

GLENDALE INTERMEDIATE SCHOOL 119

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 24/ QUEENS/ 342400010119

ADDRESS: 74-01 78TH AVENUE GLENDALE, NY 11385

TELEPHONE: 718 326-8261

FAX: 718 456-9523

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 119 **SCHOOL NAME:** The Glendale

SCHOOL ADDRESS: 74-01 78th Avenue

SCHOOL TELEPHONE: 718 326-8261 **FAX:** 718 456-9523

SCHOOL CONTACT PERSON: Jeanne Fagan **EMAIL ADDRESS:** Jfagan2@schools.nyc.gov

<u>POSITION/TITLE</u>	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Anthony Wansor</u>
PRINCIPAL:	<u>Jeanne Fagan, Ed. D</u>
UFT CHAPTER LEADER:	<u>Patricia Calvo</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Lisa Comaianni</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u></u>

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 24 **SSO NAME:** ICI

SSO NETWORK LEADER: John O'Mahoney

SUPERINTENDENT: Madelene Taub-Chan

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Name	Position/Constituency Represented	Signature
Jeanne Fagan, Ed.D.	*Principal or Designee	
Patricia Calvo	*UFT Chapter Chairperson or Designee	
Lisa Commianni	*PA/PTA President or Designated Co-President	
Debra Zampelli	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Eileen Walsh	DC 37 Representative, if applicable	
Marie Coleman	Parent	
Tina Mavrikos-Kual	Assistant Principal/Administration	
Anthony Wansor	Teacher/Faculty	
Chris Kurre	Parent	

Signatures of the member 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.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

School Vision and Mission

We see our school as a community of learners. All members, including students, staff and parents, support each other and strive to address, accept and meet the needs of individuals. We strive to create an atmosphere where learning, creativity, and participation take place.

Our attention is focused on unifying our staff and to bring clarity to the vision of our school. Although this is difficult work, we see it is directed toward a goal to improve student achievement. The school's mission is to deliver standards driven instructional program that challenges students to achieve their utmost potential. Our focus is on a quality-balanced literacy and numeracy program that will stimulate our students to become life long learners who will be able to explore problems and make intelligent decisions that allow them to be productive citizens of the 21st century. We have revised our curricula to incorporate inquiry-method instruction to challenge our students. We utilize data to drive our instruction and set individual goals, class goals and school goals to monitor our progress. Our quest for academic rigor and human integrity is reflected in our school motto: "Realize the power of your dreams!"

IS 119 prides itself on being a receiving school for the Beacon Program. Our Gifted and Talented students along with our Honors Program have accelerated academic components for high achievers. Rigorous courses are offered in order for our children to have the opportunity to be a part of the Earth Science, Integrated Algebra and the U.S. History Regents in grade eight.

We are also very proud of the multiple opportunities given to our students through the performing arts program that we offer. Students gain experience in band, including string orchestra and jazz bands, drama, dance and music. The drama program offers a yearly musical and in conjunction with the dance and chorus hold a winter and spring festival.

Overall, the commitment and quality of the educators within our school to ensure that the students are part of a positive and challenging learning environment is exceptional. Our focus is on our children and their social, emotional and academic growth.

Part B. School Demographics and Accountability Snapshot

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	I.S. 119 The Glendale						
District:	24	DBN:	24Q119	School BEDS Code:	342400010119		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		93.1	92.2	93.7
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		96.5	97.3	95.4
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		41.7	42.8	44.3
Grade 6	347	335	363	Students in Temporary Housing - Total Number:			
Grade 7	366	388	390	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	362	385	397		3	0	8
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		18	13	8
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Total	1075	1108	1150				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	21	23	32	Principal Suspensions	263	303	152
# in Collaborative Team Teaching (CTT) Classes	32	36	51	Superintendent Suspensions	27	20	19
Number all others	59	42	57	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# receiving ESL services only	42	43	30	Number of Teachers	61	68	72

# in Collaborative Team Teaching(CTT) Classes	32	36	51	Principal Suspensions	263	303	TBD
Number all others	59	42	57	Superintendent Suspensions	27	20	TBD
<i>These students are included in the enrollment information above.</i>							

School Name: I.S. 119 The Glendale

District: 24

DBN #: 24Q119

School BEDS Code #: 342400010119

Part C:

English Language Learners (ELL) Enrollment:				Special High School Programs:			
(BESIS Survey as of October 31)	2006-07	2007-08	2008-09	(Total Number)	2006-07	2007-08	2008-09
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	42	43	30				
# ELLs with IEPs	0	6	8				
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Staff:			
				(Includes all full-time staff as of October 31)	2006-07	2007-08	2008-09
Overage Students:				Number of Teachers	61	68	72
(# entering students overage for grade as of October 31)	2006-07	2007-08	2008-09	Number of Administrators and Other Professionals	9	11	11
	2	2	2	Number of Educational Paraprofessionals	N/A	3	3
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006-07	2007-08	2008-09
(% of Enrollment as of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100	100	98.6
American Indian or Alaska Native	0.3	0.2	0.3	% more than 2 years teaching in this school	60.7	61.8	69.4
Black or African American	2.6	2.4	2.3	% more than 5 years teaching anywhere	54.1	52.9	52.8
Hispanic	32.5	33.8	37.3	% Masters Degree or higher	85	81	86
Asian	7.1	9.8	9.3	% core classes taught by "highly qualified"	95.2	91.4	92.7
White	57.6	53.8	50.9				
Male	50.1	50.4	50.9				
Female	49.9	49.6	49.1				

teachers (NCLB/SED definition)			
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2009-2010 TITLE I STATUS

<input checked="" type="checkbox"/> Title I School wide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-2010 Based on 2008-2009 Performance):		
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement - Year 1	<input type="checkbox"/> Improvement - Year 2
<input type="checkbox"/> Corrective Action - Year 1	<input type="checkbox"/> Corrective Action - Year 2	<input type="checkbox"/> Restructured - Year
<input type="checkbox"/> Requiring Academic Progress (SRAP) - Year		

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	IGS	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-				
Black or African American	-	-	-			
Hispanic	√	√	√			
Asian	√	√	-			
White	√	√	√			
Other Groups						
Students with Disabilities	√ ^{SH}	√	√			
Limited English Proficient	X	√	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	6	7	5	0	0	0

Key: AYP Status					
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>					

Part E. School Demographics and Accountability Snapshot

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results - 2008-2009		Quality Review Results - 2008-2009	
Overall Letter Grade	TBD	Overall Evaluation:	TBD
Overall Score	TBD	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	TBD
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	TBD
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	TBD
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	TBD
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	TBD
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: Quality Review Score					
Δ	Underdeveloped	▶	Underdeveloped with Proficient Features	√	Proficient
W	Well Developed	◇	Outstanding		

IV. Needs Assessment

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?

Performance Trends:

We have reviewed the following external and internal data sources in conducting the needs assessment: Quality Review Report 2008-2009, Learning Environment Survey Report, the NYS School Report Card 2008-2009, NYC Progress Report 2008-2009, Item Skills Analysis for NYS ELA and NYS Math 2008-2009, NYS ELA and NYS Math Assessment Analysis, NYSTP Summary Reports for Social Studies and Science Grade 8, periodic assessments, Inquiry Team action research, surveys and school-based assessments. In reviewing these various external and internal data sources, there have been overall positive trends at I.S. 119.

Overall performance in ELA, over two years shows an increase in percent of levels 3 and 4 of 17.7% to 82.4%; the median proficiency rating increased by 0.14 to 3.31. For Math, performance rose 6.9% to 86.7% performing at levels 3 and 4; the median proficiency rose 0.12 to 3.63. (Progress Report '08-'09)

The percent of students making one year of progress in ELA increased 16.6% to 63.2%, the percent of students in the lowest one-third making at least one year of progress increased 13.1% to 81.9%, the average change in proficiency for level 1 and level 2 students was up by 0.10 to 0.25,

and the average change in proficiency for level 3 and level 4 students increased by 0.18 to 0.04.
(Progress Report '08-'09)

In Math, the percent making one year progress increased 3.1% to 62.1%. The percent of students in the lowest one-third making at least one year of progress decreased 1.5% to 66.3%. The average change in proficiency for level 1 and level 2 students increased slightly by 0.10 to 0.36. The average change in proficiency for level 3 and level 4 students increased 0.02 to (0.04).
(Progress Report '08-'09)

IS 119 has made some inroads when compared to our Peer Horizon. The Progress Report shows that IS 119 is above 50% for the categories: percent of students performing at level 3/4, median proficiency, percent of students making one year progress in ELA, percent of students in the lowest third making one year progress in ELA, average change in student proficiency for level 3 and 4 in ELA, and average change in student proficiency for level 1 and 2 in Math. However, IS 119 is below 50% in the key categories of average change in student proficiency for level 1 and 2 in ELA, percent of students making at least one year progress in Math, percent of students in the lowest third making one year progress in Math, and average change of proficiency for level 3 and 4 in Math.

