



**P.S. 119 AMERSFORT**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 119 AMERSFORT**  
**ADDRESS: 3829 AVENUE K, BROOKLYN, NY, 11210**  
**TELEPHONE: 718-377-7696**  
**FAX: 718-338-0694**

## TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<b>SECTION I: SCHOOL INFORMATION PAGE</b> .....	Error! Bookmark not defined.
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE</b> .....	Error! Bookmark not defined.
<b>SECTION III: SCHOOL PROFILE</b> .....	Error! Bookmark not defined.
<b>Part A. Narrative Description</b> .....	Error! Bookmark not defined.
<b>Part B. School Demographics and Accountability Snapshot</b> .....	Error! Bookmark not defined.
<b>SECTION IV: NEEDS ASSESSMENT</b> .....	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS</b> .....	Error! Bookmark not defined.
<b>SECTION VI: ACTION PLAN</b> .....	Error! Bookmark not defined.
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010</b> .....	Error! Bookmark not defined.
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM</b> Error!	Bookmark not defined.
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) ...</b> Error!	Bookmark not defined.
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION</b> .....	<b>24</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS</b> .....	<b>26</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS</b> .....	<b>30</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)</b> .....	Error! Bookmark not defined.
<b>APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS</b> .....	Error! Bookmark not defined.
<b>Appendix 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-2010</b> .....	Error! Bookmark not defined.
<b>APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)</b> .....	Error! Bookmark not defined.

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 22K119      **SCHOOL NAME:** P.S. 119 Amersfort

**SCHOOL ADDRESS:** 3829 AVENUE K, BROOKLYN, NY, 11210

**SCHOOL TELEPHONE:** 718-377-7696      **FAX:** 718-338-0694

**SCHOOL CONTACT PERSON:** Lisa Fernandez      **EMAIL ADDRESS** lfernan5@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Donna Incorvaia

**PRINCIPAL:** Lisa Fernandez

**UFT CHAPTER LEADER:** Gail Gill

**PARENTS' ASSOCIATION PRESIDENT:** Arthur Johnson

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      n/a

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 22      **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

**SSO NETWORK LEADER:** Karp, Wendy

**SUPERINTENDENT:** Marianne Ferrara

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Lisa Fernandez	Principal	Electronic Signature Approved.
Arthur Johnson	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Lucille McLaughlin	DC 37 Representative	Electronic Signature Approved. Comments: I approve the CEP
Gail Gill	UFT Chapter Leader	Electronic Signature Approved. Comments: I agree and approve the CEP
Barbara Snow	Admin/CSA	Electronic Signature Approved.
Donna Incorvaia	UFT Member	Electronic Signature Approved.
Elaine Nieves	UFT Member	Electronic Signature Approved.
Denise Hunte	Parent	Electronic Signature Approved.
Sharon Phillip	Parent	Electronic Signature Approved.
Sabine Saby	UFT Member	Electronic Signature Approved.
Donovan Bryan	Parent	Electronic Signature Approved.
Laverne Dawson	Parent	Electronic Signature Approved.
Cummings Nakia	Title I Parent Representative	Electronic Signature Approved.

***Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.***

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

---

P.S. 119 is a community that educates for a culture of peace and understanding. Our community is committed to teaching every child utilizing a holistic approach. Our goal is to create well-rounded, socially aware students who have enthusiasm for learning, pride of accomplishments, self-discipline, self-esteem and consideration for the ideas and values of others. Educating for a culture of peace and understanding is being stressed throughout the school community. Working together to believe and achieve is the global idea for our school. We are a community that thinks globally and acts locally.

**SECTION III - Cont'd**

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 119 Amersfort								
<b>District:</b>	22	<b>DBN:</b>	22K119	<b>School BEDS Code:</b>	332200010119				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded		
	2	√	6		10				
<b>Enrollment</b>				<b>Attendance - % of days students attended :</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Pre-K	0	0	0				95.5	95.7	TBD
Kindergarten	0	9	10						
Grade 1	0	8	11	<b>Student Stability - % of Enrollment :</b>					
Grade 2	108	123	125	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 3	119	121	120				95.1	96.2	TBD
Grade 4	134	114	129						
Grade 5	109	130	120	<b>Poverty Rate - % of Enrollment :</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 7	0	0	0				64.2	64.2	TBD
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number :</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 11	0	0	0				1	3	TBD
Grade 12	0	0	0						
Ungraded	0	0	0	<b>Recent Immigrants - Total Number :</b>					
Total	470	505	515	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							11	10	9
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions			5	8	TBD
# in Collaborative Team Teaching (CTT) Classes	27	26	22	Superintendent Suspensions			2	5	TBD
Number all others	7	13	17						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
				CTE Program Participants			0	0	0
				Early College HS Program Participants			0	0	0
<b>English Language Learners (ELL) Enrollment:</b>				<b>Number of Staff - Includes all full-time staff:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	0	Number of Teachers			36	37	TBD
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	44	43	42						

Part B: School Demographics and Accountability Snapshot (version 2010-10 - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	3	Number of Administrators and Other Professionals	6	7	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	2	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	97.3	TBD
				% more than 2 years teaching in this school	66.7	64.9	TBD
				% more than 5 years teaching anywhere	58.3	51.4	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	83.0	81.0	TBD
American Indian or Alaska Native	0.6	0.4	0.4		100.0	100.0	TBD
Black or African American	76.4	76.2	75.0				
Hispanic or Latino	11.7	11.9	11.3				
Asian or Native Hawaiian/Other Pacific Isl.	8.7	9.7	11.3				
White			0.4				
<b>Male</b>	51.7	52.3	48.2				
<b>Female</b>	48.3	47.7	51.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>		If yes, area(s) of SURR identification:					
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	5	5	1				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	75.3			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	13.3			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	17.5			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	40.7						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	3.8						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

After reviewing the Learning Environment Survey Report, Quality Review, School Report Card, Teacher Feedback, Tracking Sheets, and Standardized Test Results the following areas of strength and weakness were identified by the School Cabinet and shared out to all constituencies.

