



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 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	On File
Diandra Verwayne	*UFT Chapter Leader or Designee	On File
Nelly Heredia	*PA/PTA President or Designated Co-President	On File
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	
Tara Rullo	Member/Parent	On file
Matt Fleischer-Black	Member/Parent	On file
Nina Twine	Member/UFT Teacher	On file
Vickie McNeil	Member/UFT Teacher	On File
Kristen Cole	Member/Parent	On File
Talika Andrews	Member/Teacher	On File
Gillian Mitchell	Member/	On File

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Increase our Special Education and ELL population outcomes in ELA and Mathematics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on previous results from our state assessments in ELA and Math, our Progress Report data, our Quality Review data, and our daily collection of Soft Data in Grades K-5, it was determined that our students in the Special Education and ELL sub groups were in need of focused and targeted lessons with a strong emphasis on fluency, higher order thinking, numeracy awareness, and overall math problem solving skills. Our Grade Teams determined that the best solution to these findings would be to formulate small flexible groupings for our students, while targeting the weaknesses of each student/each group. Students would be assessed daily through our “Kid Watching” practices, and groups would change often depending on the rate of student progress. Such instructional practices would ensure that analyzing student work and data would become our norm, and we would develop a common protocol for reviewing student work. It would also ensure that students in Grades K-2 were prepared while meeting their appropriate benchmarks prior to the testing grades.

Our Special Education students showed the following changes on the state assessments in ELA and Math during the 2011-2012 School Year:

ELA:

Grade 3: +13.3

Grade 4: - 26.1

Grade 5: + 1.5

Overall change= -1.9 (*lack of progress)

Math:

Grade 3: +6.7

Grade 4: -1.1

Grade 5: +19.3

Overall change= 6.1 in progress

Our ELL students showed the following changes on the state assessments in ELA and Math:

ELA:

Grade 3: + 1.3

Grade 4: +17.4

Grade 5: + 3.9

Overall change= 7.9 in progress

Math:

Grade 3: +12.8

Grade 4: + 9.1

Grade 5: - 0.9
Overall change= 7.5 in progress

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

***Students will be placed in small groups with a balanced literacy and balanced mathematical instructional program to meet their individual needs. Students will continue to engage in prescribed instruction on a daily basis.**

***Shared Reading with a strong emphasis on a specific skill will occur across the grades. Guided Reading, as well as Guided Math to teach specific strands and skills will be utilized.**

***The Lower Grades will engage in a strong word study program to ensure they are integrating a more multi-sensory component in their curriculum, with a strong emphasis on individual needs; allowing them to reach their reading benchmarks.**

***The Teachers College Reading/Writing curriculum will be used along with Task bundles from the Engage NY website. This format will be done to provide the students with a more rigorous instructional model, as we implement the shifts in ELA. Our School day will continue to commence with Social Studies on Monday and Tuesday, and Science on Wednesday and Thursday in order to ensure that students are engaging in rich content area instruction across the disciplines. There will continue to be a significant increase in the amount of informative texts to support our instructional program.**

*** Conferring with students on a one on one and small group basis will occur in frequent cycles on a weekly basis.**

*** Teachers will work on providing students with constant appropriate feedback during conference time and through the use of responses to class work and homework. There will be a school-wide initiative to provide students and their families with more frequent Progress Reports (they will be sent home once in between each marking period).**

***Two common preps for planning during the week will be provided for each grade team. Two Inquiry Teams meetings will be scheduled during our Thursday sessions each month.**

***Inquiry teams across each grade will collaborate and analyze student data in order to create flexible RTI groups.**

*** Extended Day services in ELA and mathematics will be provided for our students across the grades, in an effort to support our students (these sessions will be scheduled on a two weeks basis).**

*** 2-3 Weekly grade team meetings with classroom teachers and other service providers will be scheduled to review student work**

***Teacher made assessments to target the needs of each student will be created in order to track student growth.**

***Support from our various consultants will be done in an effort to plan effectively for our sub groups of students.**

***Professional Development on Depth of Knowledge will continue to be provided for the entire staff.**

*** Constant classroom visits and instructional walk-throughouts will be conducted by the administrative staff to provide meaningful feedback as outlined in the Danielson Framework for Professional Development. These sessions will be used to push the staff's thinking and to bring awareness of the importance of rigor and how to ensure that it is embedded throughout our instructional program.**