Longitudinal trends: levels 3 and 4

In an analysis of trends over four years for three different cohorts of students for performance on the ELA and Math state tests, beginning with the year 2006, for all tested students, several things are noteworthy. Cohort 1 will be identified as those students who were Grade 8 for the school year 2007-2008, Cohort 2 are those in Grade 8 for the school year 2008-2009, and Cohort 3 are those students who are currently in Grade 8 (school year 2009-2010). Cohorts 1 and 2 saw negative shifts in both ELA and Math, with losses in level 3 and 4 each year. The trend appears to be reversing for Cohort 3. There were gains in both ELA and Math in level 3 and 4, particularly strong in ELA with an increase in level 3/4 from 73% as Grade 6 to 90% as Grade 7. We will continue the initiatives that have resulted in these strong gains in Grade 7. Systems in place will hopefully break the negative trend in Grade 8.

Looking at the Item Skills Analysis for January '09 performance on the NYSTP ELA, the constructed response showed the weakest performance across the grades especially grades 6 and 8. Likewise on the March '09 NYSTP Math an area of weakness across the grades was "extended response" questions on various math performance indicators.

When reviewing longitudinally the progress of last year's grade 8, "all tested students," there was not a consistent positive trend in either ELA or Math over three years. In ELA, level 4's changed from 8% in grade 6, to 3% in grade 7 to 6% in grade 8. In Math, level 4's changed from 26% to 28% to 20%.

Trends in subgroup performances:

Another area of note is the trends in the performance of subgroups, Students with Disabilities, as noted in the School Report Card 2008-2009. The only area where IS 119 did not meet AYP is with this subgroup in the subject of Science. Looking further, however, LEP and Students with Disabilities students did not perform as well as students in other subgroups in Social Studies and Science as noted on NYStart School Assessment Summary Report for NYSTP Social Studies Test Grade 8 and Science Grade 8. For '08-'09 Social Studies 19% of LEP students scored at level 1, 69% scored at level 2, and 12% scored at Level 3. For '08-'09 Science LEP students scored 13% at level 1 and 87% scored at level 2. For '08-'09 Social Studies, Students with Disabilities students had 22% score at level 1, 70% scored at level 2 and 8% scored at level 3. For '08-'09 Science, Students with Disabilities students, 27% scored at level 1, 69% scored at level 2, and 14% scored at level 3.

For "Students with Disabilities", out of the 144 tested in NYSTP ELA in 2009, 61% scored at level 2; only 37% at level 3. For "Students with Disabilities," out of the 146 tested in NYSTP Math in 2009, 10% scored at level 1, 41% at level 2, 47.5% at level 3 and 1.5% scored at level 4.

For English Language Learners, of the 43 students tested in the category, "Limited English Proficient," 2% scored at level 1 and 75% scored at level 2 and 23% scored at level 3 on the NYSTP in ELA. This distribution is supported by performance on the '08-09 NYSESLAT: 30% scored at a beginning level, 41% scored at an intermediate level, 24% scored at an advanced level and only 5% achieved proficiency.

According to the Progress Report 2008 – 2009 many subgroups made exemplary gains in both ELA and Mathematics. English Language Learners made an Exemplary Proficiency Gain of 23.5% in ELA. Hispanic Students in the Lowest Third Citywide made an Exemplary Proficiency Gain of 35.8% in Mathematics. Other students in the Lowest Third Citywide made an Exemplary Proficiency Gain of 40.7% in Mathematics. In all these cases, IS 119 earned additional credits for these high-need students.

Greatest accomplishments over 2 years:

The greatest accomplishment over the last two years is the significant increase in both Student Progress and Student Performance as reported by the School Report Card 2008-2009. The category of Student Performance increased from 12.8 points out of 25 in 2007-2008 to 19.4 points out of 25 in 2008-2009. Similarly, Student Progress saw an increase from 20.6 out of 60 points in 2007-2008 to 42.4 points in 2008-2009. Each sub-category in both Student Performance and Progress saw significant improvements except Percentage of Students in Lowest 1/3 Making at Least One Year of Progress which saw a slight decrease, as previously noted. The gains were significant and helped to improve IS 119 performance relative to the Peer Horizon as well as improving our overall grade from a "C" on the 2007-2008 School Report Card to an "A" on the 2008-2009 School Report Card.

We have continued to develop capacity and fluency among students and staff with the full integration of long term and interim goals in all subject areas for individual students, staff, departments, as well as school-wide goals. These goals are imbedded in practice and procedures throughout the school. We have synthesized the various data sources of ARIS, Acuity, Castle Learning, Ed Performance, and, most recently, Data Link (Apperson Education) and incorporated the provided data to differentiate instruction and continue to improve student progress and performance.

Aids to progress:

Significant aids to our striving for continued school improvement was the move toward a school of inquiry as well as student enrichment. The school inquiry team of school year 2008-2009 helped shape the way the teachers and the learning community understood and used data. As a result many Teacher Teams were formed by groups of teachers to continue this work on a class-by-class basis. This year, teacher teams in all disciplines as well as across disciplines have been established and supported as a means to bringing inquiry-based learning into all classrooms. Although collaboration in every discipline is already strong and established, the inquiry method helped change the language of the teacher meetings and how we looked at the needs of the students. We have made great strides in creating a "data culture" in the building. We have added a new analysis tool, an Advantage 1200 scanner with accompanying Data Link software, so that all subjects can analyze every unit exam as well as long term goal assessments. This is a part of a significant overall change in the increased use of technology, both in the classroom as a part of instruction, and the availability of "data hot spots" so that teachers could access data on ARIS, Acuity, School Island, ED Performance and Data Link to better plan for their students. We also began looking at data differently and the shift towards more goal-oriented planning began.

Communication with parents was also expanded with the installation of School Messenger and an email distribution list.

The expanded use of multiple and overlapping “Teacher Teams” has led to goal-setting for individual students, for guided/inquiry groups, for whole class, for teachers, for departments and for administrators. The collaboration among teachers is now leading to the formatting of action plans for units of study so that goals can be measured and realized. The result is a more rigorous and credible examination of data by interdisciplinary groups that should lead to greater collaboration and more realistic and /or authentic change strategies that will increase student performance and accelerate student progress.

Barriers/challenges to progress:

When considering and analyzing the Quality Statements in Quality Review 2009, there were areas rated “underdeveloped with proficient features,” despite an overall proficient rating in that individual statement. Areas of challenge include the need to design tools to analyze student performance to set learning goals. Teachers need to differentiate lessons and use interim checkpoints and data to improve instruction in these areas. Measures have been put in place to help us improve in all areas.

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
<p>Goal # 1:</p> <p>By June 2010, the percentage of lowest-third students making at least 1 year of progress in mathematics will increase by 3% as evidenced by the results of the 2009-2010 mathematics state examination.</p>	<p>We chose this goal based on the data provided by the School Report Card 2008-2009 and the NYC Progress Report 2008-2009. Goals will be measured through achievement scores on the New York State Mathematics Exam.</p>
<p>Goal # 2:</p> <p>By June 2010, the median proficiency (3.31) of all-tested students in ELA will increase to 3.5 as evidenced by the results of the 2009-2010 ELA state examination.</p>	<p>We choose this goal based on the data provided by the School Report Card 2008-2009 and the NYC Progress Report 2008-2009. In the accountability group, "Students with Disabilities" 19.5 made exemplary gains in English Language Arts, not enough to earn a credit.</p>
<p>Goal # 3:</p> <p>By June 2010 there will be an improvement in student achievement for the subgroup Students with Disabilities in Science</p>	<p>We chose this goal based on data provided on the New York State School Report Card 2008-2009. Students with Disabilities did not make AYP in Science in 2008-2009.</p>
<p>Goal # 4:</p>	<p>We chose this goal based on data provided by the</p>

By June 2010 the school environment will better reflect a physically and emotionally secure environment in which everyone can focus on student learning.

Learning Environment Survey. Parents and students indicated that the school environment could be improved upon.

