



**I.S. 119 THE GLENDALE**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: I.S. 119 THE GLENDALE**  
**ADDRESS: 74-01 78 AVENUE**  
**TELEPHONE: 718-326-8261**  
**FAX: 718-456-9523**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 342400010119 **SCHOOL NAME:** I.S. 119 The Glendale

**SCHOOL ADDRESS:** 74-01 78 AVENUE, QUEENS, NY, 11385

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

**SCHOOL CONTACT PERSON:** Dr. Jeanne Fagan **EMAIL ADDRESS** JFagan2@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Anthony Wansor

**PRINCIPAL:** Dr. Jeanne Fagan

**UFT CHAPTER LEADER:** Patricia Calvo

**PARENTS' ASSOCIATION PRESIDENT:** Lisa Comaianni

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 24 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

**NETWORK LEADER:** John O'Mahoney

**SUPERINTENDENT:** Madelene Taub-Chan

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

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Dr. Jeanne Fagan	Principal	
Lisa Comaianni	PA/PTA President or Designated Co-President	
Marie Coleman	Parent	
Eileen Walsh	DC 37 Representative	
Patricia Calvo	UFT Chapter Leader	
Anthony Wansor	UFT Member	
Tina Mavrikos-Kual	Admin/CSA	
Chris Kurre	Title I Parent Representative	
Nelsia Cruz	Parent	
Kim Hock	Parent	

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

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

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

□ Presently I.S. 119 is in the midst of a Kindergarten to 5<sup>th</sup> grade expansion, beginning with Kindergarten. As we expand we will continue to ensure that all students are part of a positive, challenging and exceptional learning environment. This will be accomplished through the continued efforts of our faculty members who are skilled teachers of reading, writing, math and content area studies.

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.

The mission of I.S. 119 is to strive to address, accept and meet the needs of individual students of all ages. The faculty and staff of I.S. 119 will provide and deliver rigorous curricula to become 21<sup>st</sup> century learners as well as integral members of society.

The school's vision is to deliver standards driven instructional programs that challenge students to achieve their utmost potential. We believe that students will become successful adults by encouraging self-dependency, self-respect, communication, critical-thinking, research and problem-solving skills. These skills will be fostered in all elementary- and middle- level classrooms.

We have worked diligently to revise our present curricula to include research-based theories to prepare our students to be college-ready. We have raised the bar academically to ensure that students are striving for lofty goals. These skills will be fostered in all elementary- and middle- level classrooms.

The focus of all instructional time, whether during or before/after school, will be paralleled to the Common Core Standards and will create a developmentally appropriate atmosphere for all children.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	I.S. 119 The Glendale								
<b>District:</b>	24	<b>DBN #:</b>	24Q119	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		92.2	93.7	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		97.3	95.41	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	335	363	290	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	388	390	409		42.8	44.3	61.3		
Grade 8	385	397	395						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	8	TBD		
Grade 12	0	0	0						
Ungraded	0	0	6	<b>Recent Immigrants - Total Number:</b>					
Total	1108	1150	1100	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					13	8	5		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	23	32	41	Principal Suspensions	303	152	TBD		
# in Collaborative Team Teaching (CTT) Classes	36	51	71	Superintendent Suspensions	20	19	TBD		
Number all others	42	57	46						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants					
# in Transitional Bilingual	0	0	0	0					

Classes							
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	43	30	42	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	6	8	28	Number of Teachers	68	72	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	11	11	TBD
				Number of Educational Paraprofessionals	3	3	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	2	TBD	% fully licensed & permanently assigned to this school	100	98.6	TBD
				% more than 2 years teaching in this school	61.8	69.4	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	52.9	52.8	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	81	86	TBD
American Indian or Alaska Native	0.2	0.3	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.4	92.7	TBD
Black or African American	2.4	2.3	1.6				
Hispanic or Latino	33.8	37.3	39.7				
Asian or Native Hawaiian/Other Pacific Isl.	9.8	9.3	12.3				
White	53.8	50.9	46.1				
Multi-racial							
<b>Male</b>	50.4	50.9	52.9				
<b>Female</b>	49.6	49.1	47.1				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide 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 type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial							
Students with Disabilities	√	√					
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>7</b>	<b>7</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	√
<b>Overall Score</b>	71	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	6.9	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	19.4	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	42.4	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	√

<b>Key: AYP Status</b>	<b>Key: Quality Review Score</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## **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/Teacher 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 your 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?

□

We have reviewed the following external and internal data sources in conducting the needs assessment: Quality Review Report 2009-2010, Learning Environment Survey Report, the NYS School Report Card 2009-2010, NYC Progress Report 2009-2010, Item Skills Analysis for NYS ELA and NYS Math 2009-2010, NYS ELA and NYS Math Assessment Analysis, 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.

Performance in ELA on the 2010 state test shows the percentage of students meeting or exceeding standards, those scoring proficiency levels 3 and 4, was 56% for grade 6, 55% for grade 7 and 56% for grade 8. In mathematics, performance on the 2010 state test shows the percentage of students meeting or exceeding standards was 68% for grade 6, 63% for grade 7 and 64% for grade 8.

The 2010 tests for ELA and mathematics reflect a change in the way the state measured proficiency levels making a year over year comparison of these proficiency scores from last year's test difficult. Relative to the City Horizon, I.S. 119 is in the third quartile for Percentage of Students at Proficiency (level 3 and 4) and Median Student Proficiency in both ELA and mathematics. When compared against our Peer Horizon, I.S. 119 is in the second percentile for Percentage of Students at Proficiency and Median Student Proficiency in ELA. In mathematics, I.S. 119 is in the first quartile for Percentage of Students at Proficiency Level and in the second quartile for Median Student Proficiency.(Progress Report 2009-2010).

A new metric on the Progress Report is Median Growth Percentile. When measured against our Peer Horizon in ELA, I.S. 119 scored a 20.6% in Median Growth Percentile and -6.4% in Median Growth Percentile for School's Lowest Third. In mathematics, when compared to our Peer Horizon, the school scored 33.6% in Median Growth Percentile and a 29.7% in Median Growth Percentile for School's Lowest Third.

Looking at the Item Skills Analysis for the spring 2010 performance on the ELA state test, the constructed response showed the weakest performance across all three grades, especially grades six

and eight. Similarly, on the spring 2010 math state test an area of weakness across the grades was the short or extended response questions on various mathematics performance indicators.

