



English as a New Language & Bilingual Education Department

BOARD OF EDUCATION MEETING
June 18, 2024

A Presentation by: Lucia Pichardo,
Director of ENL/Bilingual Education



MISSION: to ensure that all ENL/Multilingual Learners attain the highest level of academic success and language proficiency.

ENL Secondary Teachers	Bilingual/ENL Elementary Teachers	Teaching Assistants	Guidance/Clinicians
High School Gabriella Albani Judelka Espinal Christian Salerno Julia Kim	Liberty Bilingual Sarah Chance (K) Sariely Petit (1) Lissette Urena-Skrypack (2)	High School Sophia Suarez	High School Karina Arias - Bilingual Counselor Lucille Sanchez -Bilingual Social worker
Middle School Marissa DePalma Melissa Share Mirela Hadaller Dr. Judith Atiri Karen Rodriguez	Liberty ENL Amanda Sebalos Jose Rodriguez Nikki Hussey Merin Jacob - Traveling	Liberty ENL Kristina Curti Angelica Tello Stephanie Falcomer	General Education (All Staff)
	Valley Cottage Christina Sinistovic Meilani Bermudez	Assistant to the Director: Lisaira Estrella	
	Upper Nyack Ana Yupa Merin Jacob- Traveling		



Countries of Origin & Languages Represented by the students and families in Nyack Public Schools

ALBANIAN

ARABIC

CHINESE

FARSI/DARI

FRENCH

HAITIAN CREOLE

MALAYALAM

POLISH

PORTUGUESE



RUSSIAN

SPANISH

SWAHILI

TAGALOG

TWI

THAI

UKRAINIAN

URDU

VIETNAMESE

How Our ELL's & MLL's Are Being Serviced

Nyack offers the following programs options for our language learners:



Transitional Bilingual Education- (Grades K-2) Students continue to learn academic content in their own language while they acquire English.

English as a New Language (ENL)- Refers to the study of the English language by students who are non-native speakers of English. In ENL instruction, students develop conceptual content knowledge and gain English proficiency simultaneously. Students engage in subject specific analytical practices and language development in all modalities (listening, speaking, reading and writing).

The top languages spoken by our current students are: Spanish, Haitian Creole and Ukrainian.

Home Languages of our ELLs/MLLs and FELLs

Grade	ALB	ARA	CHI	FAS	FRE	HAT	MAL	POL	POR	RUS	SPA	SWA	TGL	THA	TWI	UKR	URD	VIE	Grand Total
1	1					2	1		1		24								29
2		1				1				1	24					1		1	29
3			1	1		1	1			1	21						1		27
4						3		1			34	1				1		1	41
5				1		1					28						1		31
6			2			3					20			1					26
7	1		1			2			1		23					1			29
8		1			1	4					17								23
9						3					32	1		1		2			39
10			1			3					24								28
11						3			1		16		1			1			22
12		1				5					10				1				17
K				1			1				27								29
Grand Total	2	3	5	3	1	31	3	1	3	2	300	2	1	2	1	6	2	2	370



NYS ELL Proficiency Levels & Stages of Language Acquisition

**BASIC INTERPERSONAL
COMMUNICATION SKILLS
(BICS) 2-3 years**



ENTERING

Pre-production
"Silent Period"
0-6 months

360 min /wk ENL (K-8)

540 min /wk ENL (9-12)

EMERGING

Early Production
6 months-1 year

360 min /wk ENL



TRANSITIONING

Speech
Emergence
1-3 years

180 min /wk ENL



EXPANDING

Intermediate
Fluency
3-5 years

180 min/wk ENL

COMMANDING

Advanced
Fluency
5-7 years

90 min/wk ENL
for 2 years

**COGNITIVE ACADEMIC
LANGUAGE PROFICIENCY
(CALP) 5-7 years**

Academic language must be a focus from the beginning!

Our Language Learners' Current Level of Proficiency

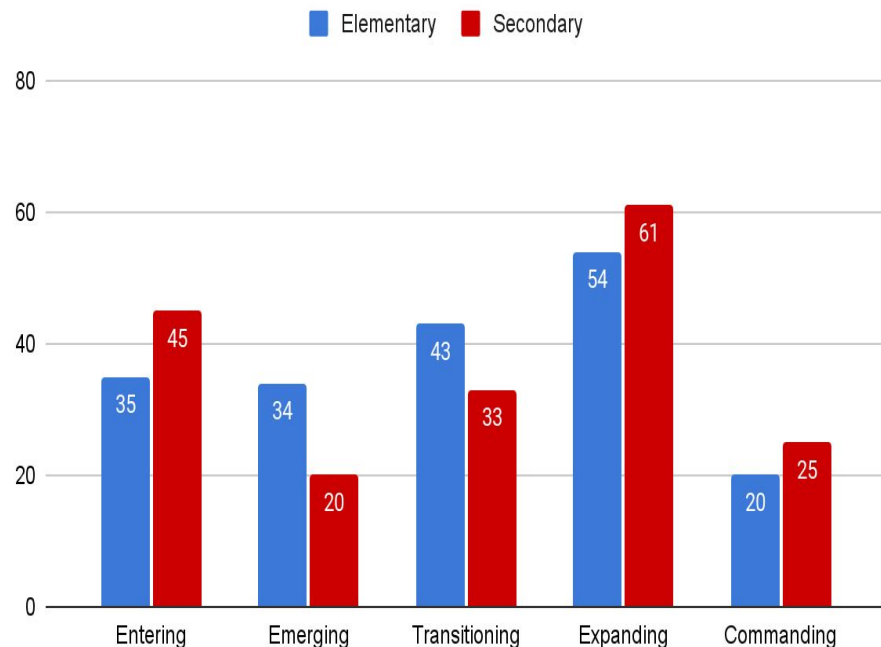


ENGLISH PROFICIENCY LEVELS

- The following table represents the new English proficiency levels and descriptions for each level

English Proficiency Levels	Descriptions
Entering (Beginning)	A student at this level has great dependence on supports and structures to advance academic language skills and has not met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts.
Emerging (Low Intermediate)	A student at this level has some dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts.
Transitioning (Intermediate)	A student at this level shows some independence in advancing academic language skills but has yet to demonstrate English language proficiency in a variety of academic contexts.
Expanding (Advanced)	A student at this level shows great independence in advancing academic language skills and is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts.
Commanding (Proficient)	A student at this level is designated as a Former ELL, and entitled to receive two years of continued ELL services. A student at this level has met the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts.