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 **Mathematics**
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the percentage of lowest-third students making at least 1 year of progress in mathematics will increase by 3% as evidenced by the results of the 2009-2010 mathematics state examination.</p>
<p>Action Plan <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>The target population is lowest third students eligible to be tested in grades six, seven and eight. The following actions/strategies will be implemented to accomplish this goal: School-wide initiative to focus the Inquiry Method (Jeffrey Wilhelm) within the mathematics curriculum. Professional development sessions and study groups to increase knowledge of developing deeper understanding within the content area. Increase the frequency and level of the guided mathematics groups within the classroom. Teachers will use common planning times to develop lessons and to review student data. Use of a departmental pre-post-examination and interim assessments to uniformly compare student progress. Development of research-based, departmental long-term goals by grade and student sub-groups. Implementation time lines: Student progress is assessed through multiple assessment tools, including Acuity, ongoing ITAs, classroom observations and assessments. Benchmarks are set on a 6-8 cycle to monitor progress. These cycles reflect the 4 marking periods.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assistant Principals, classroom teachers, AIS Providers, SETTSS, CTT teachers funded through tax levy.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial assessments begin during September 2009. Other assessments will be administered during the month of November and January. Instruments include results of Acuity, Predictive and ITA's; Teacher Assessment Notebooks, formal and informal data, predictive assessment results and Progress Report results. Projected gains will be 3 % of lowest-third students will make at least 1 year of progress in mathematics.</p>

Subject Area
(where relevant) :

English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the median proficiency (3.31) of all-tested students in ELA will increase to 3.5 as evidenced by the results of the 2009-2010 ELA state examination.</p>
<p>Action Plan <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>Actions/strategies are two-pronged: the implementation of goal setting for all students as part of a school wide improvement plan using multiple data sources and establishing benchmarks and timelines to monitor progress; delivery of instruction that emphasizes differentiation of instruction based on class and individual student needs and attention to fostering deeper comprehension of text through focus on reading of non-fiction texts, vocabulary building, and rigorous questioning. Establishment of teacher teams that cross disciplines but establish learning goals such as developing writing skills. Professional development has been given in the following areas to support goal setting: how to use such data sources as Acuity and how to help students set individual goals; determine areas of need and establish their own action plans; individual teacher conferences with supervisor and/or literacy coach; conferences with mentor for new teachers. Professional development has been given in the following areas to support best practice: grade group conferences with literacy coach to plan differentiated instruction and using alternate texts; teacher workshops; mentor conferences with new teachers. In addition, supervisory walkthroughs look for evidence of learning goals, differentiated instruction and use of questioning techniques and deep discussions. Teacher progress is supported through pre and post-observation conferences and ongoing, authentic feedback. Informal intervisits are scheduled on a needs basis. Long-term goals and assessments were developed for all students along with short term goals and assessments. Use of curriculum maps, with the assistance of the ICI research and design specialist, to align them with state standards as well as benchmarks from research based on the American Diploma Project, NAEP, and ACT to ensure that our students are prepared for college and beyond. Special attention was paid to developing an ELA curriculum that had depth and focus using a plethora of non-fiction, non-narrative text and an increase in writing and discussion. A school wide focus on teacher teams and writing was implemented as well. Major funding was allocated toward the purchase of new books to supplement and support our curriculum. The curriculum maps were adjusted to address the needs of our subgroups. All ELA providers, including special education teachers and our ESL teacher, meet during a</p>

	<p>common-planning period. The ELL provider meets with the assistant principal and the ELA coach to implement strategies to align with the New York State Learning Standards for ESL. Responsible staff: Principal, Assistant principal, classroom teachers, Literacy coach/Mentor. Implementation timeline: strategies and actions are in place and ongoing.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assistant Principals, Literacy Coach and classroom teachers funded through Tax Levy.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial: strategies and actions are in place September 2009. Midterm: Evaluate student progress on Acuity Predictive and ITA; student performance for 25 book standard; evaluate student performance at monthly supervisory conferences by examining T.A.N.s; teacher-created interim assessments; classroom observations with timely feedback to monitor delivery of instruction; review of student data at administrative meetings. End-term: Evaluation of student performance using NYS ELA 2010 results and successful promotion/graduation for all grades; long-term teacher created post assessment.</p>

Subject Area
(where relevant) :

Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 student achievement for the subgroup Students with Disabilities in Science will meet the required Annual Yearly Progress (AYP) evidenced on the School Accountability Report Card.</p>
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<p>Action Plan <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>Target population: All students with disabilities.</p> <p>For this target population, the following actions/strategies are in place to help raise performance and student progress: Common planning time for teachers. Use of a departmental pre-/post-examination and interim assessments to uniformly compare student progress. Development of research-based, departmental long-term goals by grade and student sub-groups. Coaches will work independently with each special education teacher on developing science lessons.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assistant Principals, classroom teachers, AIS Providers, SETSS, CTT teachers funded through Tax Levy.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of periodic review will be the 6-8 week cycles that mirrors the 4 marking periods. Instruments: results of the NY State School Report Card, formal and informal data, results of formal and informal observations and quarterly classroom grades. Projected gains: Students with Disabilities will meet the required criterion and make AYP through their performance index or through Safe Harbor on the New York State School Report Card.</p>

Subject Area
 (where relevant) :

School Safety

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 the school environment will better reflect a physically and emotionally secure environment in which everyone can focus on student learning.</p>
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<p>Action Plan <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>Starting in September 2009 and continuing throughout the school year the following changes have been implemented: Change in safety and security staff. Focused safety meetings based on data received through OORS. Teachers will be encouraged to choose improvement of classroom management as a professional goal. Professional Development based on the Geoff Colvin series to increase teacher classroom management.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assistant Principals, School Dean and teachers funded through Tax Levy.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Interim Progress include: Dean's referrals, In-house suspensions, Environmental Learning Survey results, Quality Review results and professional goal Sheets.</p>

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			N/A	N/A				
3			N/A	N/A				
4								
5								
6	45	28	28	45	9	0	0	10
7	49	47	47	49	12	0	1	3
8	43	25	25	43	13	0	1	3
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)	Description: Provide a brief description of each 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.).
ELA:	We provide 3 tiers of intervention for targeted students. Tier 1 interventions include: differentiated instruction, group conferencing, guided group strategy lessons, and extended day classes. Tier 1 interventions take place in the classroom using classroom materials; instruction aligns with the redesigned challenging ELA curriculum. Tier 2 students receive services at least once a week plus extended day. Where mandated, students receive "at risk" counseling. Tier 2 interventions include: Wilson and DRA. Tier 3 interventions include the services of: SETSS, CTT, speech/hearing, occupational and physical therapy. SETSS and CTT teachers push-in following regional guideline. Materials are modified based on student IEPs; teachers collaborate extensively. Self-contained Special Education classes have used an on-line web-based program.
Mathematics:	We provide 3 tiers of intervention for targeted students. Tier 1 interventions include: differentiated instruction, small group strategy lessons, and extended day classes. Tier 1 interventions take place in the classroom using classroom materials; instruction is Impact Math, plus the use of the provider's T.A.N. and modified planning. Acuity is used for tracking student progress. Special Education teachers use a web-based program V-Math. Tier 2 interventions are delivered as a small group program, with one-to-one instruction on a needs basis. Tier 2 students receive services during extended day. Where mandated, students receive "at risk" counseling. Tier 3 interventions include the services of: SETSS, CTT, speech/hearing, occupational and physical therapy. SETSS and CTT teachers push-in following IEP and regional guidelines. Materials are modified based on student IEPs; teachers collaborate extensively.
Science:	AIS in Science takes place in the classroom. Students who struggle with the content are given support during differentiated instruction and extended day. Guided group instruction, individual and group needs are based on Unit Pretests. Students also meet with teachers during their lunch periods. Materials include: modified labs, special homework assignments, additional workbooks and access to web-based activities. Services are in place on a needs basis.
Social Studies:	AIS in Social Studies takes place in the classroom. Students who struggle with the content are given support during differentiated instruction and extended day. Small group instruction and understanding of the essential question are

	<p>implemented. Students also meet with teachers during their lunch periods. Materials include: special homework assignments, additional workbooks and non-fiction projects and access to web-based activities. Services are in place on a needs basis. Guided group instruction, individual and group needs are based on data collected from Unit Pretests.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Counseling, both individual and small group, is offered one and/or twice a week by each counselor. Frequency is determined by student needs. Counselors supplement discussions with appropriate reading and writing materials, as well as appropriate games. Students' progress is charted with monthly PPC meetings. Counselor also maintains contact with parents.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>At this time the School Psychologist is not providing counseling services for students. As chairperson of the PPC, she works with teachers, administration, guidance and parents in order to secure needed services for all students.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Social Worker meets with students if required by IEP, maintains contact with parent and investigates additional services and/or support on a needs basis. Participates in monthly PPC meetings. Social Worker conducts <i>social history</i> interviews with parents for initial screenings.</p>
<p>At-risk Health-related Services:</p>	<p>Occupation therapists and physical therapists meet with students based on IEP recommendations. Frequency varies from one to three times a week.</p>

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 (2008-2009) LAP narrative to this CEP.