***Facilitators on each grade team will be provided with more support and will play a greater role in determining what is needed to improve student achievement on their grade. They will be involved a lot more on the placement of students within our RTI groups.**

***A stronger emphasis on the social and emotional needs of our students will be followed in an effort to provide them with a lot more support.**

*** Implementation commenced during the summer of 2012 as the Dual Language Team and the Whole Child Team gathered to engage in professional**

development as well as backward planning. This work will be continuous throughout the school year 2012-2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

***Our new school year will commence with our annual Parent Orientation. This event sets the tone for the school year since the instructional expectations and school-wide procedures are shared and discussed at that time. The principal's goals are shared, as well as the results of the Progress Report and the *Quality review (*when applicable).**

***Bi-weekly Reading and Math buddies (Friday morning) will continue as a means to involve parents in parts of our instructional program and to promote awareness of our instructional expectations and models.**

***Constant communication between school and home regarding student progress/lack thereof will be fostered.**

***Creation of a school wide Progress Report Card across the grades (every 8 weeks)**

*** Parent workshops at the school to provide information on Depth of Knowledge and unpacking the Common Core Standards will take place throughout the school year.**

*** Breakfast/Dinner with the Principal will be used as a forum to provide information on the new Common Core State Standards and to highlight the support that is needed at home to ensure student growth and development.**

*** Principal monthly PTO presentation on curriculum and instruction will continue.**

*** Bi-Monthly curriculum letters to parents on the instructional focus for the current and following month will continue.**

*** Assessment letters to parents regarding student results from the various Tasks in ELA and Math will be sent home.**

*** Workshops for parents on the rigorous work required in social studies and science will be provided by the Administrative team and the Network team.**

*** Beginning of unit letters introducing parents to the goals and focus of the new units of study (every 6-8 weeks), will be sent home.**

*** Communication between service providers and parents regarding student outcomes will occur.**

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) X Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III X Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

*** Utilizing Renzulli Learning, EngageNY, ARIS, and other resources to assist with differentiating instruction that is CCSS aligned will be done for each of our student sub groups. Students will receive a lot more support and resources to enable their progress. Using some of the strategies used by our Service Providers (Speech, OT/PT Teachers, and Guidance Counselor) to provide prescribed instruction for our students will increase across our grades. 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 Lab-Sites to improve teacher effectiveness in order to have an impact on student learning. Our Dual Language Team of teachers will attend the yearly NYSABE conference in the Spring of 2013 as part of their professional growth and responsibilities. The Whole Child team will attend the ASCD Conference in the Spring of 2013 in order to continue their professional growth and development on students' social emotional needs.

Our Parent body will continue to write grants to support our programs. The Wellness Committee will continue to apply for grants in order to provide our students with many more opportunities to move and engage in healthier choices. Our teachers will also continue to write grants for Donors Chose in order to acquire various instructional resource and materials. Overall our membership in the Whole Child Network of Schools with ASCD will provide us with support in following the five tenets to ensure that our students are Healthy, Safe, Engaged, Supported, and Challenged as we work together to ensure that it is all sustainable. Funding for the Services for Students in Temp Housing will be used to purchase supplies for students under that umbrella.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Increase academic outcomes of students in grades 3, 4, and 5 while aligning the new Common Core Standards in literacy and in numeracy; as outlined in the new Instructional Expectations for the 12-13 school year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

According to the results from our state assessments in Spring 2012, both our instructional and Inquiry teams determined that there was a need to focus on our testing grades in order to foster the need for more rigor as we continued to make the shifts in ELA and in Mathematics. It was felt that an alignment of our instructional program with the new CCSS would allow our students to be more prepared for the new rigor which is embedded within the new state expectations and assessments.