### **STRENGTHS:**

Student Performance:

ELA:72.3% of students in levels 3 and 4 77.2% of students in lowest third making at least 1 year's progress;

MATH:93.6% of students in levels 3 and 4; 78.3% of students in lowest third making at least 1 year's progress Consistently improving/ sustaining results.

The culture of peace, harmony, and understanding is an outstanding feature of the school. Good behavior and highly positive attitudes to learning among students lead to their better growth. Strong administrative team leading the school to QR improvement. Administrators who consistently gather and analyse data so that students' achievement is monitored and improves. Good teaching in special ed classes based on accurate data about each student based on well written IEPs. Teachers meeting as teams to do collaborative planning, establish targets, and ensure academic improvement of students.

### **ACCOMPLISHMENTS:**

95.7 attendance rate; Marked increase in School Environment satisfaction index; Magnet Grant; Low occurrence rates; NYS Gap-Closing School; BIRC/ROTUNDA partnership; Brooklyn Historical Society Partnership; Legal Lives Mock-trial competition -1st runner-up winners; Legal Lives Radio Show guests; BBYO CBO partnership; Mad Hot Ballroom partnership; Center for Urban Environment partnership; Trust for Public Land Grant Recipients

Charitable/Social Awareness Donors/Collaborations: Project Pink, End World Hunger, Penny Harvest Model school, AYUDA, Christopher Rose Foundation, Meals on Wheels, City Harvest, Ballet Tech, Brooklyn Arts Council, International Peace Day - Annual participants

## CHALLENGES:

ELA 61.5% of students making 1 year of progress.

MATH 68.5% of students making 1 year of progress

Making individual class data about students' academic performance more accessible and easier to use to see trends and areas where the school needs to improve student performance. Parent Involvement participation rate

## TRENDS:

Consistent attendance, consist performance, consistency across socioeconomic and ethnic groups.

## IMPLICATIONS FOR CHANGE/PRIORITIES FOR IMPROVEMENT:

Improvement needed in lowest third and students in levels 1 and 2 in ELA and MATH; Improvement needed in % of students showing 1 years growth in ELA and MATH; Development of students' understanding of their own performance so that they become more self-motivated, independent learners; Strengthen the use of assessment data to ensure that teachers use differentiated tasks, well matched to student abilities in all lessons; increase in the % of teachers engaged in inquiry.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
To improve student performance and progress in mathematics by 4% by June 2010 as evidenced by NYS Math, Interim Assessments, Periodic Assessments, Tracking Sheets and Class Assessments.	<ul style="list-style-type: none"> <li>• 50% of classroom teachers will engage in the use of interactive technologies in Mathematics each day during the Math block.</li> <li>• Purchase of Envision Math program in order to double the number of classes utilizing the program</li> </ul>
For the 2009-2010 school year, an ELA leadership study group (Principal, Assistant Principal, Literacy Coach, and three Lead Teachers) will engage in an inquiry group study of the independent reading and conferencing components of Balanced Literacy to determine the effectiveness of current practice in all classrooms.	<ul style="list-style-type: none"> <li>• Engage staff in inquiry about the practice of conferencing and monitoring independent reading</li> <li>• Offer refresher PD on benchmarking, running records, and FandP leveling</li> </ul>
During the 2008-2009 school year 100% of the staff will participate in year 2 Visual Teaching Strategies training.	To increase the utilization of Visual Teaching Strategies with the English Language Learners and the Special Education population in order to improve analytical and communication skills.

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject Area  
(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve student performance and progress in mathematics by 4% by June 2010 as evidenced by NYS Math, Interim Assessments, Periodic Assessments, Tracking Sheets and Class Assessments.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Purchase of Envision Math program in order to double the number of classes utilizing the program</p> <p>Purchase Smart Boards</p> <p>Purchase Sentro systems</p> <p>Provide PD to support the expansion of the Envisions Math program</p> <p>Conduct an inquiry study on the comparison of EDM and Envisions math</p> <p>Learning Walks</p> <p>Observations</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Classroom Teacher, Math Coach, Paraprofessionals, F-Status AIS - Tax Levy, Title 1, Contract for Excellence</p>

**Indicators of Interim Progress and/or Accomplishment**

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

Periodic assessments, standardized tests, unit tests, teacher prepared assessments, portfolios, math logs, journals, teacher observation of classroom performance

**Subject Area  
(where relevant) :**

**ELA**

**Annual Goal**

*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

For the 2009-2010 school year, an ELA leadership study group (Principal, Assistant Principal, Literacy Coach, and three Lead Teachers) will engage in an inquiry group study of the independent reading and conferencing components of Balanced Literacy to determine the effectiveness of current practice in all classrooms.