LANGUAGE ACQUISITION POLICY 2009-2010

At I.S. 119 we are strongly committed the education of our students, and strive to offer them a learning experience to enable them to "realize the power of your dreams," our school’s motto. We consider the needs of all of our students, particularly our ELL population. We have implemented a variety of programs to facilitate their learning and to offer various levels of support.

The LAP team members, who work collaboratively with this population, are as follows: Dr. Jeanne Fagan, Principal, T. Mavrikos-Kaul, Assistant Principal, Simeon Boyar, ESL teacher, Gina Lyons, Guidance Counselor, Seema Boiardo, Parent Coordinator, Phyllis Mifsud, Teacher/Literacy Coach. The ESL teacher is certified in ESL and copies of his license are kept on file.

We currently service 45 ELLs, or 3% of our population. The language groups at I.S. 119 are summarized in the chart below. The predominant languages are Spanish and Polish.

6th Beginner	6th Intermediate	6th Advanced	7th Beginner	7th Intermediate	7th Advanced	8th Beginner	8th Intermediate	8th Advanced
Bengali -1	Spanish 7	Arabic 1	Spanish - 2	Arabic 1	Spanish - 3	Arabic 2	Polish 1	Albanian - 1
Span. 1	Polish 1	Spanish - 4	Uzbek 1	Haitian 1	Albanian - 1	Uzbek 2	Spanish 1	Spanish - 3
Chinese - 1	Romanian - 1	Polish 1		Serbian 1			Arabic 1	Polish 2
		Romanian - 1		Polish 1				
				Spanish 1				

Our school implements a pull-out ESL program. One certified ESL teacher services our population full time across all three grades; one class on each grade has services the ELLs in that grade.

At I.S. 119, we believe in strong parental involvement. This year, we have increased opportunities for parental involvement; methods include but are not limited to: phone contact, notices sent home which include letters of outreach for any parental concern, email from teachers and on the Parent Coordinator’s distribution list, “coffee with the principal,” conferences on demand with teachers and/or guidance counselors. Parents also receive information regarding their child’s participation in

the NYS ELA exam and the testing modifications available for all state tests. Parents always have the opportunity to pose questions and add their input towards the education of their children. Currently, we do not have requests for transitional bilingual education.

Students at I.S. 119 have fared well when taking tests in English, especially for those who score well with writing. Students are assessed in the classroom with unit tests created by the department and may have these tests modified according to need. Where necessary, students are given extended time and the use of glossaries in their native language. Should the student struggle with comprehension, native language may be used to prevent confusion.

An important component of instruction at I.S. 119 is using a student-engagement/workshop model. This will help the students with both reading and listening. The students read every day for at least ten minutes and then listen to a mini-lesson. They are then given the opportunity to read for information. They also have test preparation lessons, which frequently focus on the listening aspect of the tests that they are expected to take. Students also conference with teachers, have opportunities to turn and discuss class work with each other, and work on note-taking and expository skills.

The ESL teacher has a pull-out program. Beginning and Intermediate students are serviced 8 periods/week; Advanced students are serviced 4 period/week. The instructional approach and methods are based on best practice put forth by QTEL, for which the ESL teacher has had extensive professional development and M. Calderon's EXC-ELL model. These approaches give the students the necessary scaffolding for learning and help us to focus on comprehension and rich language. During the Extended Day program, content area is addressed as well. NLA mandates are addressed by encouraging students to use glossaries where necessary and express their comprehension of concepts using their native language.

For newcomers, we at I.S. 119 use LAB-R and NYSESLAT results to drive our instruction. Those who are beginners are given explicit instruction in English to achieve confidence and competence. Advanced students are given the opportunity to succeed by preparing for the NYSESLAT and training in the four modalities. Intermediate students are held to the same standards as advanced students, but given more time with ESL instruction. Our special needs students are given more individualized attention and are asked to achieve in more tangible ways than our other students.

We have ten students who are identified as having special needs. They are mainstreamed into the program as advanced, intermediate or beginner. They get instruction from the classroom teacher, the SE teacher, and the ESL teacher. All of the students, including newcomers, SIFE, and special needs students are also offered Title III services from the ESL teachers.

In addition, instruction is differentiated for ELL subgroups using NYSESLAT, Acuity and teacher-generated assessments. The ESL teacher has identified "targeted" ELL students who are not progressing, based on interim assessments both in the classroom and using the ELL periodic assessments, and additional support is added for their needs. As needed, content area teachers may target ELL students as well.

Once students reach proficiency on the NYSESLAT, they are noted as "former ELL." They are closely monitored. The classroom teacher is made aware of their presence through conferencing with the ESL teacher and review of student data on ARIS. If there is a question as to their proceeding in the classroom, the ESL teacher may check how the student is performing. Students who have tested as proficient remain in a class with students still in the ESL program so that they may still receive attention from the ESL teacher.

The ESL teacher attends all regional and school wide professional development opportunities. This includes a bi-weekly staff professional development, as well as regional ELL meetings. He has also attended workshops such as that offered by Dr. Katherine Perez on differentiated instruction, new teacher induction seminars, and urban educational summer programs. Some teachers have taken advantage of ESL training opportunities such as Q-TEL, which was attended by the ESL teacher during April of 2006. He participated in the Regional EXC-ELL professional development program in 2008.

At I.S. 119, we use a variety of materials. These range from textbooks provided by Scott Foresman, Attanacio and Associates, and Oxford picture dictionaries to computer technology. The ESL and technology teachers have been working closely to provide meaningful hands-on lessons incorporating technology using such programs and innovations as garage band, webquests, and freewebs to complete various projects aligned with ELA units. We also have native language dictionaries for each student and students are able to use native language to aid in completing classroom and homework tasks. For NYSESLAT preparation, the Title III program is also using Empire State NYSESLAT, put out by Continental Press. In addition, all staff attended in-house workshops on working with ELLs. Staff was instructed in and received practical guides for the QTEL strategies.

Professional development that provides strategies for teaching ELLs is provided both as an ongoing professional conversation with teachers who are working with our ELL population for the current school year as well as workshops at specific times. Workshops are presented during Election Day, Brooklyn/Queens day, and Department/Faculty conferences. Special education teachers and paraprofessionals receive an additional 2.5 hours of training with 2 additional department meetings and 2 additional conference hours with the ESL supervisor. In, 2007-2008, ELA, Math and content area teachers attended QTEL training off-site and turn-keyed strategies this year.

As mentioned above, native language support is delivered through the four modalities. All students have glossaries and/or dictionaries which they may use for personal reference during instruction and assessment. In addition, students of like languages are encouraged to clarify and question in their native tongue when necessary to comprehend concepts, for example, or clarify instructions for a learning activity. Finally students may express themselves in writing in their native language; examples of this could be an explanation of a math problem, a science activity and /or interpretation of a primary document such as a political cartoon in Social Studies. In ELA, students comprehend narrative through pictures, storyboarding with possible native language captions.

Finally, our guidance counselors and supervisors want to ensure that all potential graduates are placed in their high schools of choice. Because our ELL population is relatively small and the ESL teacher knows every child, he is also available to work with administration and with parents to help students transition to high school.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 24	School IS 119
Principal Dr. Jeanne Fagan	Assistant Principal Tina Mavrikos-Kual
Coach Phylis Mifsud	Coach Susan Govier
Teacher/Subject Area Simeon Boyar	Guidance Counselor Gina Lyons
Teacher/Subject Area Pauleen Cantatore	Parent Lisa Comianni
Teacher/Subject Area Linda Balfour	Parent Coordinator Seema Boiardi
Related Service Provider	SAF type here
Network Leader John O'Mahoney	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1105	Total Number of ELLs	54	ELLs as Share of Total Student Population (%)	4.89%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0						0	0	0	0
Dual Language (50%:50%)							0	0	0	0
Freestanding ESL										
Self-Contained							0	0	0	0
Push-In							0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	54	Newcomers (ELLs receiving service 0-3 years)		Special Education	19
SIFE	2	ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0		0							0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number)