Our students' overall results from the state assessments in ELA and Math are as follows:

ELA (ALL students):

Grade 3: 70.8% * Showed a change of + 4.6

Grade 4: 65.2% * Showed a change of +20.1

Grade 5: 62.5% * Showed a change of + 3.3

Overall = 66.3% proficiency in ELA *Showed a 9.8 increase in scores

Math (*ALL Students):

Grade 3: 83.3% * Showed a change of + 12.5

Grade 4: 52.2% * Showed a change of + 62.5

Grade 5: 62.5% * Showed a change of + 0.5

Overall = 66.5% proficiency in Mathematics * Showed an 8.5 increase in scores

Despite this steady increase in student performance across each grade, the new CCSS, information embedded in the new Tri-State rubric, and in the PARCC all indicate that the expectations for students taking the state assessments during the Spring of 2013 and on will be much higher and will require a lot more depth of knowledge. Students will be expected to read more complex passages and solve higher order thinking questions; forcing them to apply more logic.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

We will:

- *Conduct an item analysis of students' assessments to determine their strengths and weaknesses.
- *Use our school's RTI/Intervention model to engage students in targeted small group instruction.
- * Create an alignment of our Reading and Writing units of study to the new Common Core standards. Also ensure that our staff is familiar with the ELA and Mathematics tasks bundles on EngageNY. Provide instructional support for our staff so that they are able to adapt such bundles into their instructional plan for targeted instruction.
- * Implement a stronger focus on Close Reading of Complex Texts across the grades as we increase the reading rate of each student in an effort to build reading stamina.
- *Engage in Guided Reading and Guided Math instructional models to provide prescribed instruction to our students.
- *Engage in Shared Reading/Interactive Writing instructional models daily to ensure appropriate progress.
- * Use Depth of Knowledge to provide rigorous instruction on a daily basis.
- *Use Universal Design for Learning to provide scaffolding for various targeted small groups.
- * Use the Danielson Framework to assist teachers with their instructional and professional growth.
- * Use Junior Great Books to provide Shared Inquiry/Depth of Knowledge throughout the Upper Grades (3-5)
- * Conduct Weekly instructional walkthroughs and provide frequent feedback to help teachers push their instructional practices and thinking.
- * Create a Professional Development Plan which is inclusive of differentiation for ALL staff members.
- **Conduct Weekly cabinet meetings.

- *Administrative Team will provide school-wide Professional Development on the new Instructional Expectations/Common Core Standards
- *Content area Facilitators will provide professional development across each grade (in their content areas)
- * Use of consultants from the GrapeVine Network to guide teachers in the Depth of Knowledge that is needed 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.)
- * Implementation of the FIVE tenets from the Whole Child Philosophy. Teachers will follow these tenets to ensure that our students are Healthy, Safe, Engaged, Supported and Challenged on a daily basis.

- *Provide teachers with opportunities to provide various Lunch and Learns (PD sessions)
- *Provide teachers with the opportunities to conduct workshops across the grades
- *Weekly Grade/Inquiry Team meetings to enable staff members to collaborate and plan
- * Use of TWO weekly Common planning periods
- * Use of labsite to allow teachers the opportunity to conduct intervisitations among themselves

*This work will occur over a period of three years. Each year we will add to the framework as outlined by the Instructional Expectations and focus for the school year.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Bi-weekly Reading and Math buddies (Friday morning)
 - Constant communication between school and home regarding student progress/lack thereof
 - * **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 ELA/Social Studies and Math/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
- *Attend various workshops throughout the year and during the ASCD conference I the Spring of 2013 to increase our knowledge of the new CCSS, in order to share this information with the parents in an effort to empower them.

Budget and resources alignment

- Indicate your school’s Title I status: XSchool Wide Program (SWP) Targeted Assistance Program (TAP) XNon-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X _____ Tax Levy _____ Title I _____ Title IIA _____ Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- ***Teacher per-session (fair student funding and ARRA): This will be paid to teachers for their work during Saturday Academy.**
- ***Supplies (Fair student funding): for our Instructional Program, as well as Saturday Academy.**
- ***Grant Writing will be done to supplement our school’s budget.**
- ***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 Lab-Sites to improve teacher effectiveness in order to have an impact on student learning.**

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

We will use RTI and Reading Recovery to ensure that students in Grade 1 are moving across the Reading Benchmark at the end of each assessment period. Students will be reading at a Level 3 by the Fall of 2013.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The rigorous demands of the new common core standards clearly indicate that there is a need for our school to target our Grade 1 students in reading. This population of students is expected to move from Level D/E to Level L (from Sept. to June). Due to this huge demand, it is imperative that we pace and closely track our students across the reading benchmarks. Analysis of the kindergarten reading data in June 2012 indicated that at least 38% of our students moving into Grade 1 were struggling below the reading benchmarks. This information influenced our need for Reading Recovery and a strong RTI program in Grade 1.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