Trends in subgroup performances:

English Language Learners (ELLs) and Students with Disabilities continue to under perform when compared to students in other subgroups. For ELL students, of the 50 tested in ELA 4% scored at Proficiency Level 3 and 4 and for SWDs, of the 145 tested 12% scored at Proficiency Level 3 and 4.

In mathematics, of the 58 students tested 10% scored at Proficiency Level 3 and 4 and for SWDs, of the 144 tested 19% scored at Proficiency Level 3 and 4.

### Greatest Accomplishments

Our greatest accomplishments over the last couple of years has been the creation of a new curriculum in ELA that focuses on preparing students for college and career and is closely aligned with the new Common Core Standards. This year we are incorporating curriculum maps in math, social studies, and science. All of our curriculum maps will be aligned with the common core standards.

I.S.119 has been selected to become a K through 8 school starting September 2010.

In 2008-2009 I.S. 119 made extensive gains in the NY State ELA and Math assessments.

Over 90% of our teachers are on teacher teams that include inquiry teams.

### Significant Aids or Barriers

Our most significant aids to the school's continuous improvement is a focus on data. The administration, coaches and teachers review data on a continual basis. The school has adopted a data culture. Teachers' lessons are expected to be supported by data.

I.S.119 has developed Long Term Goal and DYO assessments that students take throughout the school year. Administration, coaches and teachers use this data in order to plan lessons and curriculum.

I.S. 119 curriculum needs to better differentiated and scaffold for our ELL students, students with disabilities and the lowest third of the school.

The ELL program must be adjusted and improved in order for more of our ELL students to pass the NYSESLAT. A new teacher has been hired, Achieve 3,000 and Literacy Navigator have been introduced to the ELL curriculum.

## ELA Trends

The 2010 test results for ELA reflect a recalibration in the way the state converts scale score to proficiency ratings. As a result, a year over year comparison of proficiency ratings does not accurately reflect the change from 2009. A truer picture can be gleaned from a comparison of scale scores over the last three years.

For All Students tested in grades 6, 7 and 8, scale scores indicate a drop in year over year results from 2009 but an increase from the 2008 levels. The same pattern can be observed when comparing ELLs and SDWs, with the exception of grade 6 ELLs which showed a drop of mean scale score for 2010 to below 2008 levels and grade 8 SWDs which has shown a continued increase in mean scale score for the last 3 years.

ELA Grade 6 All Students

Year Tested	Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4
2010	670.5	12.5	31.4	41.5	14.6
2009	674.5	0	13.4	72.7	13.9
2008	665.3	0.3	27.0	69.1	3.6

ELA Grade 6 ELLs

Year Tested	Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4
2010	631.2	88.9	11.1	0	0
2009	643.5	0	63.2	36.8	0
2008	639.7	0	71.4	28.6	0

ELA Grade 6 SWDs

Year Tested	Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4
2010	642.0	48.9	37.8	13.3	0
2009	646.7	0	55.1	44.9	0
2008	638.1	2.9	82.4	14.7	0

ELA Grade 7 All Students

Year Tested	Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4
2010	671.3	7.6	37.2	42.8	12.5
2009	676.4	0	9.4	77.9	12.7
2008	665.3	1.3	24.4	71.6	2.7

ELA Grade 7 ELLs

Year Tested	Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4
2010	641.4	55.6	38.9	0	5.6
2009	644.0	0	66.7	33.3	0
2008	617.7	23.1	76.9	0	0

ELA Grade 7 SWDs

Year Tested	Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4
2010	642.7	40	56.4	3.6	0
2009	650.6	0	43.9	56.1	0
2008	633.5	5.7	68.6	25.7	0

ELA Grade 8 All Students

Year Tested	Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4
2010	664.1	5.2	37.8	49.5	7.5
2009	664.6	0.3	27.4	66.8	5.6
2008	653.3	4.2	46.6	45.8	3.4

ELA Grade 8 ELLs

Year Tested	Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4
2010	623.6	64.3	28.6	7.1	0
2009	629.5	0	92.9	7.1	0
2008	621.9	30	55	15	0

ELA Grade 8 SWDs

Year Tested	Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4
2010	641.9	21.2	54.5	24.2	0
2009	630.3	0	80	20	0
2008	625.3	21.6	64.9	13.5	0

Longitudinal Trends All Students 2008 - 2010

Grade 8	2010	664.1
Grade 7	2009	676.4
Grade 6	2008	665.3

Longitudinal Trends ELLs 2008 - 2010

Grade 8	2010	623.6
Grade 7	2009	644.0
Grade 6	2008	639.7

Longitudinal Trends SWDs 2008 - 2010

Grade 8	2010	641.9
Grade 7	2009	650.6
Grade 6	2008	638.1

Longitudinal Trends All Students 2009 – 2010

Grade 7	2010	671.3
Grade 6	2009	674.5

Longitudinal Trends ELLs 2009 – 2010

Grade 7	2010	641.4
Grade 6	2009	643.5

Longitudinal Trends SWDs 2009 – 2010

Grade 7	2010	642.7
Grade 6	2009	646.7

Math Trends

The 2010 test results for mathematics reflect a recalibration in the way the state converts scale score to proficiency ratings. As a result, a year over year comparison of proficiency ratings does not accurately reflect the change from 2009. A truer picture can be gleaned from a comparison of scale scores over the last three years.

For All Students tested in grades 6 and 8, scale scores indicate an increase in year over year results over the three year period from 2008 to 2010. For All Students tested in grade 7, the mean scale score shows a decrease from 2009 to 2010 but an increase from 2008 levels. This same pattern of a decrease from 2009 to 2010 with an increase from 2008 levels can be observed when comparing SDWs in grades 6 and 7. Grade 8 SWDs show 2010 levels increased from both 2008 and 2009 levels. For ELL students tested in grade 8 there was a drop in 2010 from 2009 levels but an increase from 2008. For grades 6 and 7 ELLs the 2010 mean scale scores showed a decrease to below 2008 levels in both grades.