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

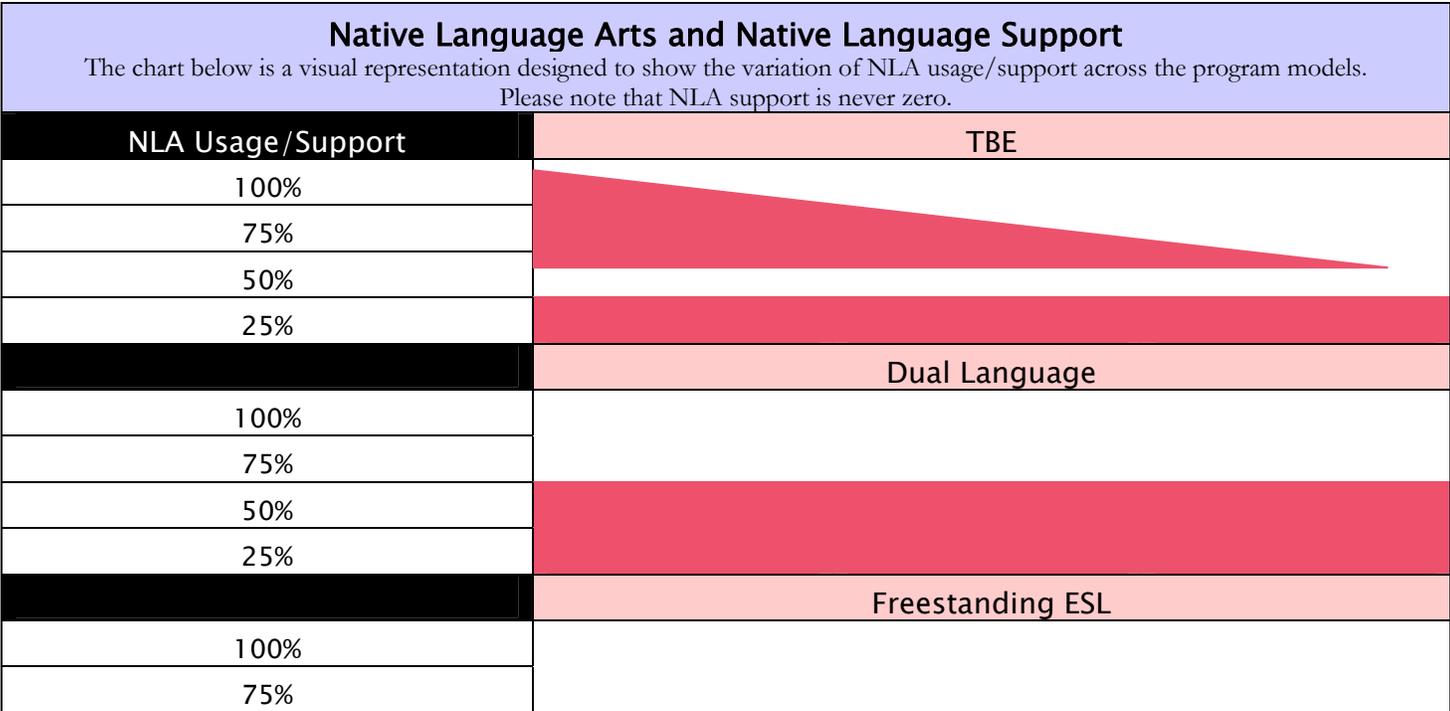
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish							13	13	5	31
Chinese							1			1
Russian										0
Bengali							1			1
Urdu										0
Arabic							2	1	3	6
Haitian Creole								1		1
French										0
Korean										0
Punjabi										0
Polish							3	1	3	7
Albanian								2	1	3
Other							2		3	4

Programming and Scheduling Information

TOTAL	0	0	0	0	0	0	21	18	15	54
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1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)							3	4	4	11
Intermediate(I)							12	9	4	25

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	13		87		0		0		100
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
	ELE (Spanish Reading Test)								
Chinese Reading Test									

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diana Sangermano	Assistant Principal		
Seema Boiardi	Parent Coordinator		
Simeon Boyar	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Phylis Mifsud	Coach		
Susan Govier	Coach		
Gina Lyons	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

Signatures

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

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

Form TIII - A (1)(a)

Grade Level(s)

6, 7, 8

Number of Students to be Served:

LEP 54

Non-LEP 1051

Number of Teachers 1

Other Staff (Specify) 67

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 Language instruction program that IS 119 adapted for our Limited English proficient(LEP) students funded under Title III, Part A, of NCLB, helps LEP students attain English proficiency while meeting State academic achievement standards. IS 119 adapted an early morning program for ELL students designed to use technology to help develop students English language goals. The program that the licensed ESL/technology teacher is using is the Rosetta Stone software program for language acquisition.

The program is an early bird program that will begin before school at 7:00 am. The type of activities will include acquiring ELL skills through use of technology and direct ELL instruction. The program will be offered to all of our grade six, seven and eight ELL students. Because the program is individualized, based on the student's needs, all of our beginner, intermediate and advanced students can use the program. The program will be offered three times a week by a licensed ESL teacher with a technology background. The computer ESL teacher will monitor the students progress and offer them assistance as required. The language of instruction will be English.

IS 119 chose this program because of its excellent results in developing ELL skills. The ESL department wanted to go above and beyond our day to day ESL curriculum in order to help meet the needs of all of our ELL students. The Rosetta Stone software design offers differentiated instruction that is ideal for our beginner, intermediate and advanced groups.

I.S. 119 adopted a pull-out ESL program this year. Instruction is delivered by one full-time ESL licensed teacher who groups students by achievement levels. Student eligibility is based on the results of the NYSESLAT and the LAB-R tests. The ESL teacher pulls out 5 periods a day, 5 days a week, the language of instruction in English. All core curriculum teachers have received, through professional development, QTEL strategies that benefit the ELL student. Students are provided with differentiated instruction to meet and exceed city and state learning and performance standards and assessment is monitored through use of the T.A.N. in the classrooms and the ELL interim assessments given throughout the school year. In addition, the ESL teacher has targeted students on each grade level and monitors their progress by setting specific learning goals and using additional assessment tools such as Acuity. Instructional materials include but are not limited to: general education classroom instructional texts and/or tradebooks, text and workbook programs specific to ELL students for differentiated and supplemental work, appropriate software programs through classroom and/or Library Media Center.

Currently, there is one class with ELL students on each grade level. In addition there are 10 Special Education students requiring services. During the pull-out services students are prepared for all state tests including the NYSESLAT. Through the consistent use of QTEL strategies, and ELL Excel strategies students had a greater opportunity for support and acquisition of language in terms of speaking and listening.

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.

At IS 119, core curriculum teachers need to know how to work optimally with the ELL student. In order to ensure quality instruction that focuses on the individual learner, the following will be addresses in our staff development.

- Differentiated instruction and the ELL student. All staff received training in QTEL strategies in November, 2008 and had the opportunity to apply selected strategies to content area lessons.
- Strategies used in QTEL training and ELL Ex-CeLL training. Teachers of ELA, Math, Social Studies and Science have received QTEL training in the past and continue to use and turnkey those strategies to department members. ELL Excel training last year involved both the ESL teacher and an ELA teacher. Social Studies teachers are in their third year of TAH training for ELL students.
- Collaborative planning and the ELL student. The ESL teacher will have the opportunity to collaborate and plan with classroom teachers. This practice is ongoing.
- Collaborative lessons in the Library Media Center so that ELL students can benefit from materials available through Internet based programs.

Form TIII – A (1)(b)

-

School: Glendale Intermediate School 119

BEDS Code: 342400010119

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$8,957.85	ESL teacher to support ELL students through a before-school program
Purchased services - High quality staff and curriculum development contracts	\$1,500	Rosetta Stone PD for ESL and general education teachers
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$749.75	Headsets
Educational Software (Object Code 199)	\$2,375	Rosetta Stone language development software packages for before-school program.
Travel	0	

Other	\$1,500	Anastasio Library for Polish \$300, Spanish \$800, Bengali \$296 (Parent ESL Enrichment materials)
TOTAL	\$15082.60	

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.

Various data sources were used: school intake forms (HILS), parent/student interviews by guidance, "Translation Survey" administered in September, 2009 for which all students were asked which language their parents would feel most comfortable with when reading material, classroom observations. In addition, the ESL teacher interviewed each ELL student to find out the translation needs.

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.

At this time, we have a total of 8 languages represented in our building, the 3 major languages being: Spanish, Arabic and Polish. Most of our languages are of Eastern European and Arabic origin. Only 10% of our parent ELL community requires translation and the majority have knowledge of English. The school wide translation survey reveals 10% of our parent population would find written translation into Spanish helpful; the other 7 languages each make up less than 1% of our school population. The results of the translation survey will be shared school wide through a memo, and discussed at Instructional Leadership Meetings and the School Leadership Team.

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.