***The creation of a Reading Recovery Program to service struggling readers will be implemented this year.**

*** Classroom teachers across Grade 1 will administer running records at least three times per year. Frequent cycles will be done for our struggling readers. All results will be submitted as per our Assessment Calendar.**

***Daily utilization of our school's RTI model to engage students in targeted small group instruction across grade 1; both during school and Our Extended Day sessions (three times per week).**

***Guided Reading instructional models to provide prescribed instruction.**

***Shared Reading/Interactive Writing.**

*** Professional Development Plan which is inclusive of differentiation for ALL staff members.**

*** Use of Depth of Knowledge to provide rigorous instruction**

***Use of Universal Design for Learning to provide scaffolding for various targeted small groups**

*** Use of the Danielson Framework to assist teachers with their instructional and professional growth**

*** Weekly instructional walkthroughs**

****Weekly cabinet meetings**

Our Reading Recovery teacher will work individually with Grade 1 students throughout the year. She will create various cycles for this work. Our Reading Recovery teacher will provide professional development on reading/running records for our staff throughout the year. Grade Teams will meet weekly to analyze student work. There will be a huge focus on running records in an effort to increase our staff's knowledge of students' weakness and strengths.

ELA facilitators will meet to review ELA units, student/lesson pacing and the “NEXT Steps” for our students. Parents will be supported through workshops and curriculum letters in an effort to empower them with knowledge of their children’s instructional expectations.

Teachers will engage students in creating Goals and Action Plans for their growth and development in reading throughout the year. Teachers will create customized assessments throughout the year to study the impact of their work within small groups. Teachers will follow our school-wide assessment calendar to monitor students’ progress or lack thereof within the reading benchmarks. Teachers will engage in a strong word study program to ensure that the students are building their vocabulary, fluency, word recognition, and comprehension skills. Teachers will use the bundles to increase rigor across the work they will engage in with students in ELA. They will align the curriculum as much as possible to ensure that higher order thinking skills are embedded throughout their instruct.

These practices will be implemented from September 2012 through June 2013, and will be readjusted as needed from the next school year (over a course of three years).

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

A grant will allow us to partially pay for our Reading Recovery teacher. We will use Tax Levy dollars to also pay for a part of the program. The Reading Recovery teacher will work one on one with selected struggling readers throughout the year. She will also work/co-teach with some of our Grade 1 teachers. She will work in small group settings in some of our Grade 1 classrooms.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To continue using our School Messenger system to improve our attendance, parent involvement, and communication school-wide.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our school's active parent body is always willing to assist us in our many endeavors; therefore it is essential that we stay in touch with our families. We intend to use the messaging system throughout the year to keep our families informed of our students' lateness's, absences, and our various school functions. Since the School Messenger System was previously purchased by the PTO in an effort to improve school-wide communication, as well as parental involvement, we wanted the parents' voices to be heard, and we also wanted to continue empowering them, one family at a time. Proven to be a successful tool in the past, this tool allows us to send messages (via telephone) directly into our students' homes. Our ongoing needs assessment, discussions at our monthly SLT meetings, PTO meetings, Breakfast/Dinner with the Principal, along with the following factors from the previous school year, all influenced our decision as a school to maintain our School Messenger System:

Continuous conversations with our parents regarding communication, students' lateness and absenteeism as well as parental involvement.

An Attendance rate of 92.5%

The Communication Indicator of 8.4 out of 10, and an overall score of 9.2 out of 15 (Grade B) on the School Environmental survey.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

An automatic message will be sent to the homes of students who are late and absent each day. Our teachers will inform the School Aide in charge of attendance as well as the SAPIS counselor about students who are frequently tardy or absent. A plan of action will be created by the SAPIS counselor and the Attendance Teacher to help these families. Attendance will be monitored closely by the Attendance Team to ensure that students are attending school regularly and on time daily.

Our Parent Coordinator as well as parent volunteers will use the system to keep the entire school community informed of all school-wide events.

Our Attendance Team will ensure that parents are notified of attendance issues. They will ensure that students with perfect attendance are recognized monthly via the perfect attendance board. This team will also work diligently to track 407s so that we are assuring that students are accounted for and are safe.

Teachers will use attendance as one of the main factors for selecting students for our Student of the Month Wall in an effort to promote daily attendance.

This tool will continue to be utilized for this school year.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents will receive daily notices (when applicable) regarding their children's attendance.

