



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: THE TENIUS G. BERGEN ELEMENTARY SCHOOL, 9

DBN (i.e. 01M001): 13K009

Principal: SANDRA D'AVILAR

Principal Email: SDAVILA@SCHOOLS.NYC.GOV

Superintendent: Ms. BARBARA FREEMAN

Network Leader: Ms. CYNTHIA FELIX

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Sandra D'Avilar	*Principal or Designee	
Diandra Verwayne	*UFT Chapter Leader or Designee	
Christopher Diamond	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Gillian Mitchell	Member/ Parent	
Kirsten Cole	Member/ Parent	
Duane Domutz	Member/ Parent	
Wendy Blum	Member/ Parent	
Vickie McNeil	Member/ UFT Teacher	
Nina Twine	Member/ UFT Teacher	
Louise Sabbagh	Member/ UFT Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

By June 2014 we will have an established Response to Intervention plan in place utilizing Reading Rescue and Reading Recovery as part of our seamless day to ensure that students in grades K – 2 are moving across the reading benchmarks resulting in 75% of students entering grade 3 reading on level as evidenced by end of year running records results.

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 in our school to target students in Grades K, 1 and 2 in reading. This population of students is expected to move various levels across the reading chart (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 2013 indicated that at least 31% of our students moving into Grade 1 were struggling below the reading benchmarks. This information influenced our need for the continuation of Reading Recovery, and the creation of a Reading Rescue program. These programs will be a part of our RTI program in all three of those grades.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. To expand the Reading Recovery program by adding an additional reading recovery teacher.
2. To implement use of the Reading Rescue program to assist struggling readers in grade K – 3.
3. All classroom teachers will administer running records 3x/year at minimum in order to track student progress.
4. All teachers will use assessment data to group students and engage them in targeted small group instruction during the school day.
5. All grade 1 teachers will provide extended day 3x/week for students identified as struggling readers.
6. All teachers will receive training in guided reading, shared reading, interactive writing in order to provide prescribed instruction.
7. The Reading Recovery teachers will provide professional development to teachers across grade 1 to share best practices and build reading recovery strategies into the regular school day.

B. Key personnel and other resources used to implement each strategy/activity

1. One early childhood teacher
2. All teachers, K – 3
3. All teachers, K – 3
4. All teachers, K – 3
5. Grade 1 teachers
6. All teachers, K – 3, consultants, Network Literacy specialist
1. Reading Recovery teachers, Grade 1 teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Principal will meet with Reading Recovery teachers and Grade 1 teachers monthly to ensure that progress is being made.
2. Principal will correspond with Reading Recovery trainers at NYU after each session to ensure that progress is being made and that follow-up takes place at school.
3. Principal will meet with teachers at monthly grade meetings.
4. Teachers will turn in data on student progress to principal 4x/year.
5. Principal will meet with teachers during monthly grade meeting to ensure that extended day structure is working and make changes as necessary.
6. Principal will meet with consultants after sessions so that she can follow-up.
7. Principal will meet with Reading Recovery teachers monthly.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014
4. September 2013 – June 2014
5. September 2013 – June 2014
6. September 2013 – June 2014

7. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Grant funding through NYU
2. Grant funding to support the purchase of Reading Rescue materials.
3. No additional funding or programmatic details needed.
4. No additional funding or programmatic details needed.
5. No additional funding or programmatic details needed.
6. No additional funding or programmatic details needed.
7. No additional funding or programmatic details needed.

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).

Parents will be invited into the school on a bi-weekly basis to engage in Reading and Math Buddies with our students. Parents will serve as Reading and Math buddies to support the work we do in ELA and in Math. This will also bring awareness about our new Common Core Standards to the parent body, in an effort to empower our parents at home. Parents will attend Class Parent monthly meetings to share their concerns, issues, or simply to be able to provide appropriate support to the school and the various classrooms. Curriculum letters and progress reports will be shared with parents. Parent involvement and volunteerism will be fostered and supported throughout our school.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
---	----------	----------	-----------	-----------	-----------	---	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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.

