, to meet the needs of such students. The students' IEP is the guiding document for such a process. Students in regular and special education are not segregated and students with disabilities would be fully integrated into the school community through flexible scheduling. Our goal would be to keep the student in the least restrictive environment and to make this student feel as welcome and comfortable in our school as possible, while meeting their academic needs.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

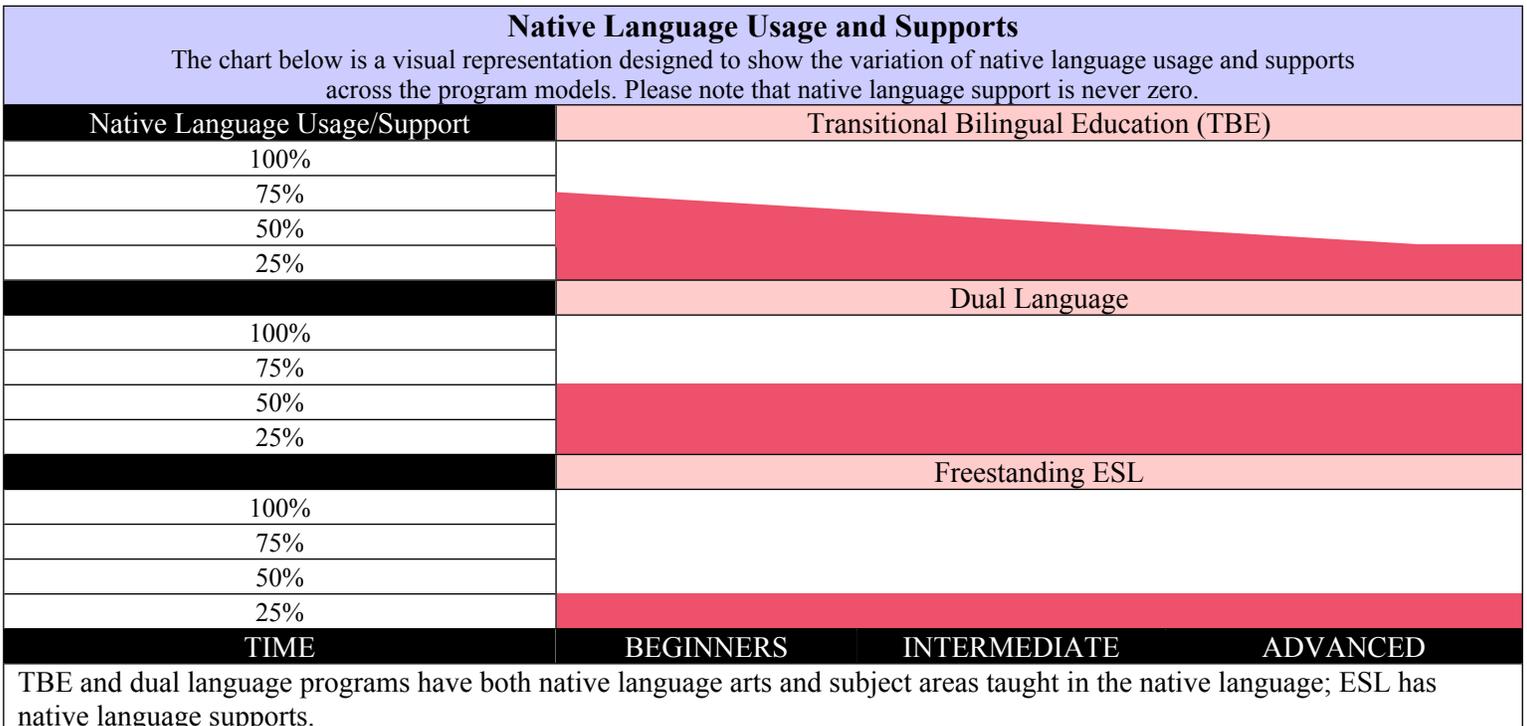
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				

Social Studies:	
Math:	
Science:	


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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

### Programming and Scheduling--Continued

8. 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.
9. 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.
10. 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.
11. We do not have any programs or services being discontinued for ELL's.
12. 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.
13. 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'.
14. Native language support is provided in ESL through our multicultural library which includes books in Bengali, Arabic and Spanish. In the Dual Language Program the native language is supported through the use of our 50/50 Model taught by one teacher. For 50% of the day everyday the class is in the native language "mode" where only their native language is spoken. All subjects taught during this time are taught in the native language. All materials used during this time are either in the native language or in both languages. Everything throughout the learning environment is labeled in both languages. Everything labeled in English is labeled in blue and everything in the native language is labeled in red.
15. ELL's receiving required services are supported with resources that correspond to their ages and grade levels.
16. 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.
17. At P.S.9 we have a Spanish as a foreign language program that is offered to ELL's as well as the general student body.