Parents will receive reminders for our various school-wide events.

Parents will be informed of grade-wide events.

Parents will continue to volunteer to input inform into the tool in an effort to assist with the task of involving

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our Parent Teachers Organization will continue to pay for this parent involvement tool.

Our SAPIS Counselor, the Attendance Team and our Parent Coordinator will continue to work with the classroom teachers to monitor student attendance and keep parents informed. Our Parent Coordinator and parent volunteers will continue to use the tool to keep the entire school community informed of school events.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To embrace our membership in the Whole Child Network of schools with ASCD in order to implement the 5 Tenets: Healthy, Safe, Engaged, Supported and Challenge so that our children are successful and continue as lifelong learners.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Empowering our parents, teachers and members of our school community has allowed us to create a very supportive culture within our school, and as a result they are always willing to help us find solutions to our varied issues. Our parents, teachers and students became very vocal about some of the social and emotional issues that were affecting our students during recess. These concerns pushed our parents into action and a lunch volunteer program was created. As the parents gathered and worked with our school aides to help manage the varied student groups and activities during recess they got a more in-depth view of the issues afflicting the emotional and social growth of our student body; forcing us to applying for the School Improvement Grant with the Whole Child Network through ASCD. Being a part of this network of 10 schools nation-wide has allowed us to strengthen our belief system of servicing the Whole Child, while ensuring that our students are Healthy, Safe, Engaged, Supported, and Challenged on a daily basis.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Our school community has started to align the philosophy of servicing the Whole Child throughout our school's structure. Our Whole Child committee attended professional development sessions with ASCD in July of 2012, and has returned to the school and worked with the staff, parents and students to ensure that we are creating a culture that fosters the tenets of Healthy, Safe, Engaged, Supported and Challenged. It is our goal to sustain the work we do around these tenets by changing the culture of our school. We will continue to share the tenets and the indicators with our school-wide teams in an effort to embed the strands throughout all that we do for our students, families and staff.

Due to the grant from ASCD and the PTO, we have been able to partner with the organization Playworks. This organization has provided us with a coach who will work with our students and staff in an effort to help us with organized play, conflict resolution, physical activities (before, during and after school), and the creation of student sport teams. The coach will select twelve junior coaches and teach them how to engage in conflict resolution and also how to provide organized play for their peers. This will be done in an effort to empower our students as we give them a voice within the school community. The coach will also work with the classroom teachers to teach them various games and ways to conduct conflict resolution. Time will also be set aside for the parents to have workshops with the coach, so that they are aware of the work he will be doing with our students.

Teachers will be asked to select the Junior Coaches from each class in grades 4 and 5. They will engage in sessions on a rotational basis with the coach.

Teachers will continue to receive training on the five Tenets throughout the year from the Whole Child committee. Teachers will also receive lots of professional reading and access to various forms of PD from the ASCD website.

Using the five Tenets, our teachers will ensure that our school environment gives our students a voice regarding their own learning. They will ensure that students are healthy with the help of the school's wellness committee and our CARE Team. They will work closely with the SBST members to ensure that students are receiving the services they need throughout the year.

Teachers, students and parents will engage in a Whole Child survey during the Fall of 2012, and the Spring of 2013 to ensure that the philosophy is being implemented appropriately by all for our students.

This philosophy will be implemented over a course of three years. It is our goal to change our school culture so the effects can be visible forever throughout the life of our school.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