Elementary and Secondary Data



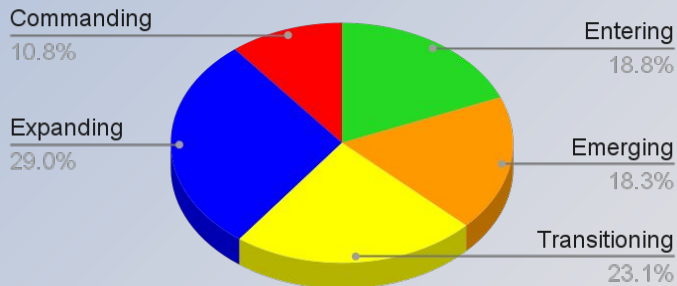
Total Students: 370

Immigrant Students: 167

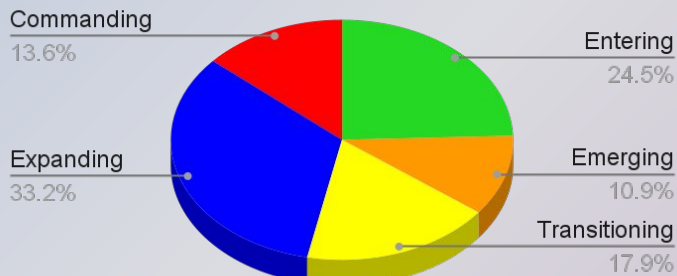


Our Language Learners' Current Level of Proficiency

Elementary (186 students)

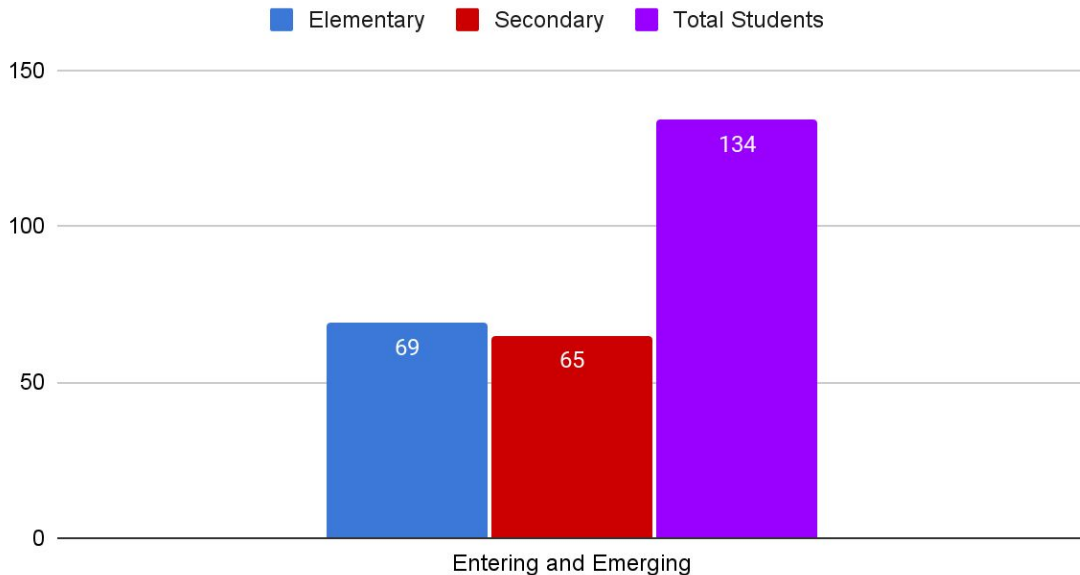


Secondary (184 students)



370 Total Students

Elementary and Secondary Entering and Emerging

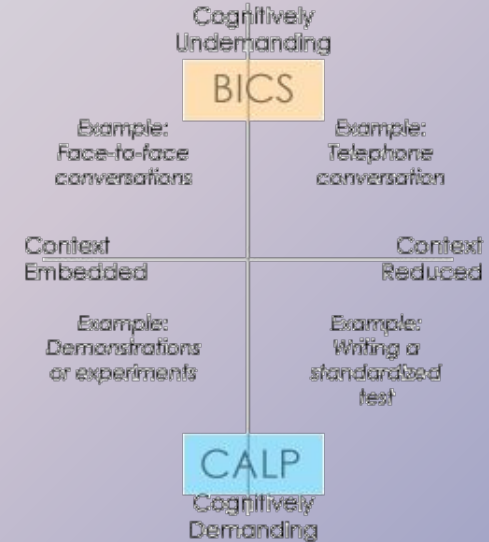


36% percent of the total ENL population scored Entering & Emerging
23 Students are SIFE (Students with Interrupted Formal Education)