Translation services will be provided, wherever possible in-house by school staff. Currently, at least 5 staff members are literate in Spanish, and 2 are literate in Polish and Russian. For all other language needs, we will use Department of Education services. Use of these services include, but are not limited to, translation of documents, home notifications and signage.

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.

For oral translations, we will use in-house school staff and parent volunteers, as needed. In addition, we will use the Department of Education services for interpreter needs, including telephone interpretation.

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>.

The school fulfills parental notification requirements in the following ways:

Regular and timely provisions of translated documents are given to parents/guardians.

During one-on-one meetings, interpretation services are provided to communicate with the faculty or staff.

Parents receive a copy of the Bill of Parents Rights and Responsibilities in their native language.

The school safety plan will ensure that all parents are able to reach the school administrative office.

Signs in different languages will be placed at the entrance to the school, in the main office, guidance office, dean's office and Assistant Principals' offices. Signs will include: welcome, interpretation services and translation of document services. In addition, DOE available services will be used as needed.

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 School wide 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
1. Enter the anticipated Title I Allocation for 2009-10:	0	555,923
2. Enter the anticipated 1% set-aside for Parent Involvement:	0	
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		5559
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		27,797
6. Enter the anticipated 10% set-aside for Professional Development:	0	
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		50,594

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

98.1%

As per last year’s BEDS survey, dated 5/15/09, three teachers were deemed Not Highly Qualified. Teachers will complete the necessary requirements for certification and will continue to participate in all department and outside professional development and working with the supervisors and coaches involved.

As per BEDS survey 2009-10, there is only one teacher awaiting HOUSSE certification.

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.

The one teacher that this percentage represents has completed the necessary requirements for certification, but will continue participate in the department professional development rewriting the ELA curriculum, continue to work with the Assistant Principal and literacy coach.

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.

Please see page 50.

A meeting was held on September 29, 2009 to review the Parent Involvement Policy, and at that time, copies were distributed to parents.

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.

Please see page 52.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a School wide 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.

See Section IV: Needs Assessment

2. School wide reform strategies that:

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

- Implementation of goal setting using multiple data sources, establishing benchmarks and timelines to monitor progress in all core subjects

- Teacher Teams in various forms such as: department, inquiry, grade level, student-based

- Department-wide pre and post tests to monitor goals

- Unit teacher-made pretests in science and social studies to assess uniformity of instruction

- Interim assessments via Acuity in math and ELA

- Writing in all core subjects

- Self-contained SE teachers plan with literacy and math coaches

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.

Our modified Extended Day program assists Teacher Teams in instruction and data review.

- o Help provide an enriched and accelerated curriculum.

During the 2008-2009 school year the ESL and ELA teachers worked collaboratively and met on a weekly basis in order to align instruction. The ESL teacher would modify the curriculum, to address the needs of the English Language Learners and reflect the standards of the ESL mandates. It was found that the general ELA curriculum was aligned with the standards but that it had to be modified

to address the needs of the ELL population. In April of 2009, the school had started rewriting the curriculum maps, with the assistance of the ICI research and design specialist, to align them with state standards as well as benchmarks from research based on the American Diploma Project, NAEP, and ACT to ensure that our students are prepared for college and beyond. Special attention was paid to developing an ELA curriculum that had depth and focus using non-fiction, non-narrative text and a focus on building students' vocabulary.

The programs of our mathematics teachers now reflect common-planning time. During this time, teachers develop lessons that connect the performance indicators to challenging real-world connections. Special attention is given to our special education and ELL population. Units of study are based on 'essential questions' that tie a concept to an application while demonstrating the reasoning skills as well as the other process strands. Additional funding will be helpful to allow our teachers additional time to further evaluate the merits of this project.

The US History Regents will be taken by our G/T students. The Earth Science and Integrated Algebra regents will continue to be taken by our G/T and Honors students. Those taking IIA have a compacted curriculum so that by 8th grade they will be ready for a full year of study in algebra.

- o Meet the educational needs of historically underserved populations.

As per our school report card, all students except Special Education students in Science have met the school's AYP. Science teachers have partnered with SE teachers so that science instruction is uniform throughout the school including our SE students. Special education teachers will also get assistance from the literacy and math coaches.

- 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 School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Students at risk have the following programs available to them.

Extended Day, Wilson, counseling, selection by teachers for special monitoring and goal setting, PPC as needed, parental contact and interim assessments for monitoring of progress.

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

N/A

3. Instruction by highly qualified staff.

As of the 2008-09 BEDS survey, only one teacher was not highly qualified in the core subjects. This teacher will be completing course certification, working with the AP and literacy coach and participating in department PD (rewriting ELA curriculum).

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 School wide Program to meet the State's student academic standards.

In school professional development is varied. Teachers and other staff who go out to professional development turn-key the information at faculty, department and professional development days.

After reviewing the data, strategies and data collection in writing will be the focus of the professional development offered.

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.

N/A

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.

Implementation of teacher teams in which new strategies for student learning are adopted. Our Extended Day Teams are using the inquiry process to develop and work on new strategies to address the needs of our students.

Department teams collaborated on Pre/Post tests in order to establish year long goals in each department. Grade level teams in all subjects collaborate on interim assessments as benchmarks to assess student progress toward end of year goals.

Teams of general education and special education teachers are collaborating on bringing increased science instruction to self-contained special education classes. This measure will address the lack of achieving Safe Harbor in science.

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.

- Differentiated instruction
- Use of unit pretests, interim (formal and informal) lesson assessments
- Daily measuring of lesson comprehension
- Regrouping
- Extended Day
- Parent Contact
- Guidance/PPC intervention

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. We have restarted our Peer Mediation Program in order to assist students with behavioral issues that may inhibit learning. The PPC meets to address attendance issues and student problems that occur during the school year. Our students also have the assistance of Project Friend as recommended by members of PPC.

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.
Not applicable

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:

Key Finding 1: Curriculum

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.

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)² 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.

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.

During the 2008-2009 school year the ESL and ELA teachers worked collaboratively and met on a weekly basis in order to align instruction. The ESL teacher would modify the curriculum, to address the needs of the English Language Learners and reflect the standards of the ESL mandates. It was found that the general ELA curriculum was aligned with the standards but that it had to be modified to address the needs of the ELL population. In April of 2009, the school had started rewriting the curriculum maps, with the assistance of the ICI research and design specialist, to align them with state standards as well as benchmarks from research based on the American Diploma Project, NAEP, and ACT to ensure that our students are prepared for college and beyond. Special attention was paid to developing an ELA curriculum that had depth and focus using non-fiction, non-narrative text and a focus on building students' vocabulary.

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?

According to the 2008-2009 Progress Report the following gains have been made:

ELA -

82.4% of our students are at or above the proficiency rating on the state exam.

63.2% are making one-year progress.

23.5% of our ELL students have made exemplary proficiency gains.

According to the NYS School Report Card, all students, including the LEP and SWD subgroups have met AYP for ELA.

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.

It was found that the curriculum was aligned with the New York State standards but that it had to be modified to address the needs of the ELL population. Currently, the school has rewritten the curriculum maps, with the assistance of the ICI research and design specialist, to align them with state standards as well as benchmarks from research based on the American Diploma Project, NAEP, and ACT to ensure that our students are prepared for college and beyond. Special attention was paid to developing an ELA curriculum that had depth and focus using non-fiction, non-narrative text and an increase in writing. A school wide focus on teacher teams and writing has been implemented as well. The curriculum maps were adjusted to address the needs of our subgroups. All ELA providers, including special education teachers and our ESL teacher, meet during a common-planning period. The ELL provider meets with the assistant principal and the ELA coach to implement strategies to align with the New York State Learning Standards for ESL.

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

We have assessed our mathematics curriculum through daily walkthroughs and formal and informal observations as well as the results of summative data from Acuity and department examinations. Although our pacing calendar was revised to reflect the needs of our students and to insure that the state standards are being addressed, we did see a need to incorporate depth of lessons and the process strands into the daily lessons.

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?

Although the mathematics results for the state exam were significant, we would like to see more growth in the future and have made this one of our school goals.

14.6% of our ELL population made exemplary gains.

62.1% of our students made at least one-year of progress.

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.

The programs of our mathematics teachers now reflects common-planning time. During this time, teachers develop lessons that connect the performance indicators to challenging real-world connections. Special attention is given to our special education and ELL population. Units of study are based on 'essential questions' that tie a concept to application while demonstrating the reasoning skills as well as the other process strands. Additional funding will be helpful to allow our teachers additional time to further evaluate the merits of this project.

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.