**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

- Weekly study group meetings
- Engage staff in inquiry about the practice of conferencing and monitoring independent reading
- Provide PD in focus areas to strengthen work and address deficits
- Conduct learning walks to monitor practice and implementation of PD
- Conduct focused observations
- Review conference notes monthly
- Identify classrooms with good practice and high expectations in order to provide support needed to establish model classrooms
- Offer refresher PD on benchmarking, running records, and FandP leveling

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

- The budget is used to fund a full-time literacy coach
- Purchase non-fiction, global, and gender diverse reading materials
- Offer refresher PD on benchmarking, running records, and FandP leveling

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	ELA conference notes  Observations  Running Records  Inquiry Team minutes  Learning Walk summaries  Tracking Sheets
---	---

**Subject Area  
(where relevant) :**

**Visual Teaching Strategies**

---

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	During the 2008-2009 school year 100% of the staff will participate in year 2 Visual Teaching Strategies training.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Designated In-kind funding, magnet funding, Title 1 funding  Teachers will participate in Year 2 Professional Development  VTS lessons will be utilized in every discipline area
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Classroom teachers, Title 1, Magnet funds, VTS trainers, BRIC Rotunda Gallery, VTS materials
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	NYSESLAT, Periodic Assessments, Classroom Assessments, Teacher Conference notes

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

## APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2	95	95	N/A	N/A	17	2	2	5
3	85	85	N/A	N/A	8		2	5
4	75	75	70	70	9		9	
5	75	75	70	70	15		3	7
6								
7								
8								
9								
10								
11								
12								

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

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

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	Morning Magnet Club includes 10 students from each class 4 days/week. Paraprofessional in K-1 works on small group instruction 2-5: Push-in teacher in all classes work with small groups 5 days /week, After School academic targeted intervention/enrichment meets 1 hr/3days per week, Reading coach, F-Status teachers, School AIS team, provide additional, small group push-in and pull-out support for at-risk students Wilson, Kaplan, Reading Essentials, Quick Reads, Earobics, Voyager are utilized Mode of intervention is a result of assessment and fixed periodic reevaluation of success of intervention.
<b>Mathematics:</b>	Morning Magnet Club includes 10 students from each class 4 days/week. Paraprofessional in K-1 works on small group instruction 2-5: Push-in teacher in all classes work with small groups 3 days /week, After School academic targeted intervention/enrichment meets 1 hr/3days per week, Math coach, F-Status teachers, School AIS team, provide additional, small group push-in and pull-out support for at-risk students Kaplan, Essential Skills, Everyday Math, Math Steps are support programs Mode of intervention is a result of assessment and fixed periodic reevaluation of success of intervention.
<b>Science:</b>	Morning Magnet Club includes 10 students from each class 4 days/week. Science specialist pushes in to all Gr 4 and 5 classes to provide targeted intervention for designated studentsMagnet Program teachers provide additional Science support for at risk students and teacher instruction support in grades 4 and 5. Hands on cultural and ethical studies related to the State Standards integrated into the magnet theme are provided for all students.
<b>Social Studies:</b>	Morning Magnet Club includes 10 students from each class 4 days/week. SS specialist pushes in to all Gr 4 and 5 classes to provide targeted intervention for designated studentsMagnet Program teachers provide additional SS support for at risk students and teacher instruction support in grades 4and5Hands on cultural and ethicla studies related to the State Standards integrated into the magnet theme are provided for all students.
<b>At-risk Services Provided by the Guidance Counselor:</b>	The guidance counselor provides both mandated and at-risk counseling on an on-going basis
<b>At-risk Services Provided by the School Psychologist:</b>	The school Psychologist participates in the students intervention team work overseeing at-risk students and is the case manager for all IEP cases.

<b>At-risk Services Provided by the Social Worker:</b>	The school social worker conducts all IEP mandated SBST counseling.
<b>At-risk Health-related Services:</b>	At-risk Health-related services are provided by the school nurse. When necessary the ISC health coordinator provides additional support.

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** - Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

---

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Part B: CR Part 154 (A-6) Bilingual/ESL Program Description**

---

**Type of Program:** \_\_\_ Bilingual  ESL \_\_\_ Both      **Number of LEP (ELL) Students Served in 2009-10:** 49  
**(No more than 2 pages)**

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description, to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates and use of data to improve instruction.:

In order to comply with the state mandate at P.S.119, we have a freestanding ESL pull out program for the LEP students. The program provides linguistic support to improve all areas of language acquisition, i.e. listening, speaking, reading and writing.

Presently, we service 47 students in mainstream classes who are being pulled out for ESL services by a licensed ESL teacher and receive all instructions in English. According to the state guidelines, we service beginner and intermediate language proficiency students 8 periods weekly, while advanced students receive 5 periods a week. The students are being grouped and serviced based on the recent NYSESLAT scores. For newly arrived ELL students, LAB-R is used as a tool for placement.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs.

Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

All ELL students at P.S.119 participate in a comprehensive approach to Balanced Literacy and Math including such components as independent, shared, guided reading/writing as well as read aloud and interactive reading/writing on a daily basis. In addition, we offer students a variety of ways to respond to activities based on age, language proficiency, cultural backgrounds, learning styles and preferences to accommodate different levels of language skills. ESL students at P.S.119 are also encouraged to discuss and describe personal experiences related to the theme that is being introduced. The students are provided with a wide variety of materials and books of all literary genres. All of the above are being implemented to ensure that LEP students meet the standards and pass the required 4<sup>th</sup> grade ELA

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments. Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy.

Orientation for parents of newly enrolled ELL students is provided within the first few weeks of school. Our first orientation will be scheduled for September 2009. All ELL parents will be invited to view a video describing different ESL/Bilingual programs in their native language. The ESL teacher, parent coordinator and interpreters will be available for discussion of information and to answer questions. The parents will also be introduced to the State Standards, assessments, school expectations and general program req

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school. The ELL teacher, parent coordinator, translators and school administration are available in early September to assist in pupil placement, parental concerns, registration and paperwork involved in the registration process. Our Creole-speaking bilingual guidance counselor is always available to meet the parents of new ELL students and assist them.