Second Language Acquisition: BICS and CALP

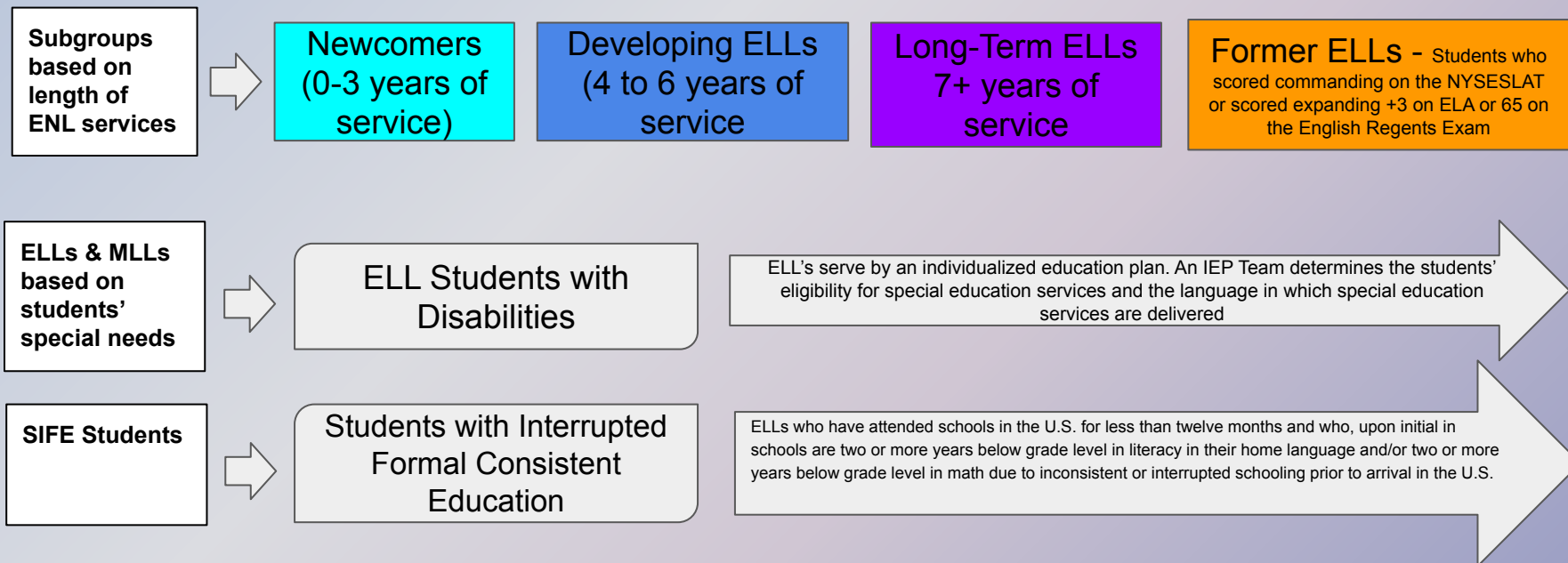
- Basic Interpersonal Communication Skills (BICS) are the linguistic skills needed to perform everyday social interactions.
- Typical English language learners develop BICS within 6 months to 2 years.
- Cognitive Academic Language Proficiency (CALP) refers to the abstract, context reduced, and specialized language needed to access academic content. It also involves skills such as comparing, evaluating, and synthesizing language inherent to classroom instruction and assignments.
- Typical Language learners develop CALP after 5 to 7+ years.
- Students who are seemingly proficient in BICS are not necessarily able to understand and/or produce advanced academic language. We must remain patient as they learn an additional language.



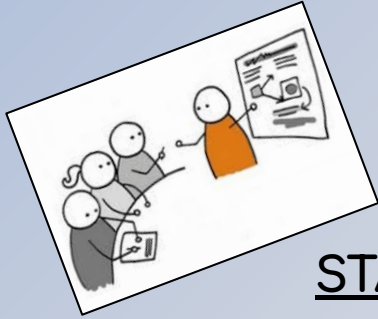


NY State identifies the following ELL's & MLL's subgroups

based on the length of services, Special Education needs, or SIFE status:



NYS ENL Models

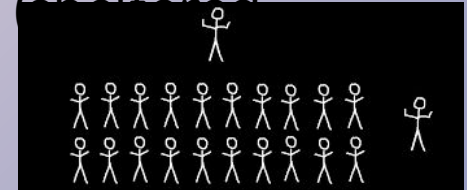


STAND ALONE

- ENL teacher
- Small group of ELL students
- No more than 2 contiguous grades
- Focus on language development

INTEGRATED CO-TAUGHT

- ENL and classroom/content-area teacher OR a dually-certified ENL/classroom teacher
- Heterogeneous student groupings with ELLs
- No more than 2 contiguous grades
- Language development through content area (sheltered instruction)





CR Part 154 (K-12) Units of Study

CR Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Core Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <u>or</u> other approved Former ELL services for two additional years*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

*Other services that are approved by the NYS Commissioner that monitor and support the student's language development and academic progress.
Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.

Updated May 6, 2015



CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Core Content Area (90 min.)	1 unit of study in ENL/Core Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Core Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <u>or</u> other approved Former ELL services for two additional years*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Core Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

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Core Content Area shall mean ELA, Math, Science, and Social Studies.