As a school community who believes in the five Tenets of Healthy, Safe, Engaged, Supported, and Challenged, it is our goal to ensure that we align this philosophy within all that we do. We intend to use the indicators to practice the philosophy. We will create many opportunities to share our belief system with our school community and the public at large. Our parents will receive literature via our curriculum letters on a bi-monthly basis, so they can continue to be informed of how we are embedding the strands and indicators throughout our work with our children. We will provide workshops and opportunities for our parents to collaborate and discuss the impact of this school improvement tool. Since our Whole Child committee has a combination of staff and parents, we intend to use our parents as ambassadors to teach the other parents about our approach. Our parent will be accompanying the staff to the annual ASCD conference in the Spring of 2013. Training and support from ASCD's Whole Child Network will be constant for the next three years.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Workshops with an emphasis on the five Tenets within this philosophy will be ongoing for staff as well as the parents. Work with Playworks will be ongoing as well. Conflict Resolution will allow us to have a common structure and one voice when we deal with our students' conflicts throughout the school year. The monetary award of \$10,000 yearly from ASCD, as well as funds raised by our parents will allow us to hire various consultants throughout the next three years to service us as we work to implement this approach within our school's culture. We will continue to work diligently to involve all of the taker holders within our school. It is our intent to involve each staff member within our school; teachers, counselors, service providers, school aides, cafeteria staff, nurses, and all of the various consultants that are hired to provide the various arts and professional development across our grades. Anyone who enters our school to service students, parents and our staff will be expected to work within our structure as we use the Tenets of Healthy, Safe, Engaged, Supported and Challenged to service the Whole Child.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
<p><u>ELA</u></p> <p>Kindergarten: Grade 1: Grade 2: Grade 3: Grade 4: Grade 5:</p>	<ul style="list-style-type: none"> • Reading recovery • Foundations/Wilsons • Shared Reading/Interactive Writing • Guided Reading • Strategy lessons • Excerpts of Task Bundles/units on nonfiction 	<ul style="list-style-type: none"> • One on One for selected Grade 1 Students • Small target group according to needed skill • Small target group according to needed skills • Small target group according to needed skills • Small groups during Extended Day 	<ul style="list-style-type: none"> • On a daily basis • Three times a week during Extended Day • Three times per week • Saturday Academy (grades 3, 4, and 5 only) • Resource Room for mandated and some "At-Risk" students
<p><u>Mathematics</u></p> <p>Kindergarten Grade 1: Grade 2: Grade 3: Grade 4: Grade 5:</p>	<ul style="list-style-type: none"> • Guided Math Instruction • Small flexible math groups with Extended Day teachers • Strategy lessons math groups • Use of exemplars to 	<ul style="list-style-type: none"> • Small flexible groups according to math strand • Small groups for strategy lessons according to academic need 	<ul style="list-style-type: none"> • On a daily basis • Extended Day • Saturday Academy for grades 3, 4, and 5 only

	reinforce problem solving strategies <ul style="list-style-type: none"> • Use of math bundles to teach rigorous instruction throughout the strands. 		
<u>Science</u>	<ul style="list-style-type: none"> • Small groups embedded during reading periods/reading in the content areas 	<ul style="list-style-type: none"> • Small groups during classroom instruction 	<ul style="list-style-type: none"> • During the day
<u>Social Studies</u>	<ul style="list-style-type: none"> • Small groups embedded during reading periods/reading in the content areas 	<ul style="list-style-type: none"> • Small groups during classroom instruction 	<ul style="list-style-type: none"> • During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Individual • Small groups 	<ul style="list-style-type: none"> • Pull out services 	<ul style="list-style-type: none"> • During the day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Our school partners each year with New York University, Long Island University, St. Joseph's College, St. Francis College, Brooklyn College, Pratt University, Leman College and other schools around the city. We are able to foster a great Student Teaching as well as America Reads program, which then serve as a hiring tool for us. We are able to cultivate our teaching staff, and then hire some of them for any vacancies that may exist within our school. We no longer have a teacher turnover rate; therefore we hardly have to replace teachers. The only teachers we have had to hire recently were those for our new Dual Language program.

Throughout the years our school has been instrumental in securing teachers who are highly qualified. It has been and continues to be our goal to provide our staff with appropriate, individualized professional development. We have been able to provide professional development through the Teachers College Reading/Writing Program; the University of Connecticut; AUSSIE; our Network; Consultants from Depth of Knowledge; grade based professional development and the Whole Child Network/ASCD.

Our Grade teams are divided into facilitator across each grade, and they meet to review, and plan the next steps for their professional growth. Our teachers seek out various professional development sessions around the city to push their learning. They also provide Lunch and Learn sessions for each other so that they are able to share with and learn from each other.