III. Staff Development (2007-2008 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

### Tentative schedule

#### **October 2009 – Grades 2-5**

Working with ELL students in the classroom Grades 2-5

#### **November 2009– Grades 2-5**

Communicating with newly arrived ELL's – Tips for teachers

#### **December 2009 – Grades 2-5**

Celebrating cultural commonalities. Demonstrating cross-cultural knowledge and understanding

#### **January 2010 - Grades 2-5**

Modeling strategic thinking through a think-aloud story that demonstrates thinking strategies

#### **February 2010 – Grades 2-5**

Strategies for test-takers – interweaving the four language skills

#### **March 2010 – Grades 2-5**

NYSESLAT- From standards to assessment

#### **April 2010 – Grades 2-5**

Promotional Criteria for ELL students. Use of multi-criteria

Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

**Number of LEP Students Identified and Served in Each School Building by Type of Program in 2006-07**

School District: 22

Type of Program: ESL  Bilingual  Both   
 (Check one only)

School Building PS 119

**(Complete this form for each school building with LEP students in grades K-6 during 2006-07)**

Do not include long-term ELLs

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL																		
Arabic (ARB)										1		X	1		X	1		X			
Bengali (BEN)										1		X									
Bosnian (BOS)																					
Chinese (CMN)																					
French (FRA)										1		X				3		X			
H. Creole (HAT)				1		X	1		X	9		X	2		X	2		X			
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)				1		X	3		X	2		X	3		X	1		X			
Vietnamese (VIE)																					
Urdu				1		X	2		X	1		X	3		X	1		X			
<b>SUB TOTALS</b> →																					

Attach additional sheets if necessary.

Total Number of LEP students in grades K-6  
**Identified** in the Building in 2006-07  
 (Do not include long-term LEPs)  
 (Long-term LEP= over 6 years of service)

Total Number of LEP students in grades K-6 **Served**  
 in the Building in 2006-07



Bilingual

ESL







## ADDITIONAL LANGUAGES

Acholi (ACH)	Gujarati (GUJ)	Pashto (PST)	Urdu (URD)
Adangme (ADA)	Hausa (HAU)	Romanian (RON)	Wolof (WOL)
Afrikaans (AFR)	Hebrew (HEB)	Romansch (ROH)	Yoruba (YOR)
Akan (AKA)	Hindi (HIN)	Rundi (RUN)	Zulu (ZUL)
Algonquin (ALQ)	Hungarian (HUN)	Samoan (SMO)	
Amharic (AMH)	Ibo (IBO)	Sanskrit (SAN)	
Arabic (ARB)	Icelandic (ISL)	Seneca (SEE)	
Arawak (ARW)	Ilocano (ILO)	Seri (SEI)	
Assamese (ASM)	Indonesian (IND)	Shan (SHN)	
Aymara (AYC)	Kabyle (KAB)	Shona (SNA)	
Basque (BAQ)	Kamba (KAM)	Shina (SCL)	
Bemba (BEM)	Kashmiri (KAS)	Sidamo (SID)	
Bengali (BEN)	Konkani (KNN)	Sindhi (SND)	
Bhili (BHB)	Lao (LAO)	Slovak (SLK)	
Brahui (BRH)	Latvian (LAV)	Slovenian (SLV)	
Breton (BRE)	Lithuanian (LIT)	Somali (SOM)	
Bulgarian (BUL)	Macedonian (MKD)	Sotho-Southern (SOT)	
Cebuan (CEB)	Malay (MLY)	Sukuma (SUK)	
Cham (CHA)	Malayalam (MAL)	Swahili (SWH)	
Czech (CES)	Maltese (MLT)	Swedish (SWE)	
Danish (DAN)	Mandinka (MNK)	Tajiki (TGK)	
Estonian (EST)	Marathi (MAR)	Tamil (TAM)	
Ewe (EWE)	Mende (MEN)	Telugu (TEL)	
Finnish (FIN)	Mohawk (MOH)	Thai (THA)	
Garifuna (CAB)	Ndebele (NDE)	Tigre (TIG)	
Georgian (KAT)	Nyanja (NYA)	Tonga (TNZ)	
German (GER)	Oneida (ONE)	Turkish (TUR)	
Guarani (GUG)	Papiamento (PAP)	Ukrainian (UKR)	

## Number of Teachers and Support Personnel for 2006-07

School Building: PS 119 District 22

List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.

School Building	Number of Teachers 2009-2010				Number of Teaching Assistant Paraprofessionals		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers				
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
PS 119		1					1
<b>TOTALS</b>		1					Grand Total 1

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)  
 Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.  
 \*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.  
 \*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

**Include schedules for three different students in the ESL program (*one each for Beginning, Intermediate and Advanced* English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a bilingual/Dual Language program, also provide three sample schedules (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.**

# SAMPLE STUDENT SCHEDULE 2009-10 ESL

ESL Program Type:         Free-Standing     Push-in     Pull-out  
 Indicate Proficiency Level:     Beginning     Intermediate     Advanced

School District: \_\_\_\_\_

School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:40	Subject (Specify)				
	To: 9:25	ESL	ESL	ESL	ESL	ESL
	From: 9:25	Subject (Specify)				
	To: 10:10	ESL	READING	ESL	READING	ESL
<b>3</b>	From: 10:10	Subject (Specify)				
	To: 10:55	READING	READING	READING	READING	READING
<b>4</b>	From: 10:55	Subject (Specify)				
	To: 11:40	READING	MATH	READING	MATH	READING
<b>5</b>	From: 11:40	Subject (Specify)				
	To: 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
<b>6</b>	From: 12:35	Subject (Specify)				
	To: 1:20	MATH	MATH	MATH	MATH	MATH
<b>7</b>	From: 1:25	Subject (Specify)				
	To: 2:10	MATH	ART	MATH	COMPUTERS	MATH
<b>8</b>	From: 2:10	Subject (Specify)				
	To: 2:55	MUSIC	SOCIAL STUDIES	SCIENCE	GYM	SCIENCE
<b>9</b>	From:	Subject (Specify)				
	To:					
<b>10</b>	From:	Subject (Specify)				
	To:					