By June 2014, to continue enhancing our Dual Language Program in order to provide our students with a strong emergent model for Spanish instruction resulting in an increase in student's ability to read in both Spanish and English as evidenced by results from September to June using Estrellita and Foundations assessments

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 Dual Language Spanish program started in the Fall of 2011 with one class in Kindergarten, and has increased to five classes this year (we now have 1 class in pre-k, 2 in Kindergarten, 1 in Grade 1, and 1 in grade 2). We created goals that would support our students' development in social and academic linguistic competencies in two languages in listening, speaking, reading, and writing. Students will achieve academically at or above grade level in all content areas in both languages. Students will develop positive cross-cultural perspectives and inter-social aptitudes. We have agreed that there is a need to provide more academic support to each Dual Language class so that our students are able to reach and surpass their benchmarks, while mastering two languages by the time they reach Grade 5.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will use Estrellita and Foundations to build students word and phonemic awareness skills.
2. Teachers will utilize best practices in guided reading instruction in English and Spanish to build student comprehension.

3. Dual language teachers and program facilitator will attend professional workshops in order to increase their knowledge of best practices and improve their instruction.
 4. A weekly common prep period will be maintained in an effort to allow our Dual Language teachers and support staff to collaborate and utilize a protocol for looking at student work
- B. Key personnel and other resources used to implement each strategy/activity**
1. Dual Language Teachers K – 2
 2. Dual Language Teachers K – 2
 3. Dual Language Teachers K – 2, Dual Language Program facilitator
 4. Dual language Teachers, paraprofessionals, Dual Language Program facilitator
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Principal and Dual Language Program Facilitator will review baseline and benchmark data 3x/year to ensure that progress is being made.
 2. Principal and Dual Language Program Facilitator will review baseline and benchmark data 3x/year to ensure that progress is being made.
 3. Dual language program facilitator will meet with principal monthly to coordinate workshops.
 4. School will participate in Center for Applied Linguistics Sessions offered by CFN 612
- D. Timeline for implementation and completion including start and end dates**
1. September 2013 – June 2014
 2. September 2013 – June 2014
 3. September 2013 – June 2014
 4. September 2013 – June 2014.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Tax levy funds, grant funds will be used to purchase Estrellita and Foundations materials.
 2. No programmatic or additional resources needed.
 3. Tax levy, grant funds, network resources will be utilized to allow teachers to attend workshops.
 4. No programmatic or additional resources needed

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).

Our school will continue to provide workshops and support for our parents within our Dual Language classrooms. We will utilize the expertise of some of our parents who are well versed in the Dual Language approach and philosophy to. Our parents will conduct workshops for the other parents and will assist us in providing them with ways to support our children at home. Our teachers will attend various workshops and training and "Turn Key" the information to our parents. Bi-monthly curriculum letters will be sent home to share information with the parents.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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.

To continue aligning and utilizing the five tenets within the Whole Child Network of schools so that our school has a rigorous, supportive and enriched framework resulting in an increase by 2% on the Safety and Respect components of the Learning Environment Survey in 2013 – 2014..

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 apply 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. As we approach year two of the School Improvement process, we have been able to work with Playworks, and the Nurtured Heart Approach in an effort to embed best practices for social and emotional growth for our entire school community

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Consultant from The Nurtured Heart Approach will work with the entire staff and parents on social and emotional techniques.
2. The Whole Child Committee will meet regularly and attend professional workshops in order to ensure that a culture is created school-wide to foster the tenets of the program.
3. We will partner with Playworks and employ a full-time play coach in order to provide organized play for all students and training for teachers in play.

B. Key personnel and other resources used to implement each strategy/activity

1. All teachers, administrators, staff
2. Selected teachers, principal
3. All teachers, Play Coach, Principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Principal meets with the consultant before and after sessions to assess progress and plan next steps.
2. Principal will meet with teacher teams monthly.
3. Principal will meet with Playworks coach, teacher teams monthly.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014.
2. September 2013 – June 2014.
3. September 2013 – June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Grant from ASCD and the PTO to pay for the consultant
2. No additional funding or programmatic changes necessary.
3. Grant from the PTO and through Playworks to support the program.

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).

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 2014. Training and support from ASCD's Whole Child Network will be constant for the next three years.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
----------	----------	-----------	-----------	-----------	---	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

2.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

4.

B. Key personnel and other resources used to implement each strategy/activity

4.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

4.