**Math 6 All Students**

Year Tested	Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4
2010	691.8	8	23.7	28.9	39.4
2009	686.5	1.4	11.3	55.5	31.8
2008	685.3	1.5	7.7	55.1	35.7

**Math Grade 6 ELLs**

Year Tested	Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4
2010	634.2	55.6	38.9	5.6	0
2009	650.4	5.3	47.4	47.4	0
2008	657.6	11.1	11.1	77.8	0

**Math Grade 6 SWDs**

Year Tested	Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4
2010	650.9	33.3	42.2	17.8	6.7
2009	654.6	6.1	34.7	57.1	2
2008	649.2	5.9	29.4	64.7	0

**Math Grade 7 All Students**

Year Tested	Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4
2010	681.9	7.3	29.1	26.9	36.8
2009	691.2	0.5	6.7	55.7	37.1
2008	678	2.4	17.3	51.6	28.7

**Math Grade 7 ELLs**

Year Tested	Mean Scale Score	% Level 1	% level 2	% Level 3	% Level 4
2010	640.2	42.9	52.4	4.8	0
2009	659.2	9.1	18.2	54.5	18.2
2008	643.9	14.3	35.7	50	0

Math Grade 7 SWDs

Year Tested	Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4
2010	649.6	34.5	49.1	12.7	3.6
2009	655	2.4	34.1	63.4	0
2008	633.9	17.1	48.6	34.3	0

Math Grade 8 All Students

Year Tested	Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4
2010	687.5	6.1	29.4	34.8	29.7
2009	677.9	2.0	16.2	61.2	20.6
2008	665.8	4.2	27.1	54.7	14.1

Math Grade 8 ELLs

Year Tested	Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4
2010	647.9	47.1	29.4	17.6	5.9
2009	656.5	0	33.3	66.7	0
2008	643.3	18.2	36.4	40.9	4.5

Math Grade 8 SWDs

Year Tested	Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4
2010	658.3	21.2	57.6	18.2	3.0
2009	641.4	17.9	51.3	30.8	0
2008	646.1	18.9	32.4	45.9	2.7

Longitudinal Trends All Students 2008 - 2010

Grade 8	2010	687.5
Grade 7	2009	691.2
Grade 6	2008	685.3

Longitudinal Trends ELLs 2008 - 2010

Grade 8	2010	647.9
Grade 7	2009	659.2
Grade 6	2008	657.6

Longitudinal Trends SWDs 2008 - 2010

Grade 8	2010	658.3
Grade 7	2009	655
Grade 6	2008	649.2

Longitudinal Trends All Students 2009 – 2010

Grade 7	2010	681.9
Grade 6	2009	686.5

Longitudinal Trends ELLs 2009 – 2010

Grade 7	2010	640.2
Grade 6	2009	650.4

Longitudinal Trends SWDs 2009 – 2010

Grade 7	2010	649.6
Grade 6	2009	654.6

## 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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> Goal 1: By June 2011, there will be a 2% increase in the percentage ELLs and Students With Disabilities (especially Integrated Co-Teaching - ICT and Self contained classrooms) meeting proficiency or higher in ELA as measured by the New York State ELA assessments.	<input type="checkbox"/> <input type="checkbox"/> After conducting a needs assessment for ELA, the school determined that there is a need for ELLs and Students with Disabilities (especially integrated co teaching-ICT and self contained classrooms) students to meet proficiency or higher in ELA as measured by the NY State ELA assessment.
<input type="checkbox"/> <b>Goal 2 :</b> By June 2011, there will be a 2% increase in the percentage of ELLs and Students With Disabilities (especially Integrated Co-Teaching - ICT and self contained classrooms) meeting proficiency or higher in <b>Mathematics</b> as measured by the New York State Mathematics assessments	<input type="checkbox"/> After conducting a need assessment for mathematics, the school determined that there is a need to further advance student skills so that they can comprehend challenging mathematical concepts and develop deeper knowledge in that area of study. It is believed that by integrating the Common Core Standards in our math curriculum, students will acquire content-specific skills necessary for career and college readiness.
<input type="checkbox"/> Goal # 3: By June 2011, 95% of teacher teams will use data to track trends in school and student progress by analyzing student work and data in order to improve achievement and close the achievement gap as evidenced by weekly/monthly teams' logs reflecting an inquiry approach.	<input type="checkbox"/> In order to close the student achievement gap teacher teams will use the collaborative inquiry method as an engine for instructional improvement. I.S. 119 will increase its participation rate in teacher teams from 90% to 95%.
<input type="checkbox"/> <b>Goal 4 :</b> By June 2011, one unit of study in Math, Social Studies, and the Science curricula will be revised to include elements of the <b>common core state standards</b> as measured by the revision of 25% of curriculum maps, framework, and assessments	<input type="checkbox"/> It is believed that by integrating the Common Core Standards in our Math, Social Studies and Science curricula, students will acquire literacy and content-specific skills necessary for career and college readiness.
<input type="checkbox"/>	<input type="checkbox"/> We choose this goal based on the 2009- 2010 New York City Department of Education Survey. The school

<p>Goal 5: By June 2011, there will be a .3 increase in the Safety and Respect score from 6.6 to 6.9 as measured the 2010-11 NYC School Survey.</p>	<p>wide respondents indicated a need for an increase in I.S.119's safety and respect score.</p>
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**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 2010-11 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, PLA, 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**

**English Language Arts**

**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Goal 1: By June 2011, there will be a 2% increase in the percentage ELLs and Students With Disabilities (especially Integrated Co-Teaching - ICT and Self contained classrooms) meeting proficiency or higher in ELA as measured by the New York State ELA assessments.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>The school community of I.S. 119 will follow the following action plan for goal one:</p> <ul style="list-style-type: none"> <li>· The English Language Arts (ELA) teachers will work collaboratively during common planning time and team meetings to continuously assess and revise the current ELA curriculum with a focus on scaffolding instruction to address the needs of special education students that include ICT and self contained classes. Results of in house and state assessments including Long Term Goals and DY0 Acuity assessments will be continuously monitored in order to focus on the needs of ELLs and Students with Disabilities. The data from these assessments will help to form instruction for ELLs and Professional development. The programs, Literacy Navigator and Achieve 3,000, will be given to teachers of ELLs and Special Education Students in order to scaffold instruction and focus on specific skills for those learners.</li> <li>· There will be a school wide focus on incorporating the Common Core Standards with the focus on improving literacy through the content areas of Science and Social Studies.</li> </ul> <p>Implementation Time line: September 2010 through May 2011.</p>