# SAMPLE STUDENT SCHEDULE 2007-08 (Bilingual)

Bilingual Program Type:     \_\_\_ TBE                   \_\_\_ Dual Language  
 Indicate Proficiency Level:   \_\_\_ Beginning           \_\_\_ Intermediate       \_\_\_X\_ Advanced

School District: \_\_\_\_\_

School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:40	Subject (Specify)				
	To: 9:25	READING	MATH	READING	MATH	READING
<b>2</b>	From: 9:25	Subject (Specify)				
	To: 10:10	READING	MATH	READING	MATH	READING
<b>3</b>	From: 10:10	Subject (Specify)				
	To: 10:55	COMPUTERS	READING	MATH	READING	MATH
<b>4</b>	From: 10:55	Subject (Specify)				
	To: 11:40	MATH	READING	MATH	READING	MATH
<b>5</b>	From: 11:40	Subject (Specify)				
	To: 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
<b>6</b>	From: 12:35	Subject (Specify)				
	To: 1:20	MATH	GYM	ART	MUSIC	ESL
<b>7</b>	From: 1:25	Subject (Specify)				
	To: 2:10	ESL	ESL	ESL	SCIENCE	SOCIAL STUDIES
<b>8</b>	From: 2:10	Subject (Specify)				
	To: 2:55	SCIENCE	SOCIAL STUDIES	GYM	COMPUTERS	ART
<b>9</b>	From:	Subject (Specify)				
	To:					
<b>10</b>	From:	Subject (Specify)				
	To:					

**Form TIII - A (1)(a)**

**Grade Level(s)**

**K-5**

**Number of Students to be Served:**

**LEP 47**

**Non-LEP 0**

**Number of Teachers 3**

**Other Staff (Specify) Literacy Coach, Math Coach, Art teacher**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program**

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

---

The Title III program at PS 119 will be implemented as a supplemental instructional after school program that would promote academic and linguistic improvement through art and music activities. The program will run 3 days a week (Tue., Wed. Thur.) for 1 hour each day. The main curriculum areas will be teaching reading and math through art, music and balanced literacy utilizing the Visual Teaching Strategies program. The children will be grouped according to grades. However, two consecutive grade levels can be combined, i.e. 3<sup>rd</sup> and 4<sup>th</sup> grade and/or 4<sup>th</sup> and 5<sup>th</sup> grades. The school will provide grade appropriate materials that are fully aligned with all City and State Standards.

The teachers will apply for per session job per UFT contractual guidelines. However, each teacher will be fully certified and have at least three years experience in the classroom.

Each class will not have more than 15 children to ensure that the children are given as much individual attention as needed. Former ELL students as well as current ELL will be invited to participate. There will be ample utilization of visual arts as well as exposure to different musical instruments to enhance language learning.

In addition, we hope to have ESL parent workshops at least two times a year, so our parents will be acquainted with strategies and materials to help their kids at home.

The program will begin in December and run through May (depending on the funding, number of hours utilized.)

By May 2010, all ELL students in grades 2-5 will improve language acquisition, speaking, reading and writing skills as well as class participation through English instruction in vocabulary, idioms and expressions as measured by movement from at least one level of instruction to the next level and performance on standardized tests.

### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

---

We hope to have ongoing sessions of professional development over the 20-week period. Assessment of the professional development will be done as an outgrowth of how the instruction has been modified during the program. This would include the Visual Teaching Strategies coordinator as well as the assistance (push-in) of a certified ESL teacher working together with an art and music teachers to utilize ESL strategies and methodologies in teaching ELL population. Conversation with each teacher and the professional development personnel will also be used as indicators of success.

The art and music teachers along with a certified ESL teacher will work cooperatively with the three groups of students, interchanging daily. The ESL teacher will provide all professional development activities at the beginning of the program and throughout the course of the year as needed. In addition, the ESL teacher will serve as a program coordinator and work with teachers to develop questionnaires and gather quantitative and qualitative information at the end of the program to evaluate the results.

We plan to have at least four more hours of ESL professional development for the art and music teachers throughout the year. In these sessions, curriculum, ESL methodology, and ideas will be shared and discussed.

**Form TIII – A (1)(b)**

-

**School: P.S. 119 The Amersfort School - Magnet School of Global & Ethical Studies**  
**BEDS Code: 332200010119**

**Title III LEP Program**  
**School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$ 2,940.00	3 teachers @ \$49 per hr (3 hrs per week for 20 weeks)
<b>Purchased services</b> - High quality staff and curriculum development contracts	3,000.00	Visual Teaching Strategies Program
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$8,760	Books, Workbooks, Art materials, VTS artwork, Literacy Sets
<b>Educational Software (Object Code 199)</b>	0	n/a
<b>Travel</b>	0	n/a
<b>Other</b>	300.00	Administrative Costs
<b>TOTAL</b>	<b>\$15,000.00</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

### **Part A: Needs Assessment Findings**

---

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The school uses the HLS and individual student surveys to determine all necessary needed translation languages. Written translations are downloaded from the NYCDOE website. School notices are sent in advance to the NYCDOE translation service for distribution. Oral translations are provided at school meetings through a headset system that permits simultaneous translations in three languages.

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.

We are aware of the need for translations in Haitian Creol, French, Turkish, Bengali, Arabic, Urdu, and Spanish. All teachers are aware of the necessary language translations as is the secretary in charge of obtaining translations and the ELL teacher.

## **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 families in need of translation services/documents are identified in September and updated on an ongoing basis. Notices are obtained from the DOE translation services for distribution to designated families. Staff members also provide translation services in Russian, Creole, Arabic, and Spanish when needed.

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 translations are provided for for families by staff and family volunteers. An oral translation headphone system is employed at school-wide events. In, addition the translation hot-line is utilized when 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>.