D. Timeline for implementation and completion including start and end dates

4.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

4.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
ELA	Reading Recovery Reading Rescue Guided Reading Small Groups ELA Strategy Groups Shared Read/Interactive Writing Resource Room	*Individualized instruction for Reading Recovery: one-to-one *Individualized Reading Rescue instruction: one-to-one *Small groups of 4-6 students with classroom teacher and support staff *Small groups of 4-6 students with classroom teacher and support staff Whole Class/Small instructional Groups Individualized and in small groups with SETTS Teacher	Daily during the day Daily for 30 minutes during the day Daily according to ELA Blocked periods and 371/2 minutes RTI period Daily according to ELA Blocked periods and 371/2 minutes RTI period Daily in all classrooms across the school According to SETTS Push-In and Pull-Out schedule
Mathematics	Math intervention periods: 371/2 minutes Resource Room Small Flex Groups Small Strategy Groups	Small math groups during 371/2 minutes Small group tutoring and reinforcing during Resource Room period Small focused math groups Small strategy groups	Mon, Tues, Wed during 371/2 minutes period Daily during Resource Room Period Daily during Math instruction Daily during Math instruction
Science	Small flex Grouping	Small group instruction	Daily/weekly during science instruction
Social Studies	Small flex Grouping	Small Group instruction	Daily/weekly during social studies instruction
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Conflict Resolution Counseling	Small Student Groups with SAPIS Counselor Small Student Groups with Social Worker Small Student Groups with Guidance Counselor	Throughout the day and each week as needed.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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
MAY 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.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013–14 TO 2014–15 SCHOOL YEARS

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 is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s CEP. 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 [?](#)

District 13	Borough Brooklyn	School Number 009
School Name The Teunis Bergen School		

B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Ms. S. D'Avilar	Assistant Principal Ms. D. Smith
Coach type here	Coach type here
ESL Teacher Ms. S. Hayward	Guidance Counselor Dr. Sam
Teacher/Subject Area Ms. Shaw–Murphy /Dual Language	Parent Ms. Ivana Espinet
Teacher/Subject Area Ms. C. Sanchez/Dual Language	Parent Coordinator Ms. C. Derrell–Jacob
Related Service Provider Ms. M. Richards	Other Ms. C. Felix
Network Leader(Only if working with the LAP team)	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
-------------------------------------------------------------------------	----------	---------------------------------------------------------------------------------------------	----------	---------------------------------------------------------------------	----------

Number of certified bilingual teachers currently teaching in a bilingual program	5	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	666	Total number of ELLs	27	ELLs as share of total student population (%)	4.05%
------------------------------------------------------	-----	----------------------	----	-----------------------------------------------	-------

Part II: 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 checked="" 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% → 75%:25%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Dual Language (50%:50%)	2	1	1											4
Freestanding ESL														
Pull-out	1	1	1	1	1	1								6
SELECT ONE														0
Total	3	2	2	1	1	1	0	10						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	0
SIFE	2	ELLs receiving service 4-6 years	1	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 SWD. [?](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language	5										5
ESL	21	2		1							22
Total	26	2	0	1	0	0	0	0	0	0	27

Number of ELLs who have an alternate placement paraprofessional: 0

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														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	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish	2	49	3	27	0	27													5	103
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	2	49	3	27	0	27	0	0	0	0	0	0	0	0	0	0	0	0	5	103

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 21

Number of third language speakers: 3

Ethnic breakdown of EPs (Number):

African-American: 29

Asian: 1

Hispanic/Latino: 29

Native American: 0

White (Non-Hispanic/Latino): 38

Other: 4

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	4												6
Chinese														0
Russian														0
Bengali	3	1												4
Urdu														0
Arabic	4	4	1	2	1	2								14
Haitian				1										1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1												1
Other		1												1
TOTAL	9	11	1	3	1	2	0	27						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	4	4		2	1	1								12
Intermediate(I)	1	4	1	1										7
Advanced (A)	4	3				1								8
Total	9	11	1	3	1	2	0	27						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
/SPEAKING	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1				1
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4			2						2
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4							4		4
8									0
NYSAA Bilingual (SWD)									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								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

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.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