	<p>-----</p> <p>Instrument of Measure: Design Your Own (DYO) interim assessments  Projected Gains: 2%  Intervals of Monitoring and Revision:  November 2010 Progress Point: Revisions to be determined (TBD) based on results.  Midyear Progress Point February 2011: TBD</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>☐As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Tax Levy (TL) Fair Student Funding, Title I ARRA Funds, Contract for Excellence funds and human resources to implement this action plan from Sept. 2010-May 2011 as indicated below:</p> <ul style="list-style-type: none"> <li>· AP of literacy and social studies – TL Fair Student Funding;</li> <li>· Literacy coach - ARRA SWP funding;</li> <li>· Lead social studies teacher – TL Fair Student Funding;</li> <li>· OTPS Professional Development - Contract for Excellence;</li> <li>· ELL, SWD, general education teachers – Title I ARRA SWP, TL Fair Student funding.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>☐October 2010 - Review the pre-assessment results and roll out process. Results to be determined.  November 2010 - The first interim assessment result in ELA and social studies will be shared with the departments for review of student progress.</p> <p>December 2010 - ☐ ELA and social studies teachers will examine the results of student work as related to the final project of the curriculum map unit of alignment with the common core standards in ELA and social studies.</p> <p>January 2011 - The second interim assessment results in ELA and social studies will be shared with the departments for review of student progress.</p> <p>February 2011 - ELA and social studies teachers will examine the results of student work as related to the final project of the curriculum map unit for alignment with the common core</p>

	<p>standards in ELA and social studies.</p> <p>March 2011 - The third interim assessment results in ELA and social studies will be shared with the departments for review of student progress.</p> <p>May 2011 - Final post test. Analysis of student work for review of student progress needs analysis and next steps for 2011-2012 school year.</p>
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**Subject Area**  
(where relevant) :

**Mathematics**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><b>Goal 2 :</b> By June 2011, there will be a 2% increase in the percentage of ELLs and Students With Disabilities (especially Integrated Co-Teaching - ICT and self contained classrooms) meeting proficiency or higher <b>in Mathematics</b> as measured by the New York State Mathematics assessments</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><b>Actions/Strategies/Activities:</b></p> <p>Long Term Goals assessments aligned to current grade level performance indicators will be administered four times a year, with item analysis data produced to monitor content area weaknesses and misconceptions.</p> <p>Professional Development will be given to teachers based on areas of weakness identified for ELL students and SWDs from the Item skills Analysis for the 2010 state test.</p> <p>Teacher Teams will focus on a targeted Skill of the Week for Extended Day students including ELLs and SWDs.</p> <p>CTT teachers have been assigned this year to working with classes in two subject areas. Professional Development and Common Planning time will help strengthen their content area knowledge.</p> <p>A singleton period has been set aside each week in the math pacing calendar for teachers to help students develop a variety of problem solving strategies identified by the</p>

	<p>Middle school Math Institute III, Appendix G.</p> <p><b>Target Population:</b> English Language Learners and special education students, especially CTT and SETSS.</p> <p><b>Responsible Staff:</b> Assistant principals for mathematics, Classroom Teachers, CTT and SETSS Teachers. Mathematics coach.</p> <p><b>Implementation Timeline:</b> September 2010 through May 2011.</p> <p>-----</p> <p><b>Monitor and Revise:</b> Student progress in mathematics will be carefully monitored after each interval of periodic review based on data outcomes from the pretest and interim assessments, which are aligned to key grade level performance indicators.</p> <p><b>Intervals of Monitoring and Revision:</b>  November 2010 Progress Point: Revisions to be determined (TBD) based on results.  Midyear Progress Point February 2011 : <b>TBD</b>  End term Progress Point April or May 2011 : TBD</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Tax Levy (TL) Fair Student Funding, Title I ARRA Funds, Contract for Excellence funds and human resources to implement this action plan from Sept. 2010-May 2011 as indicated below:  AP of mathematics - TL Fair Student Funding;  Mathematics Coach - ARRA SWP funding;  OTPS Professional Development - Contract for Excellence;  ELL, SWD, general education teachers - Title I ARRA SWP, TL Fair Student Funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><b>Instrument of Measure:</b> DYO interim assessments</p> <p><b>Projected Gains:</b> 2%</p> <p><b>Intervals of Periodic Review:</b></p> <p>October 2010 - Review the pre-assessment results and roll out process. Results to be determined.</p>

	<p>November 2010 - The first interim assessment result in mathematics will be shared with the departments for review of student progress.</p> <p>December 2010 - <input type="checkbox"/> Mathematics teachers will examine the results of student work as related to the final project of the curriculum map unit of alignment with the common core standards in mathematics.</p> <p>January 2011 - The second interim assessment results in mathematics will be shared with the departments for review of student progress.</p> <p>February 2011 - Mathematics teachers will examine the results of student work as related to the final project of the curriculum map unit for alignment with the common core standards in mathematics.</p> <p>March 2011 - The third interim assessment results in mathematics will be shared with the departments for review of student progress.</p> <p>May 2011 - Final post test. Analysis of student work for review of student progress needs analysis and next steps for 2011-2012 school year. <input type="checkbox"/></p>
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**Subject Area**  
(where relevant) :

**All content areas**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal # 3: By June 2011, 95% of teacher teams will use data to track trends in school and student progress by analyzing student work and data in order to improve achievement and close the achievement gap as evidenced by weekly/monthly teams’ logs reflecting an inquiry approach.</p> <p><input type="checkbox"/></p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□  <b>Actions/Strategies/Activities:</b>  Professional development opportunities will focus on utilizing student data to support teachers . Teacher team groups will be given monthly opportunities to meet with supervisors to review student progress. Professional development will be given to ELA, mathematics, science, social studies, ICT, and self contained teachers in analyzing student data with a focus on individual student achievement as well as school trends.  Teacher team groups will be given monthly opportunities to meet with supervisors to review student progress and next steps.  A School Based Option (SBO) was created in order to allot time for teachers to meet during extended day on Thursday.  Common planning time will also be used for teacher teams to align curriculum maps with the Common Core State Standards.</p> <p><b>Target Population:</b> Students that scored in the lowest third on the New York State ELA assessment exam.  <b>Responsible Staff Members:</b> All assistant principals, coaches and teachers.  <b>Implementation Time line:</b> September 2010 through May 2011.</p> <p>-----</p> <p><b>Monitor and Revise:</b> Student progress for the lowest third will be monitored weekly(Thursdays) based on student data/outcomes and student work. Teacher teams will be used as an engine for instructional improvement.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□  As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Tax Levy (TL) Fair Student Funding, Title I ARRA Funds, Contract for Excellence funds and human resources to implement this action plan from Sept. 2010-May 2011 as indicated below:  - ARRA SWP funding;  Professional Development - Contract for Excellence;  ELL, SWD, general education teachers – Title I ARRA SWP, TL Fair Student Funding.</p>

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

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

□ Instrument of Measure: Design Your Own (DYO) NYC assessments

Projected Gains: 2% gain  
Intervals of Periodic Review:

October 2010 - Review the pre-assessment results and roll out process. Results to be determined.

November 2010 - The first interim assessment result in mathematics will be shared with the departments for review of student progress.