According to the most recent School Report Card and Accountability Report, teacher turnover rate is on the decline. In 2005-2006 it was reported to be 13% and in 2006-2007 it was 7%. No data was available for 2007-2008 and no official percentage was listed for 2008-2009 as of this date.

According to school records though, out of 72 teachers only 4 left the school last year which would signify a 5.5% teacher turnover rate.

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?

Since our teacher turnover rate is low, we are able to continue and support individual professional needs on a continuous basis. This year, common-planning time has been a key focus to encourage teamwork in planning lessons and utilizing data within the classroom. There has been a large influx of new special education teachers within the building not because of attrition but rather because of additional classes being opened.

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.

We found this key finding to be relevant to our school's educational program. We addressed this issue by using a turn key system in which teachers are given professional development on

QTEL annually. During the 2007-2008 school year five teachers were trained on QTEL and were able to turn key the information to the rest of the staff.

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?

In the 2007-2008 school year a study group based on Margarite Calderone's ELL research was formed. This study group consisted of the ELL provider as well as teachers who instruct ELL students. In addition a turn key system in which teachers are given professional development on QTEL annually is in place. During the 2007-2008 school year five teachers were trained on QTEL and were able to turn key the information to the rest of the staff.

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.

The school will address the relevant issues by continuing to attend and turn key professional development that focuses on the ELL population. QTEL will continue to be offered as professional development annually.

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.

The process our school engaged in during the 2008-2009 school year to assess this finding was to examine the data provided to teachers regarding the ELL population. It was found that in the 2008-2009 school year teachers were given the data from the NYSESLAT and other results from specific assessments geared toward the ELL students.

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?

The evidence that supports the relevance of this finding is that the administration could do more to relay information and test scores to the core subject teachers in order to help make those teachers aware of the ELL students' levels in their own classes.

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.

We will continue to provide teachers with specific data that pertains to the ELL population. Teachers will be given the data from the NYSESLAT and other results from specific assessments geared toward the ELL students.

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.

A review of the school report card and the scores of the pretests given by the core subject areas was completed by the School Instructional Team.

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 review of those areas showed that our Special Education students are achieving on standardized tests; however, these students make up the greater percentage of the school's levels one and two. In addition, the only area in which the Special Education students have not met Safe Harbor is in science.

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.

This year we have made Special Education a priority. Science teachers have partnered with special education teachers to ensure that the science curriculum is available to all students and that special education teachers have the tools and materials to teach science.

Special education teachers will also have the opportunity to meet weekly with the math and literacy coaches to ensure that they have all materials and strategies available to them in the classroom.

Teachers with IEP students are provided a copy of each child's IEP. The SETSS and CTT teachers are available to assist those teachers that they work with to help interpret and administer the student's IEP. During the Election Day professional development day, time will be provided to formally instruct GE teachers on understanding the IEP. In the interim, the Assistant Principal and IEP teacher are available to help teachers.

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.

We set up a school-based committee consisting of two members of the school leadership team, and administration including the data specialist and Literacy and Math coaches. We reviewed the findings separately examined each findings as a group are reflected on their relevance to our current school education program.

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?

Although classroom teachers, in cooperation with guidance and administration have done behavioral plans for students, more work needs to be done to disseminate the information once the BIP is completed. Although teachers been given their students' IEPs, their understanding of the modifications and implication for modified promotional criteria needs reinforcement.

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.

We have begun to address this misalignment through school wide professional development about the contents and implications of the IEP. In addition, IEPs are provided to all teachers of IEP students. Working in collaboration with SETSS and CTT teachers, classroom teachers are now modifying instruction to accommodate goals and objectives. Choice of materials, individual student goals, and greater use of assessment tools such as Acuity helps to individualize and differentiate instruction for the IEP student. In addition, modified promotion criteria which is a system-wide problem is now acknowledged to be a percentage of the current curriculum, i.e. grade 6 mathematics. IEPs that come to 119 with incorrect promotional criteria are corrected.

Teachers have checklists of performance indicators to gauge student performance. GE teachers are becoming more involved in monitoring and using the information on the Behavioral Intervention Plan that are written as needed. Teachers will be invited to attend meetings on the implementation of the BIPs.

For **Title I** Schools

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)

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.)

Four

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

Students will receive free transportation, free lunch and counseling.

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.)

Two

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

Students will receive free transportation, free lunch and counseling.

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

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.

1. Parent Involvement Policy

I.S. 119 agrees to implement the following statutory requirements:

- a. I.S. 119 will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the ESEA. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- b. I.S. 119 will ensure that the required school level parental involvement policy meets the requirements of section 1118(B) of ESEA and includes as a component a school parent compact consistent with section 1118 (D) of the ESEA.
- c. I.S. 119 will incorporate this parental involvement policy into its school improvement plan.
- d. In carrying out the Title I, Part A parental involvement requirements, to the extent possible, IS 119 will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternate formats upon request and to the extent possible, in a language the parents understand.
- e. I.S. 119 will involve the parents of children served in Title I, Part A programs in decisions how the 1% of Title I Part A funds reserved for parental involvement is spent.
- f. I.S. 119 will be governed by the following statutory definition of parental involvement and will carry out programs activities and procedures in accordance with this definition:
 - i. Parental involvement in the form of regular two way and meaningful communication involving student academic learning and other school activities, including ensuring
 - ii. That parents play an integral part in assisting their child’s learning
 - iii. That parents are encouraged to be actively involved in their child’s education at school;
 - iv. That parents are full partners in their child’s education and are included as appropriate in decision making and on advisory committees to assist in the

education of their child, the carrying out of other activities such as those described in section 1118 of the ESEA.

- v. The school will inform parents and parental organizations of the purpose and existence of the parental information and resource center in the state.

I.S. 119 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

1. 50% of the SLT will be comprised of parents where the parental involvement plan will be discussed.
2. Monthly meetings will be held for parents to attend.
3. Informational PTA meetings will be held to discuss the P.I.P.

I.S. 119 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Notifications will be sent home with the child in the home language if possible.
- Instructional meetings will be given to reveal the plan for improvement.
- Parents will be notified by letter, about the Public School Choice Transfer policy.

I.S. 119 will provide the following necessary coordination, technical assistance and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

1. IS 119 will take the following actions to conduct with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by all parents in parental activities. IS 77 will use the findings of this evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise if necessary its parental involvement practices.
2. IS 119 will build the schools' and parent's capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement through the following activities described below:

I.S. 119 will provide assistance to parents of children served by IS 119, as appropriate in understanding topics such as the following:

1. State's academic content standards
2. State's student academic achievement standards
3. State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress and how to work with educators.

I.S. 119 will provide materials and training to help parents work with their children to improve their child's academic achievement, such as literacy training, using technology as appropriate to foster parental involvement by:

- Lending library
- Family math night
- ESL classes

I.S. 119 will, with the assistance of parents, educate the teachers, pupil services personnel, principal and other staff on how to reach out to communicate with and work with parents as equal partners in the value and utility of contributions of parents and in how to implement and coordinate parent programs and build times between parents and schools by:

- Providing PD on communicating with parents
- Request voluntary assistance by the teachers and staff at parent-student events.

I.S. 119 will take the following actions to ensure that information related to the school and parent programs meetings and other activities is sent home to the parents of participating children in an understandable and uniform format.

- Required letters will be sent to parents in their home language
 - Translators will be available at important function.
-
- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
 - Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
 - Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
 - Training parents to enhance the involvement of other parents.
 - In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school
 - Adopting and implementing model approaches to improving parental involvement
 - Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
 - Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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.

Intermediate School 119 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

School Responsibilities

1. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
2. Hold an annual meeting to inform parents who wish to be involved in Title I, Part A programs. The school will hold the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
3. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language that parents can understand.
4. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
5. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
6. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
7. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents will support our children's learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television our children watch.
- Volunteering in my child's classroom.
- Participating, when appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time.

- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy group.

LAP Worksheet Narrative

Part II-Ell Identification Process

1. The steps that follow the initial identification of those students who may possibly be ELLs are as follows. First, the student is given the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. The person responsible for conducting the initial screening as well as the entire process is the licensed ESL teacher, Simeon Boyar. In addition to administering the HLIS, students are given the LAB-R. Students who receive services as ELLs are given the NYSESLAT on an annual basis.

2. The structures that are in place at IS 119 to ensure that parents understand all three program choices is that parents are told of these options during the enrollment process. At the start of the school year there is a meeting that parents are invited to attend where these options are explained to them by the ESL teacher.

3. IS 119 ensures that entitlement letters are distributed and returned by mailing them to the parents or sending them home with students. Parents are asked to complete them and send them back to the school in a timely fashion. In addition parents who attend the orientation are asked to complete the forms on site. If a form is not returned the default program for ELLs is Freestanding ESL.