This year, nearly all of our ELL's are Newcomers, having received 0-3 years of ESL support. Forty-four percent of the English language learners at P.S.9 are Beginners and 74% are in Kindergarten and First Grade. Therefore, oral language development, learning letters and numbers, phonics and beginning reading and writing skills are major goals for most of our ELL's. This year, we do not have many ELL's in the upper grades because they have tested out of ESL. They have become Proficient in all modalities of the English language and no longer require ESL support.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Historically, data patterns across all grades have indicated 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, our 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. This year, the RNMR report is not available as of 10/31/13.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Most of our English language learners are Beginners and Kindergarteners this year. These students do not speak English and this is reflected in the LAB-R and NYSESLAT scores. Nearly all of the students receiving ESL services fall into the Newcomers category and have received services for 0-3 years. All Spanish speaking ELL's are given the Spanish LAB as an initial assessment.

b. 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.

c. 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. Since our school has a small population of ELLs and the Periodic Assessments are optional, we do not use them every year. Our ELLs are closely monitored using informal assessments throughout the year and the Periodic Assessments are used strategically as an additional evaluation tool.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

Data gathered from the NYSESLAT, LAB-R, ELA and Math, informal assessments and portfolios drives instruction for ELLs at P.S.9. English language learners are pulled-out by the ESL teacher to work in small groups according to their level of English proficiency. Differentiation is used to tailor instruction to each student's individual needs. At P.S.9, we view the native language of English language learners as an educational asset that will ultimately support their English language success. Our Response to Intervention process begins with an initial screening during registration when a student enters our school for the first time. A Home Language Identification Survey (HLIS) is completed and parents and students are interviewed by the ESL teacher to get more information about the students' background and educational history. This interview reveals factors that could influence the students' English language learning process such as first language proficiency, immigration patterns, socioeconomic status and culture. Once it is determined that a student is an English Language Learner, the NY State LAB-R is administered to determine whether or not he/she requires the support of ESL services. The data from this examination guides further assessments to develop a full profile of the student as a speaker, reader and writer. Further assessments, both formal and informal, allow us to determine exactly what type of language and academic support a student requires and to create small groupings, accordingly. Both our formal and informal assessments are on-going and this data drives the way that students are grouped for instruction. Our student groupings are flexible, dynamic and constantly evolving based on assessment data. ELL's are monitored to assess their progress on the continuum of learning language, literacy skills and competencies and grade level benchmarks. Both the classroom and ESL teacher monitor student progress in a systematic process to impact student achievement. Data is gathered throughout the year from our technology program for ELL's (Imagine Learning English),

running records and other informal assessments. The partnership between the classroom teacher and language support services is especially important for ELLs which have been determined to be at risk. Together, we determine whether a student is struggling because of language acquisition or whether further testing is required to test for a learning disability (LD). This prevents us from making the unfortunate error of placing English language learners (ELLs) into special education because language acquisition has been misinterpreted as a learning or language disability. Intensive, targeted intervention is provided to support ELLs who are not showing sufficient progress on the skills and/or competencies measured. At P.S.9, we only utilize strategies that are research-based with for entire student population including ELLs.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Students are constantly assessed in their second language to inform instruction. Their progress and development is monitored to determine their instructional needs in language and literacy. Data used to inform instruction comes from several sources including standardized tests and teacher assessments.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

a. 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 in Kindergarten 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. First and second graders

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

Our Dual Language program exists currently only on the lower grades (Pre-K, Kindergarten, First and Second Grades) where no State and City assessments are administered. Teacher and school-wide assessments indicate that students are making excellent progress and steady gains.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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.

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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. 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.

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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

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 Dual Language classes, 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.

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.

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 Spanish Dual Language classes on Pre-K, Kindergarten, First and Second Grades. 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

ELLs are first administered the Speaking section of the NYSESLAT individually, as per the testing window and state testing requirements. Students are then tested by grade bands for the remaining sections of the test (Listening, Reading and Writing). The Assistant Principal and ESL teacher create a testing schedule before the administration of the NYSESLAT and determine the dates to administer make-ups. There is ample time to administer make-ups to students who miss a section of the test because we have a small population of ELLs at P.S.9.

6. 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.) 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. 