December 2010 - □ Mathematics teachers will examine the results of student work as related to the final project of the curriculum map unit of alignment with the common core standards in mathematics.

January 2011 - The second interim assessment results in mathematics will be shared with the departments for review of student progress.

February 2011 - Mathematics teachers will examine the results of student work as related to the final project of the curriculum map unit for alignment with the common core standards in mathematics.

March 2011 - The third interim assessment results in mathematics will be shared with the departments for review of student progress.

May 2011 - Final post test. Analysis of student work for review of student progress needs analysis and next steps for 2011-2012 school year. □

**Subject Area  
(where relevant) :**

**Math, Social Studies, Science**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>☐ <b>Goal 4</b> : By June 2011, one unit of study in Math, Social Studies, and the Science curricula will be revised to include elements of the <b>common core state standards</b> as measured by the revision of 25% of curriculum maps, framework, and assessments</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>☐</p> <ul style="list-style-type: none"> <li>- Common planning time will be set aside for the departments to revise the curriculum in order to include the Common Core Standards.</li> <li>- Planning Team will create assessments that measure the changes in the curriculum.</li> <li>- Assistant Principal and coaches will be available to assist teachers in preparing tasks using the Common Core Writing Standards.</li> <li>- Assistant Principal will attend meetings and or monitor through a review of agendas and conferencing.</li> </ul> <p>Target Population - All students, not excluding English Language Learners and students with disabilities.</p> <p>Responsible Staff Members - Science Teachers, Assistant Principal, Coaches</p> <p>Timeline September 2010 - June 2011</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>☐</p> <p>As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Tax Levy (TL) Fair Student Funding, Title I ARRA Funds, Contract for Excellence funds and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</p> <ul style="list-style-type: none"> <li>AP of science, literacy and social studies – TL Fair Student Funding;</li> <li>Literacy coach - ARRA SWP funding;</li> <li>Lead social studies teacher – TL Fair Student Funding;</li> <li>OTPS Professional Development - Contract for Excellence;</li> </ul>

	<p>ELL, SWD, general education teachers – Title I ARRA SWP, TL Fair Student Funding □</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□  Instrument of Measure: Curriculum Maps  Projected Gains: 25%  September 2010- Initial roll out. The math, science and social studies departments will begin to create curriculum maps using the pre test assessment results based on the Long Term Goals (LTG) and the common core standards.  October 2010- Review the pre assessment results and roll out process. Results to be determined.  November 2010- The first interim assessment results in mathematics, science and social studies will be shared with the departments for review of student progress and aligning student needs with the curriculum maps.  December 2010- Department teachers will examine the results of student work as related to the final project of the curriculum map unit for alignment with the common core practice standards in mathematics, social studies and science.  January 2011-The second interim assessment results in ELA and social studies will be shared with the departments for review of student progress.  February 2011- The third interim assessment results in mathematics, science and social studies will be shared with the departments for review of student progress.  April 2011- Department teachers will examine the results of student work as related to the final project of the curriculum map unit for alignment with the common core standards in mathematics, science and social studies.  May 2011- Final unit of study maps. Analysis of student work for review of student progress needs analysis and next steps for the 2011- 2012 school year.</p> <p>June 2011- One unit of study in Math, Social Studies, and the Science curricula will be revised to include elements of the common core state standards as measured by the revision of 25% of curriculum maps, framework, and assessments</p>

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**Subject Area  
(where relevant) :**

**School Environment**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Goal 5: By June 2011, there will be a .3 increase in the Safety and Respect score from 6.6 to 6.9 as measured the 2010-11 NYC School Survey.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Monthly Town Hall meetings will be held for teachers to voice their concerns. These meetings will also be the forum to discuss progress or set backs in protocol and will be conducted by the AP of security.</li> <li>• New referral forms will be used throughout the year to inform teachers of final outcomes.</li> <li>• A Behavior Modification Program (BMP) will be put in place for the students with disabilities.</li> <li>• Professional development will be given to the staff on best practices for classroom protocol and for implementation of the BMP.</li> <li>• Physical changes will be done to the building (line through center of the hallway) to insure that students stay to the right for less congestion.</li> </ul>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>As a Title 1 school wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy) and Title 1 ARRA.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Monitor and Revise: School data (OORS) will be carefully monitored at the monthly Safety Committee meetings and will be shared with the faculty and staff. Policies will be adjusted accordingly.</p> <p>Intervals of Monitoring and Revision:</p> <p>Initial Review: September 2010 - Review the results of the NYC School Survey and the percentages of incidents reported for 2009-2010 on OORS system.</p> <p>November 2010 Progress Point: Protocols will be examined for effectiveness which will be reflected by a lower percentage of incidents reported on OORS. Discussion points/agendas from the Safety Committee meeting and the Town Hall Discipline Meeting will be examined.</p> <p>Midterm Progress Point: February 2011: Protocols will be examined for effectiveness which will be reflected by a lower percentage of incidences reported on OORS.</p> <p>End Term Progress Point: May 2011: Comparison of 2010 and 2011 results, as well as a teacher survey on discipline and respect in the building will provide the qualitative and quantitative data to inform the progress toward the achievement of the goal.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	82	63	8	6	2		1	
7	122	87	12	9	2		1	1
8	179	145	7	9	2			1
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. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> 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 and the common core standards.</p> <p>Tier 2 students receive services at least once a week plus extended day. They receive Achieve 3,000 twice a week through AIS services. Where mandated, students receive "at risk" counseling. Tier 2 interventions include: Achieve 3,000, Wilson and DRA.</p> <p>Tier 3 interventions include the services of: SETSS, CTT, speech/hearing, occupational and physical therapy. SETSS and CTT teachers push-in following regional guidelines. Students receive services in Achive 3,000 and Literacy Navigator. Materials are modified based on student IEPs; teachers collaborate extensively. Self-contained Special Education classes have use an on-line web-based program.</p>
<b>Mathematics:</b>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> <b>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.</b></p> <p><b>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.</b></p> <p><b>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</b></p>

	<b>guidelines. Materials are modified based on student IEPs; teachers collaborate extensively.</b>
<b>Science:</b>	<input type="checkbox"/> 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.
<b>Social Studies:</b>	<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;"> <p><b>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 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.</b></p> </div>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> Guidance Counselors will provide individual and group counseling to at-risk students and will monitor progress.
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> The part-time school psychologist meets with students as her schedule permits. She works with teachers, administrators and parents in order to secure needed services for all students.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> 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 social history interviews with parents for initial screenings.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> The nurse provides services for all students who have health needs on an ongoing basis as identified. She works with faculty on health-related issues and maintains contact with parents/guardians.