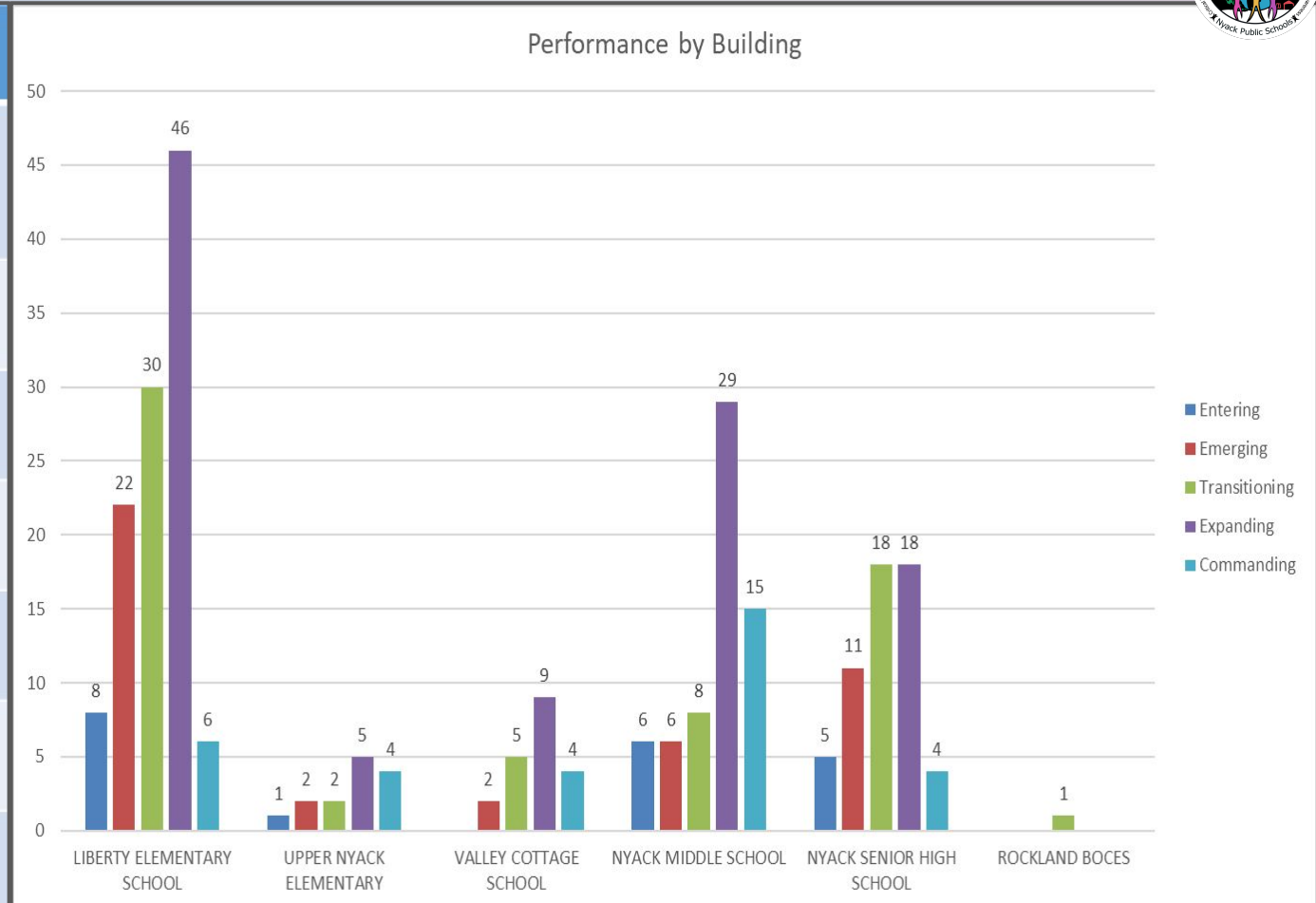
Updated May 6, 2015



2022-2023 NYSESLAT Student Performance



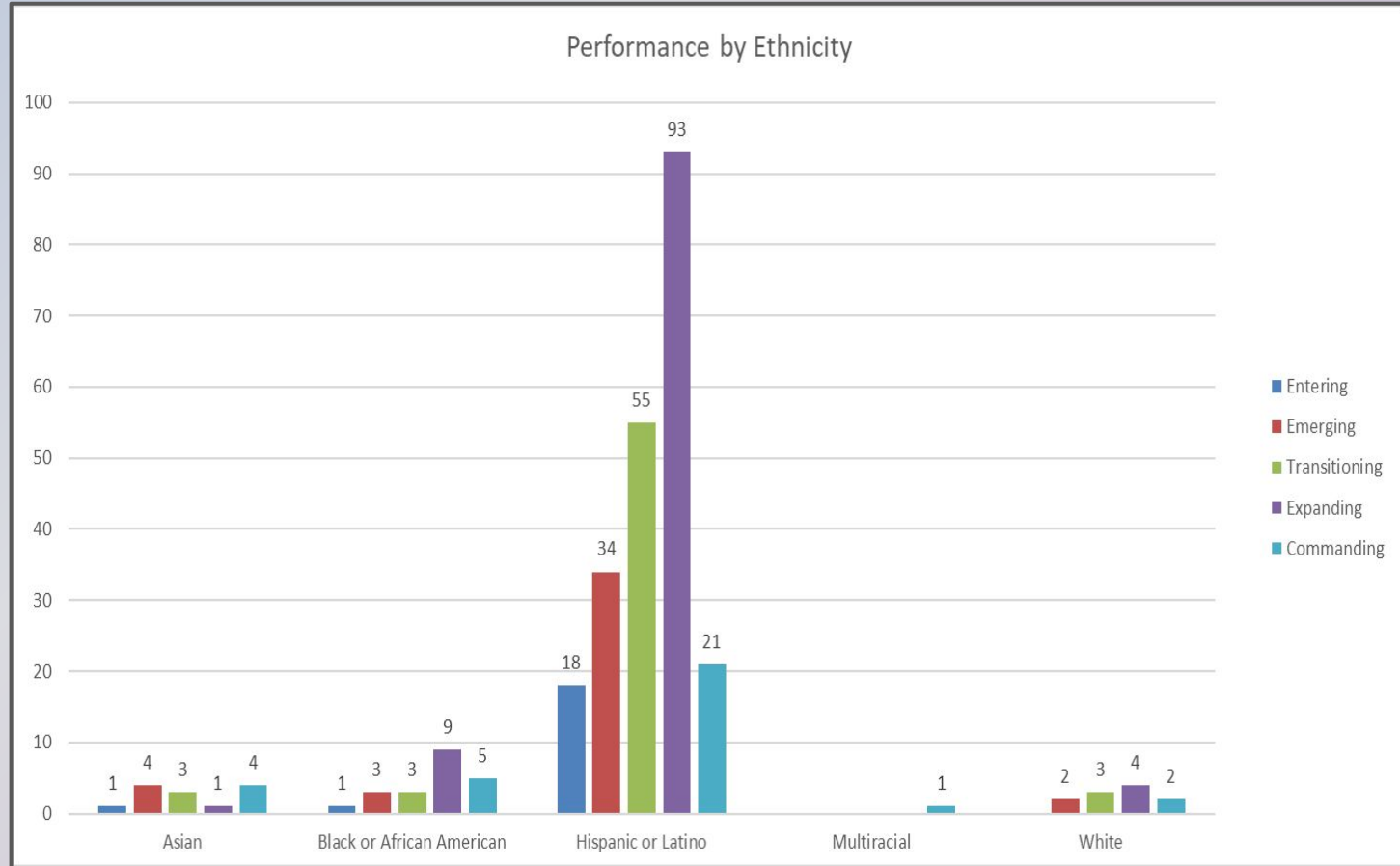
School	Grand Total
Liberty Elementary School	112
Upper Nyack Elementary	14
Valley Cottage School	20
Rockland BOCES	1
Nyack Middle School	64
Nyack Senior High School	56
Grand Total	267