Notices are posted at the main entrance to describe the tranlation support available to all families/caregivers. It is in a prominent place on display.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

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

### **PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$373,130	\$217,355	\$590,485
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,680		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$2,680	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13,500		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$13,500	
6. Enter the anticipated 10% set-aside for Professional Development:	\$37,313		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$37,313	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:

100%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### P.S. 119 SCHOOL PARENT INVOLVEMENT POLICY

#### INTRODUCTION

Current research and practical experience demonstrate that families play a significant role in the educational progress of their children. When families are involved in their children's educational experience, children perform better in school. A child's educational and personal development is maximized by this genuine partnership between the family and school.

A true partnership is based on the assumption that parents and educators are equal members with the common goal of supporting success of all children in school. Although parents and educators may make different contributions to the partnership and educators may be primarily responsible for initiating it, the assumption is that success for all children cannot be accomplished without collaboration. Elements of the partnership include:

1. creating two-way communication
2. enhancing learning at home and at school
3. providing mutual support
4. making joint decisions

Building family-school partnerships requires systematic efforts over time to overcome previous experiences of disconnection and to establish routines that constantly reinforce collaborative relationships. Collaboration requires establishing a non-blaming context for relationships.

Children must be included in activities directly related to their education. School staff, parents and students possess previously untapped resources that can be pooled to support academic achievement and social development. When a student experiences school problems, the student, teacher and parents work together to develop solutions to these problems. The district fully supports this collaborative effort through its leadership and policies.

## SCHOOL LEVEL POLICY

In an effort to increase student achievement, the school and parents have created a School-Parent Compact describing the respective roles and responsibilities of the school, staff and parents. In addition, our Parents' Association and school adhere to the guidelines established by the New York City Board of Education in its policy statement for Parents' Associations and the schools.

-2-

To encourage parent involvement, one of our school's objectives is to create a welcoming environment within the school. The Children's Garden is a cooperative effort on the part of parents, students and faculty. It creates a warm, colorful and inviting atmosphere around our school. It is a source of great pride for our school community.

Upon entering the building, parents are made aware of the child-centered focus of our school through the many attractive bulletin boards and various displays of students' work. There is also a Parents' Association bulletin board in the school lobby where important information is posted. It is updated periodically. All parents and visitors to our school are officially greeted and welcomed by a courteous and knowledgeable office staff.

A main objective of our school is to provide opportunities for all parents to be included in their children's educational experiences. Parents are invited to attend special performances (i.e., assemblies, contests, fairs and multicultural events.) They are encouraged to review report cards and actively participate in regularly-scheduled family-teacher conferences. If necessary, parents and teachers may arrange for additional individual conferences during the school year. All teachers make efforts to keep parents informed of their child's performance (areas of growth, as well as areas of concern) and they strive to maintain open lines of communication.

P.S. 119 also holds an annual meeting for parents of students in special programs. Parents are invited by both the administration and by special invitations made by their children. The teachers present a brief overview of their programs to the entire group. Afterwards the children of the parents in attendance join their parents for a parent-child activity. A sample lesson for the parents with children participating then follows. Suggestions are made for activities the parents can implement at home.

Various workshops are conducted for the parents throughout the school year. The purpose of these workshops is to model teaching/learning techniques that the parents can use with their children at home. These workshops generally include:

- . Family Reading
- . Family Math
- . Balanced Literacy
- . Family Literacy
- . Family Science

The many cultural backgrounds of our families enrich the school experience for children, parents and staff. Parents of children who speak languages other than English are notified of their child's entitlement to receive ELL services.

Guidance Workshops will be offered to assist parents with appropriate discipline, parenting skills and children's health issues. Furthermore, our counselors will identify support systems and supportive community based agencies to aid families with parenting and family problems.

The many cultural backgrounds of our families enrich the school experience for children, parents and staff. Parents of children who speak languages other than English are notified of their child's entitlement to receive ELL services. All the notification and withdrawal/transfer options are available in the native language of the ELL parents.

Parents are a voting constituency on our School Leadership Team. Parent representatives relay information at general and executive board meetings of the Parents' Association. The Parents' Association bulletin board is available to post minutes. Schoolwide team members speak at Parents' Association meetings. Parents are instrumental in conducting Needs Assessment Surveys of the parent body.

A school level Parent Advisory Committee has been functioning at P.S. 119 for several years. It has become a subcommittee of our School Leadership Team which meets monthly throughout the year. Parents have played a crucial role in the development and revision of the School Parent Compact and the School Parent Involvement Policy.

Due to overcrowding at our main building, P.S. 119 has acquired an annex building located at Avenue J and Utica Avenue. Pre-kindergarten, kindergarten and first grade classes are presently attending classes there. As of April, 2001, the annex has officially become P.S. 326. We will continue to have a close relationship with the administration, parents and children at P.S. 326. A parent school liaison will sit on the School Leadership Team for both P.S. 326 and P.S. 119.

A parent-teacher liaison position was established to strengthen the connection between school and home. Some of the duties are:

- . Call parents about children's lateness.
- . Call parents about class trips, giving details and collecting money.
- . Keeping parents informed of classroom and school activities throughout the school year.

In general, this position helps to keep the line of communication open between parents and teachers.

The Parents' Association of P.S. 119 is responsible for conducting various fundraisers throughout the school year. The main fundraisers are the candy sale in the fall, the cake/bake sale on Election Day, the plant sale for Mother's Day in the spring and the taking of students' pictures.

General membership meetings of the Parents' Association are held at various times throughout the school year. Votes are taken at these meetings to donate the profits from the fundraisers to the school for educational and instructional materials. The Parents' Association acknowledges the teachers and staff for their hard work. In June a prom is held for all the graduating fifth graders.