4. The criteria used and the procedures followed to place identified ELL students in ESL instructional programs is analyzing student data from the LAB-R and NYSESLAT scores and directly interviewing the students. Parents are consulted with in their native language, if needed. During one to one meetings, interpretation services, in-house or on the telephone are provided to communicate with the faculty or staff.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice is the Freestanding ESL program. 99% of our parents continue to prefer the Freestanding ESL model over the Dual Language and Transitional Bilingual programs.

Programming and Scheduling Information

1. Instruction is delivered using the Freestanding ESL model with a pull out program for the ELL students. The program models for the general education students are homogeneous. Students are grouped together based on ability. The ESL teacher separates students according to three levels- beginners, intermediate and advanced. Classes travel together as a group but separate for ELL classes.

2. The organization of the staff ensures that the mandated number of instructional minutes is provided according to proficiency levels. We have one ESL teacher who uses the Freestanding ESL model. He pulls students out of their general education classes according to their individual levels. Beginning students receive 360 minutes per week of ESL instruction. Intermediate students receive 360 minutes per week of ESL instruction. Advanced students are given 180 minutes of ESL instruction per week as well as 180 minutes of ELA instruction per week.

3. ELL students are given instruction in the content areas of mathematics, English, science and social studies. Students are pulled out for ELL classes during some content area classes. Content area teachers are given professional development that provides strategies for teaching ELL students. Workshops are presented and strategies are turn keyed in order to maximize the instruction for the ELL population. Instruction is differentiated for the ELL student

4. Instruction is differentiated for our ELL subgroups. For beginners we use the LAB-R and NYSESLAT to drive instruction. Those who are beginners are given explicit instruction in English to achieve confidence and competence. Advanced students are given the opportunity to succeed by preparing the NYSESLAT and training in the four modalities. Intermediate students are held to the same standards as advanced students, but given more time with ESL instruction. Our special education students are given more individualized attention and are asked to achieve in more tangible ways than other students

Students identified as having special needs are main streamed into the program as advanced, intermediate or beginner according to their ability level.

All of our ELL students including SIFE and special education students are offered Title III services. In addition, instruction is differentiated for ELL subgroups using NYSESLAT, Acuity and teacher-generated assessments. The ESL teacher targets ELL students who are not progressing based on interim assessments both in the classroom and using the ELL periodic assessments and additional support is added for their needs. As needed content area teachers may target ELL students as well.

5. The intervention programs for the ELLs students are similar to the intervention students offered to all general education students at IS 119. . The extended day program is offered to ELL students. Teachers monitor student's progress in individual classes. Progress reports are mailed out to parents. Many ELL students are offered extended day services with the ESL teacher. In addition an early bird program has been set up in the morning using the Rosetta Stone software for ELL students.

6. Once students reach proficiency on the NYSESLAT, they are noted as "former ELL" .Students that have tested as proficient remain in class with the students in ESL until the following school year. Once out they are closely monitored. The classroom teacher is made aware of their presence through conferencing with the ESL teacher and review of the student data on ARIS. Guidance counselors are also asked to monitor progress made by ELL students once they are proficient.

7. IS 119 is open to new programs and improvements for the upcoming school year. Currently, we are assessing our Freestanding ESL pullout program and thinking about remodeling it into a push in program with the focus on content subjects such as mathematics, social studies and science. IS 119 is acquiring the Rosetta Stone software program for our Title III before school program.

8. As of today we are still evaluating our current program and have no need to change or discontinue any services.

9. Ells' are afforded equal access to all programs at IS 119. Students are mainstreamed into the general education population and are afforded every opportunity to participate in all programs offered to students at IS 119.

Many ELL students are offered extended day services with the ESL teacher. In addition an early bird program has been set up in the morning specifically designed to give our ELL population extra assistance.

10. At IS 119 we use a variety of instructional materials to support the ELL population. These range from textbooks provided by Scott Foresman, Attanacio and Associates, and Oxford picture dictionaries to computer technology. The ESL and technology teachers work collaboratively in order to provide meaningful lessons incorporating technology using program such as garage band, web casts, and free webs to complete projects aligned with the ELA curriculum. For NYSESLAT preparation, our Ells' are using Empire State NYSESLAT, put out by Continental Press.

11. Native language support is delivered during the Freestanding ESL model through the ESL teacher who is fluent in four languages. In addition, all students have glossaries and/or dictionaries which they use for personal and academic reference during instruction and assessment.. Students of like languages are encouraged to clarify and question in their native language when necessary to comprehend concepts. Students are also encouraged to express themselves in writing in their native language.

12. Required services support and resources correspond to our ELLs ages and grade levels. Students are placed in the appropriate classes with general education students of the same age.

13. We usually do not know who our new ELL students are until the start of the school year. Consequently, there are no activities before the start of the school year.

Professional Development and Support for School Staff

1. The ESL teacher attends regional and school wide professional development opportunities. This includes monthly staff development as well as regional ELL meetings. He meets weekly with the literacy coach in order to plan and improve upon his lessons. In addition in years past he has attended Q-TEL training. The ESL teacher is strongly encouraged to attend meetings and professional development that would directly positively impact his students and enhance his abilities as an educator.

2. The support that we give staff to assist ELLs as they transition from elementary school to middle school is that we encourage staff to be aware of signs that a student may be struggling. We encourage the staff to meet with the guidance counselors in order to get the support they may need to help the ELLs transition from one grade to the next.

3. Staff is given 7.5 hours of staff development during the professional development days specifically designed to meet these ELL requirements.

Parental Involvement

1. Parents are offered many opportunities to get involved at IS 119. A monthly parent newsletter is sent home with the children. Monthly Parent Teacher Association Meetings are scheduled. In addition there are bi-monthly parent workshops that address various parental concerns and issues.

Parents are also invited to be a part of the School Leadership Team. Parents are offered translation services through the DOE and the school when available. There are monthly, “Coffee with the Principal” days and alternate evenings where the principal and/or assistant principals are available to speak with parents about any subject. The parent coordinator attends all meetings and is available to the parents at any time during the school day. She also encourages parent input and helps to address and alleviate their concerns.

2. There are specific workshops designed for the ELL students’ parents/guardians. This year through Title III funding a Rosetta Stone software workshop will take place during the day and evening to allow parents to see what their children are working on and understand how to support them.

3. We evaluate the needs of the parents through being present and involved in the parents concerns and issues. Parents can bring up their needs by calling the school, during the PTA meetings, emails, and parent surveys sent out by the parent coordinator. The parent coordinator works with the parents and the school administration in order to help resolve any issues or concerns.

4. Parental involvement activities address the needs of the parents because activities are created and based upon the direct input from the parents.

Part B – LAP Worksheet

1. IS 119 goes directly to the LAB-R and/or the NYSESLAT for information. This information helps to formulate classes and allows us to make decisions as to the structure of the ELL program. If there are sufficient numbers of students, ELL classes are created by grade level. This year the structure had to be Freestanding ESL pull-out because 27 of the 47 on the NYSESLAT report were in varying special education classes (12:1, 12:1:1, CTT) that could not be combined with each other. The program was created by grouping B, I, and A students so that our one ELL teacher would be able to service all the students.

2. Our NYSESLAT scores indicate that Listening and Speaking is not as pressing a need as Reading and Writing. Thirty-six students are advanced or are deemed proficient. A breakdown by grade level shows the same pattern. In the Reading and Writing section, only eleven students have reached the advanced or proficient level. For students that took both LAB-R and the 2009 NYSESLAT, twenty-six students have improved their performance level while three went down and four stayed the same.

3. This leads to the conclusion to concentrate on reading and writing and to use materials and strategies that strengthen those areas. In addition, individual attention needs to be given to those four students who have not achieved an advanced or proficient level in Listening and Speaking.

4. a) All IS 119 students take exams in English. No ELL students in any grade Level have scored a level 4 in ELA; however, 18% of the current grade 7 have scored Level 4 in Math. On the NYS Science test, no ELL student scored in Level 3 or 4. This speaks to the need to work on students’ reading and writing skills, not only in English but within the content areas.

b) In order to more closely monitor the ELL students, specific classes will be created on ARIS and ACUITY.

c) The School Instructional Team will review the results of the Periodic Assessments to monitor student progress.

5. Does not apply.

6. IS 119 evaluated the success of our ELLs several ways. First, we monitor the number of students who move from one level to the next. At least 10% (5 students) moved from Beginner to Intermediate to Advanced. At least 10% (5 students) of our Advanced students moved to proficient. In addition we hope to have fewer students receiving X (exemption) on student report cards