2022-2023 NYSESLAT Performance by Ethnicity



Ethnicity	Grand Total
Asian	13
Black or African American	21
Hispanic or Latino	221
Multiracial	1
White	11
Grand Total	267

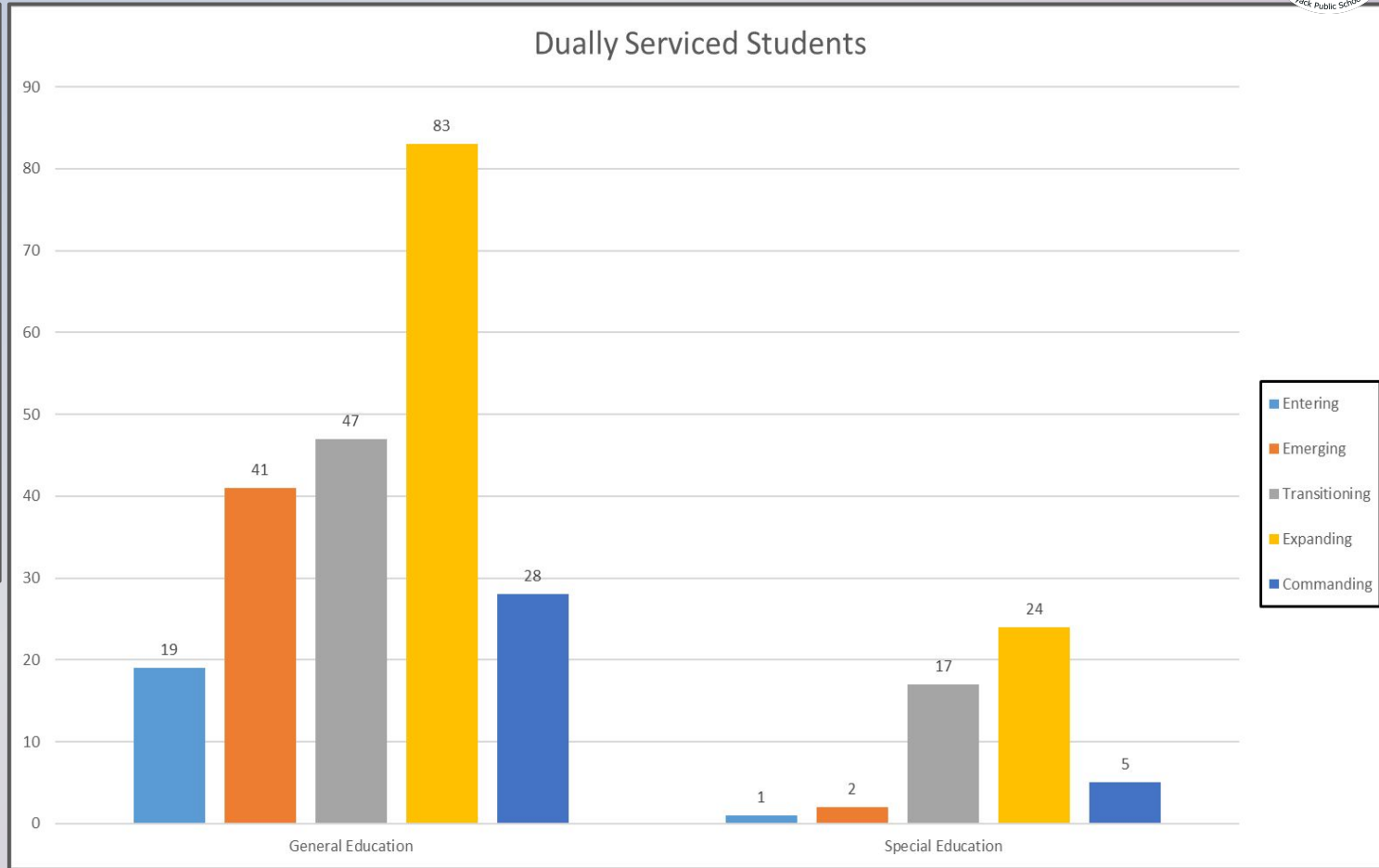




2022-2023 Dually Served Students

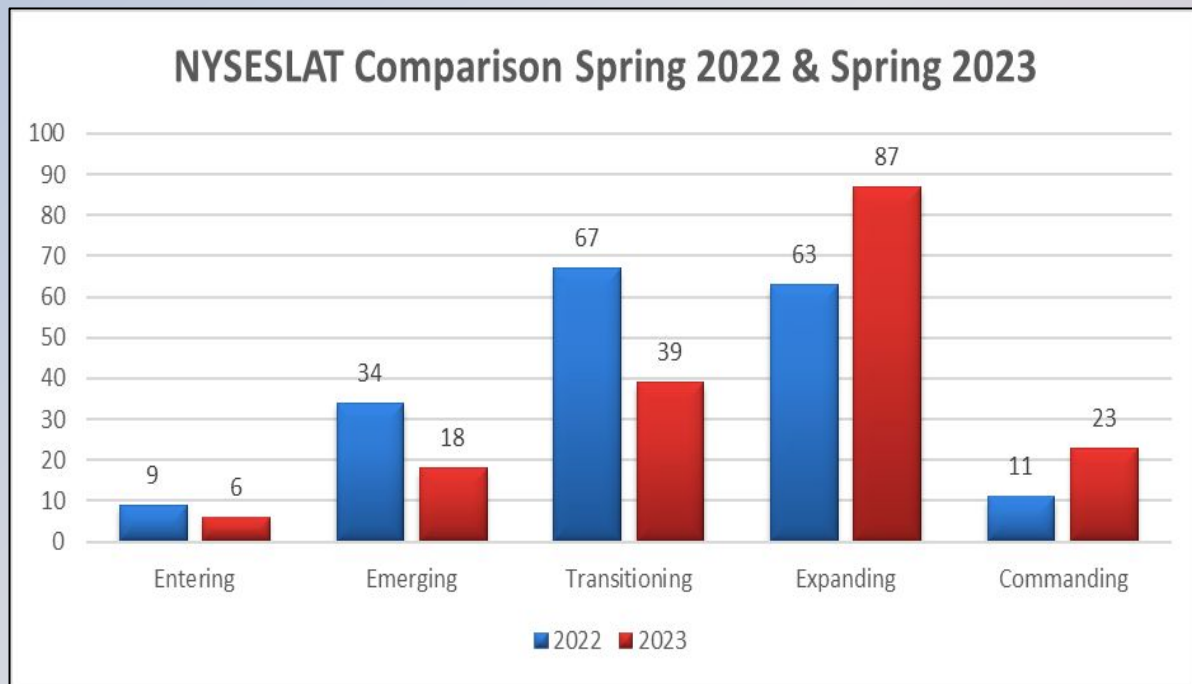
Education Type	Grand Total
General Education	218
Special Education	49
Grand Total	267

Language Proficiency Team





NYSESLAT Comparison Spring 2022 & Spring 2023



What the Data Shows:

- 3 students went from Entering to Emerging & Transitioning
- 23 students went from Emerging to Transitioning & Expanding
- 45 students went from Transitioning to Expanding & Commanding
- 19 students went from Expanding to Commanding



Family Resource Centers & Community Liaisons

The Family Resource is a family engagement center dedicated to strengthening the link between family, school and community to ensure the success of every student.

Our FRC Coordinators and District Community Liaisons collaborate with teachers, administrators, community leaders and other partners, building connections to ensure that vital resources are more accessible and responsive to the changing needs of all families.