We look forward to providing our staff with continuous professional development on the five Tenets that now govern our school community. We intend to utilize the support of ASCD in an effort to have 100% implementation of the Tenets Healthy, Safe, Engaged, Support and Challenged embedded throughout our school culture as we retrain our highly qualify and effective teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted 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, our school 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 Association (or Parent-Teacher Association) and Title I Parent Committee. 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 1st 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

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 1st 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 will 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Mr. Jose Ruiz	District 13	Borough Brooklyn	School Number 009
School Name Teunis Bergen			

B. Language Allocation Policy Team Composition

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

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	642	Total Number of ELLs	20	ELLs as share of total student population (%)	3.12%
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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. We adhere to the Department of Education's requirements that all potential ELL's be identified and tested within the first 10 days of school. 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

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	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 #
Transitional Bilingual Education (60%:40% → 50%:50% →)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
75%:25%)														
Dual Language (50%:50%)	1	1												2
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	1	1	0	2										

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
Total	0	2	1	0	0	0	0	0	0	0	0

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

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
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	2	18	3	17															5	35
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	2	18	3	17	0	5	35													

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
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>3</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>3</u>	Asian: <u>5</u>
Hispanic/Latino: <u>16</u>	Other: <u>3</u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u>13</u>

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

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
Russian														0
Bengali	1	1	2	2	1	1								8
Urdu														0
Arabic	2		4			1								7
Haitian					1									1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2		1		1									4
TOTAL	5	3	8	2	5	2	0	25						

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. We currently have 2 Dual Language Spanish classes on Kindergarten and First grade. Each class is taught by one teacher for the entire day. The teachers for each class deliver instruction in English for half the day and Spanish for half the day. Students in Dual Language classes are grouped heterogeneously, as they are at various levels of English and Spanish proficiency. The principal, Ms. S. D'Avilar, and the

A. Programming and Scheduling Information

assistant principal, Ms. D. Smith, provide supervisory support to all programs.

2. The ESL and Dual Language teachers ensure that mandated minutes are met in each instructional program. 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. 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. ELL's in Dual Language classes also receive instruction as mandated by NYS CR Part 154. ELL's who are Beginners receive 60-90 minutes of instruction per day, Intermediate level students receive 45-60 minutes per day and Advanced students receive 45 minutes of instruction per day. All ELL's 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.

3. In ESL, all of the content areas are explored 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. In Dual Language classes, the content areas are explored throughout the day through a variety of programs and curriculum. The school utilizes 50 minute blocks across eight teaching periods per day. Dual language teachers teach lessons in the content areas using both the English and Spanish languages. For example, students will listen to a math lesson in English one day and then Spanish the next day.

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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

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. One of our main intervention programs this year is a Saturday Academy to prepare ELL's for the NY state exams. The Saturday Academy provides additional support and instruction in ELA and Math on alternating Saturdays. We differentiate math instruction for ELL's by reading about math extensively, building strong math vocabularies and practicing math word problems. 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 are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

1. How much time (%) is the target language used for EP's and ELL's in each grade?

In our Dual Language Program the target language is used 50% of the time for both the ELL's and the EP's in our Kindergarten and First grade classes. Fifty percent of each day is spoken and taught in the target language.

2. How much of the instructional day are EP's and ELL's integrated? What content areas are taught separately?

Our Dual Language programs are taught by one teacher in each class for the full day. Therefore EP's and ELL's are integrated 100% of the instructional day. All subject areas are taught simultaneously to EP's and ELL's followed by small group instruction to give additional support when necessary. No content areas are taught separately.

3. How is language separated for instruction (time, subject, teacher, theme)?

Language is integrated into each instructional day. With 50% of each day spoken in the native language, as well as all subject matter taught in the native language, language instruction is not separated but rather integrated into each day.

4. What Dual Language model is used (side by side, self contained, other)?

The Dual Language model used at P.S. 9 is a self-contained classroom with a 50/50 model. Fifty percent of the time the target language is utilized in the classroom and 50% of the time the English language is used in the classroom.

5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Since our Dual Language model is 50/50 and taught by one teacher in each classroom, emergent literacy is taught simultaneously in both languages. Students are taught literacy in their native language in conjunction with teaching literacy in English as well.

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. Teachers sign in and attendance is recorded at every PD session where teachers are trained about English language learners. These attendance records are kept on file in the ESL office in our building.

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.

B. What is the level of language proficiency in the second (target) language for EP's?

The expected proficiency for our EP's at the end of the school year is limited proficiency. They are expected to have the ability to communicate among themselves using their limited proficiency.

C. How are EP's performing on State and City Assessments?

This is P.S. 9's first year having a Dual Language Program. Our Dual Language program exists currently only on the Kindergarten level where there are no State and City assessments that are administered.

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
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

School Name: _____ **School DBN:** _____

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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

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

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 Educations 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, is 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.