The trend in program choice at P.S.9 is the selection of the ESL program. We currently have 22 ELLs who receive ESL services and 5 ELLs in Dual Language classes. Parents attending orientation have elected to keep their children at P.S.9 rather than seeking other schools in the district. 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. Our program models (ESL and Dual Language) are aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

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 5 Dual Language Spanish classes on Pre-K through Second 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 assistant principal, Ms. D. Smith, provide supervisory support to all programs.

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)?

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, 'Imagine Learning English', which is in addition to their regular instructional blocks.

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 foster language development and meet the demands of the Common Core Learning Standards.

In ESL, all of the content areas are explored through oral language development, 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 seven 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.

Our instruction in ESL and Dual Language classrooms prepares students to meet the demands of Common Core Standards by helping students to build a strong academic foundation in both the native and second languages. Students are taught the most essential vocabulary and language functions to understand tasks. Teachers use visuals when introducing new words and concepts and build background knowledge. All of this supports students academic achievement and the challenges of reading complex and informational text.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
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 Dual Language classes are given regular assessments (teacher created) in both Spanish and English. El Sistema de Observacion de la Lecto-escritura (EL SOL) will be used for further evaluation next year in Grades K – 3 in Dual Language classrooms. This will measure Spanish bilingual student progress in literacy.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Listening, Speaking, Reading and Writing are components of all lessons for ELLs. Informal assessments given throughout the year are used to measure students progress in each modality. For example, students often listen to stories read aloud and they are asked to retell the story orally or in writing to measure comprehension. Test Prep books for the NYSESLAT also provide assessments for each modality in isolation.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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.

- a. 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.

b. 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.

c. 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.

d. Currently, we do not have any long-term ELLs (completed 6+ years). However, the school has support systems in place to help students who may need additional academic intervention. Small group work and differentiation are best practices employed by teachers throughout the building to target each student's individual needs. We have also found that most long-term ELLs require a focused approach to vocabulary development in order to comprehend complex texts. Developing reading skills is especially important for long-term ELLs to support academic achievement across all subject areas.

e. Former ELLs (in years 1 and 2 after testing proficient) are still monitored for academic success. The ESL and classroom teachers continue to monitor progress and collaborate to support struggling students. Former ELLs receive the mandated testing modifications on state exams.

7. 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?

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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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:				

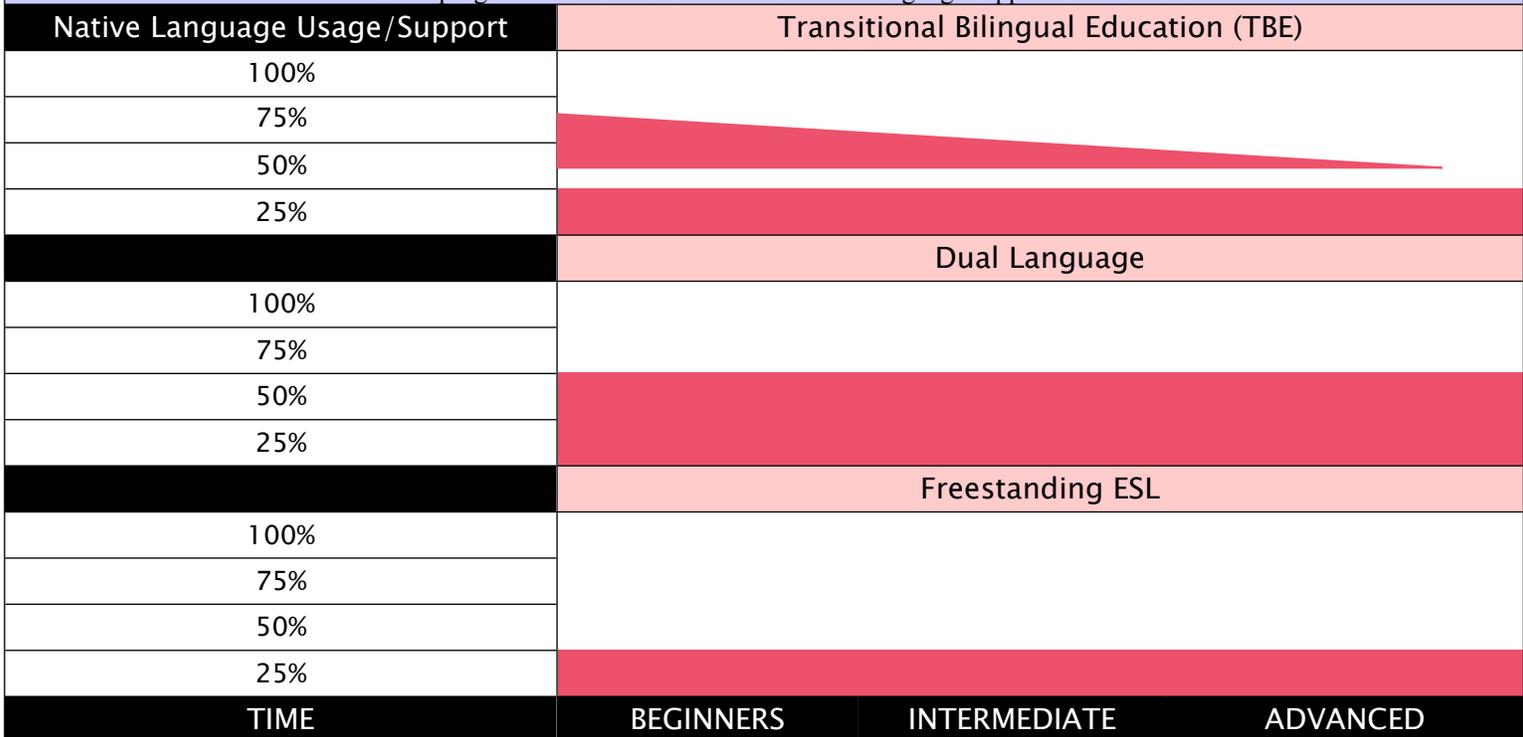
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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	45 minutes per day	45 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>a//</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>a//</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.