District Community Liaison

Jocelyne Abraham

District Community Liaison
845-353-7044

jabraham@nyackschools.org

District Community Liaison

Yesenia Polanco

District Community Liaison
845-353-7042

ypolanco@nyackschools.org

Nyack Middle School FRC

Joanne Wallace

Family Resource Center
Assistant
845-353-7214

jwallace@nyackschools.org

Nyack Middle School FRC

Wanda Octaviano

Family Resource Center
Coordinator
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Liberty Elementary FRC

Jennie Elias

Family Resource Center
Coordinator
845-353-7247

jelias@nyackschools.org

Upper Nyack Elementary FRC

Lizzette Ruiz

Family Resource Center
Coordinator
845-353-7268

unesfrc@nyackschools.org

Valley Cottage Elementary FRC

Ana Vila

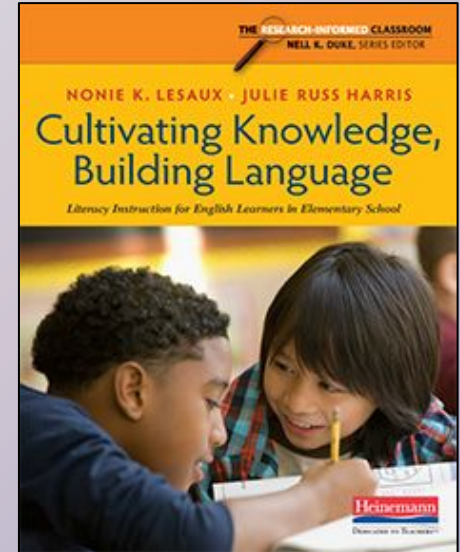
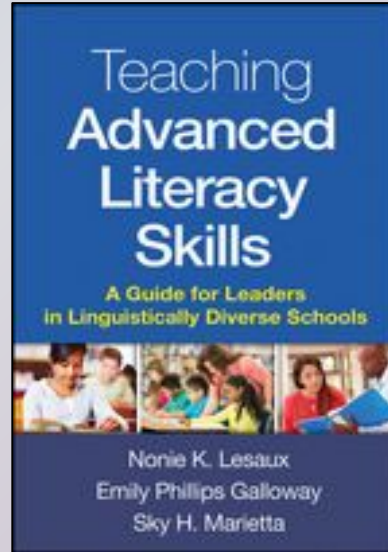
Family Resource Center
Coordinator
845-353-7291

avila@nyackschools.org



This Year's Focus for Our ENL/Bilingual Education

- Professional Development
- Curriculum/Instruction
- Cultural Competence
- Collaboration
- Student Supports