## 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 for EPs and ELLs is in the target language? What content is taught in the target language?

## 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

1. 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.

2. 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.

3. 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

1. 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.

2. 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.

3. 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.

4. Our parental involvement activities provide a forum for parents to ask questions regarding their children's education. This seems to be the greatest need in our school community. Parents want to be clear about expectations, students' progress and what types of programs we use to facilitate learning. We make a special effort to recruit parents to the Parent Orientations and Open School Nights. Letters and invitations to these events are translated into the various languages that our students speak.

# 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													3
Intermediate(I)		1	1											2
Advanced (A)			2	2	3	1								8
Total	3	1	3	2	3	1	0	0	0	0	0	0	0	13

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	2		3	1							
	P		1	4	2	3	1							
READING/ WRITING	B	3												
	I		1	1		1								
	A			2	2	1	1							
	P		1	3		4	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		2			2
4		2			2
5	1	1	1		3
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					2				2
4			3		2				5

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5			1		2				3
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					5				5
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and 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								

## B. After reviewing and analyzing the assessment data, answer the following

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- 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 patterns across all grades indicate that students reach proficiency in Listening and Speaking English before Reading and Writing in English. This is the natural progression for how we learn and acquire language. Therefore, the ESL program focuses on oral language acquisition for newcomers and beginner ELLs. As students progress through the intermediate and advanced stages more instructional time is dedicated to Reading and Writing activities. Oral language is always a component of lessons at all levels but it is taught very explicitly to newcomers and beginners.
- 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. As we incorporate the new Common Core Standards, we will build students vocabulary by using more informational and non-fiction texts.
- All Spanish speaking ELL's are given the Spanish LAB as an initial assessment. This is our first year implementing a Kindergarten Dual Language Program. Therefore, there is no assessment history in the Dual Language program.
  - The ELL Periodic Assessments serve as a guide to prepare students for the NYSESLAT. As a school, we look at student achievement and failure across the four modalities of English. The ESL teacher uses this information to guide lesson planning and grouping of students. ESL students are also monitored closely for reading levels and reading comprehension using the Fountal and Pinnell text leveling system, as this is a good indicator of student progress and growth in terms of English language acquisition.
  - The Periodic Assessments give us a good idea of how ELL's will perform on the NYSESLAT. As a school, we are able to revisit our goals, revise our plans, review concepts and focus on skills where student achievement is lacking.
- How are the English Proficient students (EP's) asses in the second (target) language?  
EP's are assessed in the target language through a Spanish accelerated reading program called Estrellita. This accelerated reading program provides assessments not only at the beginning of the program to benchmark each student but also throughout the program as they progress and at the end of the year as well.
  - What is the level of language proficiency in the second (target) language for EP's?

## 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.

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **13K009** School Name: **P.S.9 Teunis Bergen**

Cluster: \_\_\_\_\_ Network: **Grapevine**

**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**

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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.

Gathering data to assess the schools translation and interpretation needs begins with parents at registration. During this process, parents fill out the Home Language Survey (HLS) and answer questions about languages spoken in the home and the parents language of preference for both oral and written communication. Translation and interpretation services are available to all parents who require assistance, and not just to parents of ELL's. The ESL teacher compiles this information and distributes it within the school community.

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.

P.S.9 has a small population of English language learners. Every year, we create a roster for oral and written communication needs based upon interviews at registration and information on Home Language Surveys. There are 5 languages currently spoken by English language learners and their parents : Arabic, Bengali, Spanish, Haitian Creole and Twi. The ESL teacher creates a roster with translation and interpretation needs and distributes the list to teachers and the Parent Coordinator.

## Part B: Strategies and Activities

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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.

All important school documents are translated for parents who do not speak English. These documents include the Parent Handbook, monthly calendars, Parent Teacher Conference letters, etc. We use the Department of Education's Translation Services department for these documents and they are usually returned in a timely manner. Parent volunteers and school staff are also available to translate notices and flyers so that the school can communicate with parents who may not be able to read in English.

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.

Oral translation is usually provided by parent volunteers. Many of the families of our English language learners are related to one another, live in the same community and own businesses here as well. Therefore, these parents are well acquainted with one another and are very proactive about assisting each other with oral communication. The school ensures that parent volunteers are available on open school day and night and we utilize the translation call center provided by the Department of Education, if necessary.

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/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

P.S.9 ensures that limited-English-proficient parents are provided with information to access programs and services critical to their child's education. Letters and notices related to enrollment, registration, student achievement, academic and non-academic programs are translated and distributed in a timely manner. We utilize the DOE Translation and Interpretation Unit, school staff and parent volunteers as required. We also utilize documents that have already been translated and that are available on the DOE's website. We also use the translation/interpretation school funding allocations when we have a critical need for translation and interpretation services.