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

9. 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.

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. ELLs are supported by classroom teachers through small group work throughout the day. One of our main intervention programs 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

ESL support, small group work and the Saturday Academy have been very effective in helping ELLs make progress and in supporting their academic achievement. Evidence of effectiveness is reflected in student growth across the four modalities of the English language as measured on both formal and informal assessments.

11. What new programs or improvements will be considered for the upcoming school year?

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.

12. What programs/services for ELLs will be discontinued and why?

We do not have any programs or services being discontinued for ELL's.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELL's are afforded equal access to both academic and after school programs. School calendars, letters and information regarding extracurricular activities are translated into each students' language to facilitate communication between home and school.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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 'Imagine Learning English', 'Rosetta Stone' and 'Math Blaster'. "Imagine Learning English" measures and tracks students progress so that instruction is tailored to each students needs.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is provided in ESL through our multicultural library which includes books in Bengali, Arabic and Spanish. Students also use the technology program 'Imagine Learning English' which teaches students English while providing directions and support in each students' native language. Students can work on the computer both in ESL class and in their classrooms. 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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

ELL's receiving required services are supported with resources that correspond to their ages and grade levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

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.

19. For schools with dual language programs:

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

(simultaneous)?

a. 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 students. Fifty percent of each day is spoken and taught in the target language.

b. 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.

c. 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.

d. 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.

e. 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.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. All pedagogical staff participates in professional development several times a month. The ESL Teacher participates in trainings offered to school staff across all subject areas to stay abreast of changes to the curriculum and grade level benchmarks. The ESL teacher is also supported by workshops through the Department of Education's Office of English Language Learners (OELL). These workshops support the ESL teacher in all facets of instruction from data analysis to designing curriculum. The ESL and Dual Language teachers also attend NYSABE (New York State Association for Bilingual Education), an Annual Conference which helps schools to formulate quality programs in bilingual education.

2. 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'. 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. Professional development also focuses on building in scaffolds to create access to the Common Core for ELLs.

3. The school counselor, Dr. Sam, 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.

4. All teachers, other than those who hold ESL and bilingual licenses, are required to attend 7.5 hours of ELL training (10 hours for special education teachers). 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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.

E. 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.

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
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **13K009** School Name: **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 school's 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. Our findings were that 12 parents required oral and written translation support. These parents need to communicate with the school community in Arabic, Bengali, Spanish, Haitian Creole and Albanian. 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.