Parents as partners at P.S. 119 not only serve to enhance the education of their own children, but also enrich every aspect of education at our school. Through meaningful parent involvement the school becomes a more collaborative community in supporting increased student achievement.

***Explanation*** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

#### P.S. 119 School-Parent Compact

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees

1. To provide high quality curriculum and instruction.
2. To convene an annual orientation meeting for all parents in the fall.
3. To involve parents in decision-making by actively planning, reviewing and improving the school-wide programs and parental involvement policy
4. To facilitate communication between teachers and parents through:
  - parent-teacher conferences bi-annually
  - frequent progress reports to parents
  - mutually convenient meeting times with parents and staff conference and several Parents' Association meetings throughout the year
5. To implement a meaningful homework program which stresses reading, writing and problem solving.
6. To offer special and appropriate assistance to students
7. To provide professional development activities such as literacy, Family-School nights in math, instructional workshops, and training programs.

---

Principal

---

Teacher

The Parent/Guardian Agrees

1. To share the responsibility for improved student achievement.
2. To provide students with supplies and homework tools necessary for learning, i.e.: pencils, paper, notebooks, crayons, etc.
3. To closely monitor their child's attendance and punctuality at school.  
Children must report to school at 8:20 a.m.
4. To communicate with the child's teachers about their educational and special situation needs which might affect learning.
5. To attend at least one parent-teacher conference and several Parents' Association meetings throughout the school year.
6. To become involved with your child's school life by speaking with him/her daily about school, showing interest in his/her work, assisting with school projects, and teaching him/her the importance of education.
7. To attend school professional development Activities such as literacy classes, workshops, activities such as literacy classes, workshops and training programs.

---

Parent

## PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

All students at P.S. 119 are assessed to determine ability level in all subject areas and then participate in differentiated instruction so as to insure progress regardless of proficiency level.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- P.S. 119 is currently operating a morning magnet club to address the needs of the ten students most in need of academic support in each class.
- An after-school violence prevention program geared at increasing academic ability runs after-school for 5 months of the year in addition to Title III and Magnet after school intervention activities

- o Help provide an enriched and accelerated curriculum.

- P.S. 119 is currently a magnet grant recipient
- P.S. 119 continues to run an accelerated class on each grade

- o Meet the educational needs of historically underserved populations.

- P.S. 119 is a NYS gap closing school
- Achievement results indicate minimal disparity amongst cohorts, including historically underserved populations

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

P.S. 119 address the need of all students in a wholistic, well-rounded manner. All needs of the children are taken into consideration when planning the academic program. We currently conduct the following interventions/enrichment opportunities:

- full time guidance counselling
- school social worker support groups
- Advanced Peace Academy mentoring program
- AIS - in school
- Morning Magnet Club : academic intervention and enrichment
- Push-in/pull out student support services

- o Are consistent with and are designed to implement State and local improvement, if any.

### 3. Instruction by highly qualified staff.

- 100 % of staff is highly qualified
- Ongoing PD to broaden and reinforce teacher skills

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

n/a

6. Strategies to increase parental involvement through means such as family literacy services.

- Parent Involvement Initiatives: Family Math, Family Literacy, Family Health, Family Movie Night, Monthly Student Awards Ceremony, PA lecture series

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

n/a

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Inquiry Teams
- Professional Development
- ARIS utilization

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- A carefully planned intervention model is put in place for all at-risk students.
- Response to intervention is monitored in a timely manner
- Articulation between the classroom teacher, student, family, administration, and support staff in an integral part of the effective support in place at P.S. 119

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- The coordination of services and programs is overseen by the school cabinet, with each member overseeing their own specialty area
- Compliance issues are addressed in a timely manner
- All necessary supports for students and families are in place

## **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

### **Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

---

### **CURRICULUM AUDIT FINDINGS**

#### **KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

#### ***1A. English Language Arts***

##### **Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New

York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

#### **ELA Alignment Issues:**

**-Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

**-Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

**-Taught Curriculum.** The Surveys of Enacted Curriculum (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

**-ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

#### **-English Language Learners.**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

<sup>2</sup>To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

A Balanced Literacy, standards-based approach to literacy instruction is employed at P.S. 119. Curriculum maps are developed for each subject on each grade based directly upon the standards. A weekly/monthly syllabus is compiled outlining the expected learning objectives for each unit and is shared with the care givers. Rubrics are utilized for grading student work and are alligned with the syllabus to promote student self-monitoring of progress towards meeting the standards. Weekly individual student goal-setting across the curriculum areas is also an integral part of the monitoring process. All students receive their basic ELA instruction utilizing this approach including ELLs, Special Education, and at-risk students. ELA instruction is also provided by a Licensed ELL instructor who bases all instruction on the ESL learning standards. The ELL teacher also provided PD for all staff in order to support their effortd to differentiate instruction and meet the needs of the ESL students.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable
- Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Student achievement on the NYS ELA, Acutiy assessments, and teacher created assessments are carefully analyzed to understand student trends in mastery of the standards. Performance on the NYSESLAT indicating 75% proficiency in listening and speaking and 50% proficiency on reading and writing. Furthermore, P.S. 119 was again, for the fifth year, recognized as a NY state gap-closing school based on the achievement levels on the 2008 ELA. We have also consistently continued to make AYP.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should

know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

#### Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state process strands for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

#### Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

119 uses an ongoing analysis of the data from the NYS Math Assessment, Acuity Assessments, Teacher Assessments, Kid watching, goal realization, student self assessment to determine student mastery of Mathematical Processes. We do, however, notice gaps in the Everyday Math program and the standards and have sought out supplementary programs to utilize to address the deficits we have identified as a school. We have expanded upon the introduction of the Envisions Math program to the math programs utilized at P.S. 119. We will continue to evaluate the success of the supplemental programs based on the achievement levels/growth of the students on all State, City, and School assessments.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