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**6, 7, 8**

**Number of Students to be Served:**

**LEP 55**

**Non-LEP 980**

**Number of Teachers 1**

**Other Staff (Specify) 69**

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

### **Section II. Title III, Part A LEP Program Narrative**

**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.

□ During the 2009-2010 school year, I.S. 119 adopted a pull-out ESL program. Instruction is delivered by one full-time ESL licensed teacher who groups students by proficiency levels, beginner, intermediate and advanced. Student eligibility is based on the results of the NYSESLAT and the LAB-R tests. The ESL teacher pulls students out 5 periods a day, 5 days a week. The language of instruction is in English. Students are provided with differentiated instruction to meet and exceed city and state learning performance standards. 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 Long Term Goal (LTG) assessments, DY0 and Acuity. Instructional materials include but are not limited to: Achieve 3,000, Literacy Navigator, general education classroom instructional texts and/or trade books, text and workbook programs specific to ELL students for differentiated and supplemental work, appropriate software programs through classroom and/or Library Media Center. During the pull-out services students are prepared for all state tests including the NYSESLAT.

The program is an early bird program that will begin before school at 7:15 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. 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 technology / ESL teacher will monitor the students' progress and offer them assistance as required. The language of instruction will be English. I.S. 119 chose this program for its Title III funding because of its excellent reputation in developing ELL skills while using technology. 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.

### **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.

□ Professional Development focused on working with the ELL students and using data to differentiate instruction. The following programs have been planned for 2010-2011.

October 18 and 28 2010: Using Literacy Navigator to raise ELL reading levels.

- November 3, 2010: Achieve 3,000 professional development.

January, 2011: Raising reading levels through using nonfiction text with the ELL student

- March 2011: Using test prep to prepare the ELL student for the English Language Arts exam.

- **April 2011: Supporting our students in preparing for the NYSESLAT**

**Section III. Title III Budget**

**School: Glendale Intermediate School 119**  
**BEDS Code: 342400010119**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$15,000.00	<input type="checkbox"/> <input type="checkbox"/> 180 hours of per session for ESL teacher to support ELL students.  180 x 49.92= \$8,957.89.
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$1,500	<input type="checkbox"/> As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Tax Levy (TL) Fair Student Funding, Title I ARRA Funds, Contract for Excellence funds in order to purchase Achieve 3,000 and Literacy Navigator professional development for our ELL population. Professional development in Literacy Navigator and Achieve 3,000 will be provided to the ELL teacher and teachers of ELL students with disabilities.
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	400	<input type="checkbox"/> Classroom library collections in will be ordered in Spanish (\$400) in order to support students' native language.
<b>Educational Software (Object Code 199)</b>	\$2,725.00	<input type="checkbox"/> <input type="checkbox"/> IS 119 will renew its subscription of <input type="checkbox"/> Rosetta Stone Classroom Version 3 language development software package for the early bird before school program.

		IS 119 will hold an early bird ELL Academy for English Language acquisition and support. IS 119 has purchase the Rosetta Stone software and an ESL teacher will be instructing students in using the technology to develop students' English language skills.
<b>Travel</b>	0	<input type="checkbox"/> Insufficient funding for further expenditures
<b>Other</b>	\$1,418.00	<input type="checkbox"/> 1,418.00- Outreach for parent involvement and understanding of the Rosetta Software design introduced by the technology/ESL teacher. Per session will be paid to technology/ELL teacher to train parents on Rosetta Stone Software.
<b>TOTAL</b>	<b>400</b>	

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

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

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

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

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

Translation services are utilized whenever necessary to speak to or correspond with parents. The parent coordinator works with the ELL coordinator in order to address parent's needs in their home languages. In addition, the ESL teacher interviews 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, Arabic and Spanish 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. Headsets and microphones were purchased in order to translate for parents as a group during parent meetings. 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 revisions of translated documents are given to parents/guardians.
- During one-on-one meetings, interpretation services, In-house or on the telephone, 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 Student Discipline Code will be made available to parents in their native language.
- 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 [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	555,923	555,923	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	5351		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	26755	*	
4. Enter the anticipated 10% set-aside for Professional Development:	53500	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
98.43

6. If the percentage of high quality teachers during 2009-2010 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.

As per the BEDS survey for 2009-10, there is only one teacher without certification. The class was an English AIS class that was taught twice a week. The teacher no longer has that assignment. Everyone else is highly qualified.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

A meeting is held annually with leaders of the Parent Teachers Association in order to review the Parent Involvement Policy. The policy is as follows:

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

- a. 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.
- b. This parental involvement policy will be integrated into its school improvement plan.
- c. In carrying out the Title I, Part A parental involvement requirements, to the extent possible, we 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.
- d. Parents will be involved in decisions of how the 1% of Title I Part A funds reserved for parental involvement is spent.
- e. 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:

That parents play an integral part in assisting their child’s learning

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.

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:

- Issues concerning the program will be discussed.
- Informational PTA meetings will be held to discuss the P.I.P.

The school 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.

I.S. 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. With parental participation, an annual evaluation of the parental involvement policy will be held. Special attention will be given to identifying barriers that hinder greater participation by all parents. The results will be used to design strategies for more effective parental involvement activities.
2. We will build the schools' and parents' capacity for strong parental involvement in order to ensure a more effective
3. I.S. 119 will provide assistance to parents in order to understand what is expected of their students in areas that include their child's progress and how to work with educators.

The school will, with parent input, assist school personnel, to understand how to reach out to communicate with and work with parents as equal partners and seek their help to implement and coordinate parent programs to build home/school unity.

In order to ensure that information related to the school and parent meetings and other activities is sent home to the parents of participating children the following steps will be taken.

- Required letters will be sent to parents in their home language.
- Translators will be available at important functions.
- Monthly school calendars and newsletters will be distributed.

Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training

- 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
- 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.

School- Parent Compact

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 2010-2011.

### 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:

- o Monitoring attendance

- o Making sure that homework is completed

- o Monitoring amount of television our children watch.

- o Volunteering in my child's classroom.

- o Participating, when appropriate, in decisions relating to my children's education

- o Promoting positive use of my child's extracurricular time.

- o Staying informed about my child's education and communicating with the school by promptly reading all notices from then school or the school district either received by my child or by mail and responding, as appropriate.

- o 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.