Next Year's Emphasis will continue to be to:

- Strengthen the instructional core
- Give data a central role
- Use a shared curriculum
- Provide supportive and tailored professional development
- Facilitate parental involvement in all schools

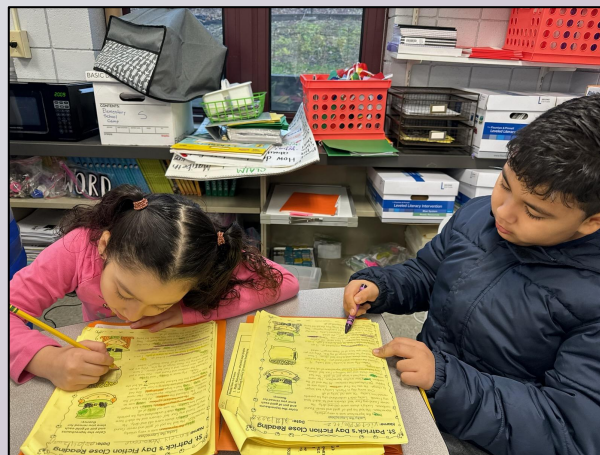
Morning/After School Enrichment Program



The before school and after school program provide enrichment instruction and supports for all of our students with an emphasis on the newcomers and emerging students.

Elementary Schools: Mondays - Thursday, 7:30-8:30 AM

Middle School & High School: Tuesday, Wednesday, Thursday after school



Superintendent's Conference Day November 7, 2023

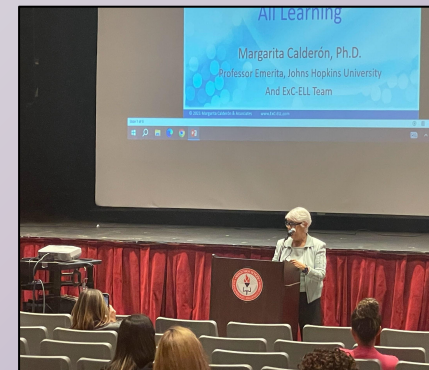
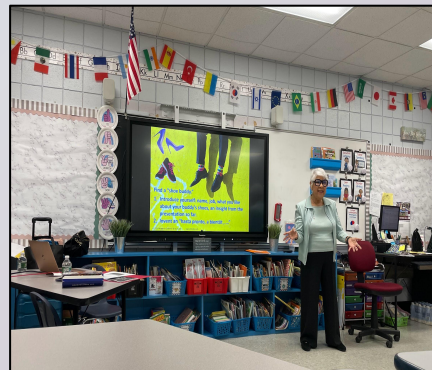


All Teachers in the district received training by Margarita Calderon & Associates.

Our scheduled ENL workshops served as a platform for our staff to engage in meaningful dialogue, share best practices, and enhance our instructional strategies to better support ELLs in the classroom.

Expediting Comprehension for English Learners (ExC-ELL) is an evidence-based model of instructional practices for teaching academic language, vocabulary, reading comprehension, and writing skills in all content areas.

The model was developed through a five-year study funded by the Carnegie Corporation of New York. ExC-ELL PD facilitates teachers' development of the skills, confidence, and efficacy necessary to promote language, content, and literacy for multilingual learners and all students. The model was designed to increase student success in all classrooms, especially mainstream classrooms (in elementary) and content-area classrooms (in secondary).

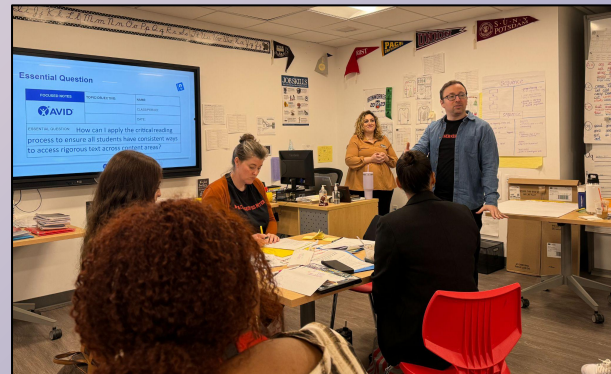
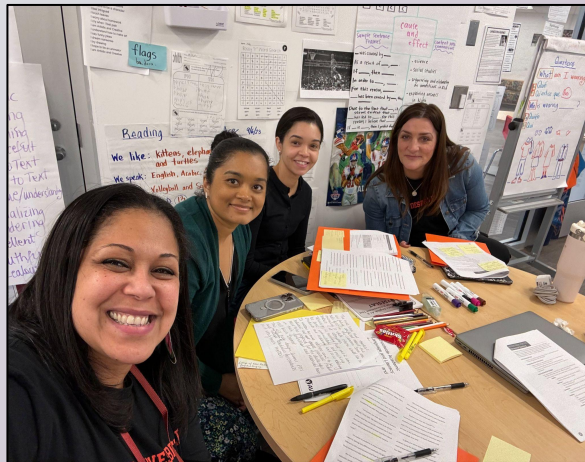


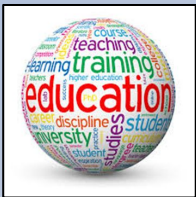


Superintendent's Conference Day, March 2024

The ENL/Bilingual Education Department received Advancement Via Individual Determination (AVID) training on the following:

- Academic Language and Literacy
- Reading for Disciplinary Literacy





Professional Development Teacher Trainings

Teaching ENL in the Content Areas

Developing an ELL Focused Action Plan to Support ENL Programming

Planning for the Success of ELLs in Content Classes

NYSESLAT Administration Training

NYSITELL Administration Training

Curriculum Council-Early Childhood Transition Conference 2024

Raising Awareness: Immigration, Unaccompanied Minors

Advancing Reading Engagement and Comprehension in Middle School and High School

Academic Success for Linguistically Diverse Learners Content Series: Social Studies

Vocabulary Training During Superintendent's Conference Day (Margarita Calderon)

AVID training during Superintendent's Conference Day

Integrated ENL Co-Teaching-Models, Roles and Planning

TECH EXPO 2024

Instructional Strategies for Educators of ELLs/MLs

Shifting the Balance (K-12) Six Ways to Bring Reading Science Alive for Beginning or Struggling Readers

Strategies for Supporting ELLs with Reading and Writing

Engaging Strategies Inclusive of ELLs in Grades 7-12

Leveled Literacy Versus Decodables and How and why to Shift

Teaching Reading and Vocabulary to ELLs: What's Different?

The Happiness Classroom

Learning First, Technology Second

Mindfulness in Today's Classroom

Reading Across the Curriculum

Using NYSESLAT Data to Plan for Instruction

Foundations of Effective Reading Instruction: Understanding the Science of Reading

Establishing Parental Partnerships as a Framework for Student Success

Student Insight on Best Educational Practice

Active Learning in the Contemporary Classroom

Childhood Trauma and Classroom Resiliency

The Inner Voice from the Silence of Autism

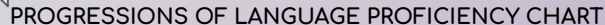
Pre-Referral Considerations for English Language Learners

Culturally Responsive Teaching with Diverse Learners

Part 154 Requires General Education Teachers to Receive Training

Teachers in every building received training on ENL Strategies

LANGUAGE ACQUISITION CHART



ENL Strategies

Supports for English Language Learners

1) Scaffold:

- Use images and videos
- Use graphic organizers
- Chunk text to show one section at a time

2) Target vocabulary development:

- Use visual cues (highlighting, bolding) to emphasize keywords in texts
- Teach prefixes and suffixes
- Add word banks in a lesson or unit

3) Provide Resources:

- Access to digital tools with translation
- Encourage learning in home language

4) Build Collaborations:

- Create activities with partner or small groups to work together

Vocabulary Strategies: Frayer Model/Give One, Get One

Be intentional when teaching academic vocabulary. Choose the most important words. Limit the number of words you teach.

Name _____ Date _____

Give One, Get One

Directions: Teach your classmates your word. When they teach you their word, take notes in the chart below. Be sure to collect information about each word in the chart.

Word	Definition	Sentence/Picture



Parent Meetings and Community Outreach

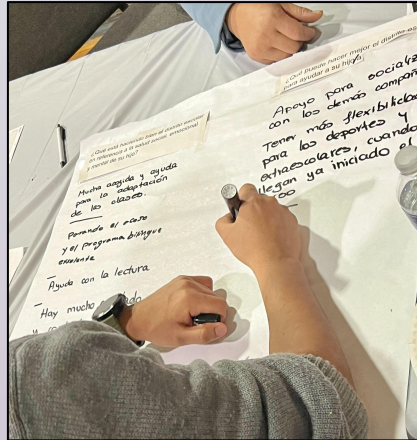
The Director of ENL meets individually with new ENL families as part of the Registration process.

Mandated meetings are scheduled with Ms. Pichardo to review the HLQ. An individual interview is conducted for each family.

During the summer, meetings with new Kindergarten parents are scheduled to review the student levels and recommend proper program placement.

During Parent Teacher Conferences the Director of ENL meets with parents to provide program overview and parent rights.

Collaboration with the FRC's and Community Liaisons serve our families and provide resources: Infinite Campus Training, World Cafes in Spanish and Haitian Creole, and Know Your Rights Night at Nyack Center.





Visits to Learn About Dual Language and Newcomers Programs

The Newcomer Program is intended to help bridge the educational and social-emotional experience of students and support newcomer students and families during, at a minimum, their first year schooling in the United States.

Our Bilingual/ENL Department visited other schools who have implemented Newcomer Programs and have similar populations as us to determine which program would best serve our students in Nyack Public Schools.





Blueprint for ELL Success:

- ❑ All teachers are teachers of English Language Learners/Multilingual Learners and need to plan accordingly.
- ❑ All school boards and district/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs/MLLs are addressed.
- ❑ Districts and schools engage all English Language Learners/Multilingual Learners in instruction that is grade-appropriate, academically rigorous, and aligned with the New York State Prekindergarten Foundation for the Common Core and P-12 Common Core Learning Standards.
- ❑ Districts and schools recognize that bilingualism and biliteracy are assets and provide opportunities for all students to earn a Seal of Biliteracy upon obtaining a high school diploma.
- ❑ Districts and schools value all parents and families of ELLs/MLLs as partners in education and effectively involve them in the education of their children.
- ❑ District and school communities leverage the expertise of Bilingual, ENL, and Languages Other Than English (LOTE) teachers and support personnel while increasing their professional capacities.
- ❑ Districts and school communities leverage ELL/MLL home languages, cultural assets, and prior knowledge.
- ❑ Districts and schools use diagnostic tools and formative assessment practices in order to measure.
- ❑ ELLs/MLLs' content knowledge as well as new and home language development to inform instruction.

<https://www.nysed.gov/sites/default/files/nys-blueprint-for-ell-success.pdf>



Making an Impact. Making Memories. 2023-2024



Thank You Team!