NYS Math assessment results indicate 89.8% of all tested students are performing at or above Level 3. This indicates that our program is effective in sequencing instruction that builds upon and expands knowledge and skills of previous year.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high - observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A differentiated, diagnostic-prescriptive approach to learning is the goal at P.S. 119. Teachers are called upon to be reflective about student achievement, their own practices, and the role they play in the continuum of learning at P.S. 119. All teachers are trained in the Santa Cruz Professional Teaching Standards (PTS) and are required to base their teaching practices on the holistic approach outlined in the Santa Cruz

model. They focus on development of goals based on the PTS and share and monitor their progress in goal achievement with school administrators throughout the year. This then leads to the development and delivery of instruction that addresses and challenges each student as they work towards mastery of the standards. Student engagement is evident in the 95.5 attendance rate at P.S. 119 as well as the low rate of discipline infractions. Students come to school ready to engage in the process of learning. Evidence of implementation of practice is evident in teacher plans, goals and objectives, data discussions, and PD feedback.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- tracking sheets
- curriculum map
- acuity results/assignments
- interdisciplinary unit projects
- planbook review
- quality review report
- NYS ELA results
- student goal book review
- conference notes

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

## 2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 119 is certainly in keeping with the 80% of schools monitored that are demonstrating high academically focused class time with high levels of student engagement. The academic rigor occurring within the structure of the Everyday Math/Envisions Math lessons engages students in leveled instruction. Students are grouped according to ability and also grouped in order to work collaboratively. Students are also engaged in practical applications of what they learn in an interdisciplinary manner, for example: cooking, music, school store, math literacy, school survey results, experiments involving measurements, social studies - map skills, tables, charts, graphs, science - measurement, balance scales, etc.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Math achievement computer projects
- centers, workshop model, small group instruction student self assessments peer tutoring
- Everyday math games
- Game of 24,
- math jeopardy
- school store
- smartboard interactive math lessons
- students use of latest technology

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

<sup>3</sup>To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This is not applicable. The majority of teachers are tenured and 100% are highly qualified. Teacher support, mentoring, coaching, intervisitation, collaborative team structures, and professional development opportunities are geared toward teacher retention.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The degree of retention of highly qualified teachers speaks volumes to the evidence of this statement.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

ELL district/citywide PD opportunities are communicated to all teachers through the NYC Teacher's Weekly via e-mail. School-wide ELL PD takes place in the following situations: Magnet PD attendance directed toward PTS and instruction for all students. ELL teacher conducts schoolwide PD at faculty conferences and ELL teacher support training.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

An average of 62% of 2-4th graders achieved proficiency on 2009 NYSESLAT Listening and Speaking while 48% achieved proficiency on Reading and writing.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Effective ELL instruction is evident in NYSESLAT results due to collaborative efforts among gen ed and ELL support personnel in self contained ELL classes - pull out program that supplements classroom instruction of the classroom teachers. An average of 62% of 2-4th graders achieved proficiency on 2008 NYSESLAT Listening and Speaking while 48% achieved proficiency on Reading and writing. However, in terms of ELL Professional Development, teachers are not as aware of PD outside the school nor are they inclined to participate on any extended basis due to their extensive and increasing accountability at our own school. An in-service professional development training model that had been instituted in the past should be reconsidered by the city.

---

#### **KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- Disaggregated data for standardized assessments
- class assessments
- ELL participate in school- wide assessments
- Tracking sheets for all including ELLs
- Data Inquiry focus

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Effective ELL instruction is evident in: NYSESLAT results due to collaborative efforts among gen ed and ELL support personno self contained ELL classes - pull out program that supplements classroom instruction of the classroom teachers An average of 62% of 2-4th graders acieved proficiency on 2008 NYSESLAT Listening and Speaking while 48% achieved proficiency on Reading and writing.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

## **KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

All staff members of P.S. 119 participate in training and Professional Development opportunities that serve to ensure that all have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance.

Furthermore, all appropriate pedagogues are entirely familiar with the content of the IEPs of and the needs of their students with disabilities and the modifications and behavioral support plans that would help support the students with disabilities in their classrooms.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The ongoing achievement of Special Education students speaks to the effective identification, evaluation, recommendation, and IEP development and program delivery processes at P.S. 119.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do not consistently specify accommodations and/or modifications for the classroom environment (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The SBST case manager reviews all IEPs upon completion and reviews any omissions or inconsistencies with the necessary staff in consultation with school administration. IEP trainings are attended by staff who then turn-key train colleagues. All goals are related to the State Standards and percentages of expected mastery is accounted for when establishing promotional criteria for all IEP students. All test modification are implemented for all tests, classroom, city and state. The distribution of IEPs digitally and in an organized and effective manner is continuously addressed by the school Student Support Team.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Effective IEPs-Special Ed student success rate-Schedule of test mods administered for every exam-low incidence of initiation of Crisis Paras-low incidence of special ed student suspensions-special ed student participation rate in all enrichment/extra-curricular activities:-International Day of Peace-Monthly Social Awareness Ribbon Ceremonies-School Movie Trips-Multicultural Trips-Multicultural Celebrations-Family/School Trips-Dance, Rhythm, Steppin, Guitar, Rock Band, and Chorus Performances-After-School Yoga, Drama, and Food and Nutrition.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

### **Part A:**

#### **For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

8

2. Please describe the services you are planning to provide to the STH population.

- STH students have the same access to all programs and initiatives available at P.S. 119
- The Pupil Accounting Secretary, School Guidance Counselor, and Parent Coordinator work as a team to make sure transportation, student support and parent support are accessible to all that need it.

**Part B:**  
**For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

n/a

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

n/a

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.