□

#### **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

## Section I: Schoolwide Program (SWP) Required Components

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

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

Please See Section IV, Needs Assessment

2. Schoolwide 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

- Achieve 3,000 and Literacy Navigator programs have been purchased and targeted for our students with disabilities, ELLs and students scoring in the the lowest third percentile.

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 2009-2010 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 2010, 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 develop 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. They are presently creating new curriculum maps to address the Common Core State Standards. 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 Earth Science and Integrated Algebra regents will continue to be taken by our G/T and Honors students. Those taking these regents 7th grade 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 New York State 2009-2010 School Report Card, all student groups made AYP in ELA, Math and Science.

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

□  
Students at risk have the following programs available to them.

Extended Day, Achieve 3,000, Literacy Navigator, 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 per the BEDS survey for 2009-2010, there is only one teacher without certification. The class was an English AIS class that was taught twice a week. The teacher no longer has that assignment. Everyone else is highly qualified.

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

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 instruction to self-contained special education classes.

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.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds.

The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related
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					program activity has been described in this plan.		
		Yes	No	N/A			
					Check(x)	Page#(s)	
Title I, Part A (ARRA)	Federal	Yes			\$535,100	True	Goals 1-5
Title III	Federal	Yes			\$17,704	True	Goals 1-5
IDEA	Federal	Yes			\$229,865	True	Goals 1-5
C4E	State	Yes			\$99,848	True	Goals 1-5
Tax Levy	Federal	Yes			\$5,007,199	True	Goals 1-5

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<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **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: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)  
One
2. Please describe the services you are planning to provide to the STH population.  Students will receive free transportation, free lunch and counseling. We will meet with the students in order to better address their needs.

### **Part B:**

#### **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).  
NA
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 your Children First Network.



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_24Q119\_110110-104736.doc

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>208</b>	District <b>24</b>	School Number <b>119</b>	School Name <b>The Glendale</b>
Principal <b>Dr. Jeanne Fagan</b>		Assistant Principal <b>Tina Mavrikos-Kual</b>	
Coach <b>Veronica Fleri</b>		Coach <b>Sue Govier</b>	
Teacher/Subject Area <b>Linda Balfour</b>		Guidance Counselor <b>Gina Lyons</b>	
Teacher/Subject Area <b>Pauline Cantatore/CTT</b>		Parent <b>Lisa Comaianni</b>	
Teacher/Subject Area		Parent Coordinator <b>Seema Boiardi</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>John O'Mahoney</b>		Other <b>type here</b>	

#### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

#### C. School Demographics

Total Number of Students in School	<b>980</b>	Total Number of ELLs	<b>55</b>	ELLs as Share of Total Student Population (%)	<b>5.61%</b>
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### Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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, Linda Balfour. 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 I.S. 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. I.S. 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 ELL model over the Dual Language and Transitional Bilingual programs.

6. The program model offered at I.S. 119 is aligned with parent requests. According to our Parent Survey and Program Selection Forms 99% of our ELL parents prefer the Freestanding ELL model.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	30
SIFE	0	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	13

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 22	<input type="checkbox"/> 0	<input type="checkbox"/> 6	<input type="checkbox"/> 20	<input type="checkbox"/> 0	<input type="checkbox"/> 16	<input type="checkbox"/> 13	<input type="checkbox"/> 0	<input type="checkbox"/> 11	<input type="checkbox"/>	<input type="checkbox"/> 55
<b>Total</b>	<input type="checkbox"/> 22	<input type="checkbox"/> 0	<input type="checkbox"/> 6	<input type="checkbox"/> 20	<input type="checkbox"/> 0	<input type="checkbox"/> 16	<input type="checkbox"/> 13	<input type="checkbox"/> 0	<input type="checkbox"/> 11	<input type="checkbox"/>	<input type="checkbox"/> 55

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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	9	10	11	12	TOTAL
Spanish							6	12	16					34
Chinese							0	0	1					1
Russian							0	0	1					1
Bengali							2	0	0					2
Urdu														0
Arabic							3	1	1					5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							3	2	1					6
Albanian							1	0	1					2
Other							2	1	1					4
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>16</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>55</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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.

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. She 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. Achieve 3,000 and Literacy Navigator are offered to our intermediate and advanced students. 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.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

**Native Language Arts and Native Language Support**

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

<b>NLA Usage/Support</b>	<b>TBE</b>
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### B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. The intervention programs for the ELLs students are similar to the intervention students offered to all general education students at I.S. 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. I.S. 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. I.S. 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 I.S. 119. Students are mainstreamed into the general education population and are afforded every opportunity to participate in all programs offered to students at I.S. 119.

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

10. At I.S. 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 about 25%. It is delivered during the Freestanding ESL model. 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. Students are given access to books and documents 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.

14. At I.S.119 ELL students are offered the same language electives as our general education students. ELL students are offered Italian and Spanish.

### **C. Schools with Dual Language Programs**

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

### **D. Professional Development and Support for School Staff**

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

1. The ESL teacher attends regional and school wide professional development opportunities. This includes monthly staff development as well as regional ELL meetings. She meets weekly with the literacy coach in order to plan and improve upon her lessons. In addition she 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 her 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.

### E. Parental Involvement

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

1. Parents are offered many opportunities to get involved at I.S. 119. At the start of the school year, parents are invited to school to understand the instructional models that are offered at I.S.119. A monthly parent newsletter is sent home with the children and electronically through DOE email and echalk. 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 V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	4	6					12
Intermediate(I)							9	9	10					28
Advanced (A)							6	2	7					15

Total	0	0	0	0	0	0	0	17	15	23	0	0	0	0	55
-------	---	---	---	---	---	---	---	----	----	----	---	---	---	---	----

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	0	1				
	I							2	0	3				
	A							7	9	6				
	P							7	6	12				
READING/ WRITING	B							1	4	6				
	I							10	9	9				
	A							6	2	6				
	P							0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	16	2			18
7	10	7		1	18
8	9	4	1		14
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	10		7		1				18
7	9		11		1				21
8	10		5		3		1		19
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	11		5		3		0		19

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	13		3		3		0		19
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science	0			
Living Environment				
Physics				
Global History and Geography	0			
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. At I.S. 119 we use the NYSESLAT, classroom tests, portfolios, ELL periodic assessments, in house Long Term Goal assessments, Achieve 3,000 and Literacy Navigator to assess ELL students. The insights provided from the data will show us improvements or regression. This information helps inform our instruction by giving us our next steps in planning, instruction and differentiation. In Spring 2010 none of our ELL students reached proficiency in the reading and writing modalities. Consequently, our focus this year will be on differentiating instruction with a focus on reading and writing strategies.
2. At I.S. 119 data patterns in the LAB-R and NYSESLAT exams reveal that students in grades 6 are advanced and proficient in listening and speaking and intermediate and advanced in reading and writing. For grade 7, all of our students are proficient or advanced in listening and speaking. In reading and writing students in grade seven are beginners or intermediate. None are proficient. In grade 8 the same pattern occurs where none of our ELL's are proficient in reading and writing.
3. Patterns across NYSESLAT modalities are critical in addressing curriculum decisions. Our focus for students and teacher's professional development and programs is on addressing reading and writing strategies for our ELLs.
4. Student results indicate that our students across all grades are having difficulty becoming proficient in the reading and writing modalities.
  - a. Data patterns in the LAB-R and NYSESLAT exams reveal that students in grades 6 are advanced and proficient in listening and speaking and intermediate and advanced in reading and writing. For grade 7, all of our students are proficient or advanced in listening and speaking. In reading and writing students in grade seven are beginners or intermediate. None are proficient. In grade 8 the same pattern occurs where none of our ELL's are proficient in reading and writing. Beginner and advanced ELL's are struggling when testing in English. Advanced ELL's are doing average. Overall all groups do better when tested in their native language.
  - b. At I.S.119 the ELL teacher and administrators look at many sources of data, including the ELL Periodic Assessments, when planning curriculum and making strategic decisions for the ELL population. The ELL teacher meets weekly with the literacy coach to plan instruction with a focus on using data to support planning and scaffolding strategies.
  - c. The Periodic Assessment results indicate that our students are not proficient in reading and writing. Through analyzing the item skills analysis we can determine the next steps needed for our ELLs. We do not test our students in their native language.
- 5.NA
6. At I.S. 119 we evaluate our success in the ELL program by examining student outcomes in the NYSESLAT, NY State ELA and Mathematics assessments, teacher observations and student portfolios.

**Additional Information**

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

## Additional Information

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	I.S. 119 The Glendale					
<b>District:</b>	24	<b>DBN:</b>	24Q119	<b>School</b>		342400010119

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.2	93.7	93.1
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		97.3	95.4	96.5
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	363	290	263	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	390	409	300		42.8	61.3	61.3
Grade 8	397	395	416				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	8	4
Grade 12	0	0	0				
Ungraded	0	6	2	<b>Recent Immigrants - Total Number:</b>			
Total	1150	1100	981	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					13	8	5

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	32	41	61	Principal Suspensions	303	152	158
# in Collaborative Team Teaching (CTT) Classes	51	71	67	Superintendent Suspensions	20	19	6
Number all others	57	46	35				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	68	72	69
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	11	8
# receiving ESL services only	30	42	TBD				
# ELLs with IEPs	8	28	TBD				

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
These students are included in the General and Special Education enrollment information above.	3	3	10

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	2	14	% fully licensed & permanently assigned to this school	100.0	98.6	100.0
				% more than 2 years teaching in this school	61.8	69.4	84.1
				% more than 5 years teaching anywhere	52.9	52.8	65.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	86.0	89.9
American Indian or Alaska Native	0.3	0.2	0.7	% core classes taught by "highly qualified" teachers	91.4	92.7	100.0
Black or African American	2.3	1.6	1.8				
Hispanic or Latino	37.3	39.7	41.1				
Asian or Native Hawaiian/Other Pacific	9.3	12.3	8.0				
White	50.9	46.1	43.0				
<b>Male</b>	50.9	52.9	54.6				
<b>Female</b>	49.1	47.1	45.4				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial							
Students with Disabilities	v	v					
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>7</b>	<b>7</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	26.1	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	3.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	12.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>208</b>	District <b>24</b>	School Number <b>119</b>	School Name <b>The Glendale</b>
Principal <b>Dr. Jeanne Fagan</b>		Assistant Principal <b>Tina Mavrikos-Kual</b>	
Coach <b>Veronica Fleri</b>		Coach <b>Sue Solomonikl</b>	
Teacher/Subject Area <b>Linda Balfour</b>		Guidance Counselor <b>Gina Lyons</b>	
Teacher/Subject Area <b>Pauline Cantatore/CTT</b>		Parent <b>Lisa Comiani</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Seema Boiardi</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>John O'Mahoney</b>		Other <b>type here</b>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>980</b>	Total Number of ELLs	<b>55</b>	ELLs as Share of Total Student Population (%)	<b>5.61%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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 within the first 10 days of admission. The person responsible for conducting the initial screening as well as the entire process is the licensed ESL teacher, Linda Balfour. 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. The steps taken to annually evaluate the ELL students through the NYSESLAT are as follows. Students are identified as ELL's when they are admitted to the school. They are pulled by the license ELL teacher for ELL services. They are identified as ELL and consequently given the NYSESLAT assessment during the administration period.

2. The structures that are in place at I.S. 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, Free Standing ESL, Transitional Bilingual Education or Dual Language are explained to them by the licensed ESL teacher.

3. I.S. 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. Letters are returned to the main office and stored in files that house ELL documents.

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 ELL model over the Dual Language and Transitional Bilingual programs.

6. The program model offered at I.S. 119 is aligned with parent requests. According to our Parent Survey and Program Selection Forms 99% of our ELL parents prefer the Freestanding ELL model.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	30
SIFE	0	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	13

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 22	<input type="checkbox"/> 0	<input type="checkbox"/> 6	<input type="checkbox"/> 20	<input type="checkbox"/> 0	<input type="checkbox"/> 16	<input type="checkbox"/> 13	<input type="checkbox"/> 0	<input type="checkbox"/> 11	<input type="checkbox"/>	<input type="checkbox"/> 55
<b>Total</b>	<input type="checkbox"/> 22	<input type="checkbox"/> 0	<input type="checkbox"/> 6	<input type="checkbox"/> 20	<input type="checkbox"/> 0	<input type="checkbox"/> 16	<input type="checkbox"/> 13	<input type="checkbox"/> 0	<input type="checkbox"/> 11	<input type="checkbox"/>	<input type="checkbox"/> 55

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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	9	10	11	12	TOTAL
Spanish							6	12	16					34
Chinese							0	0	1					1
Russian							0	0	1					1
Bengali							2	0	0					2
Urdu														0
Arabic							3	1	1					5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							3	2	1					6
Albanian							1	0	1					2
Other							2	1	1					4
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>16</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>55</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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.

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. She 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 depending on the ELL level.

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. Achieve 3,000 and Literacy Navigator are offered to our intermediate and advanced students. 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.

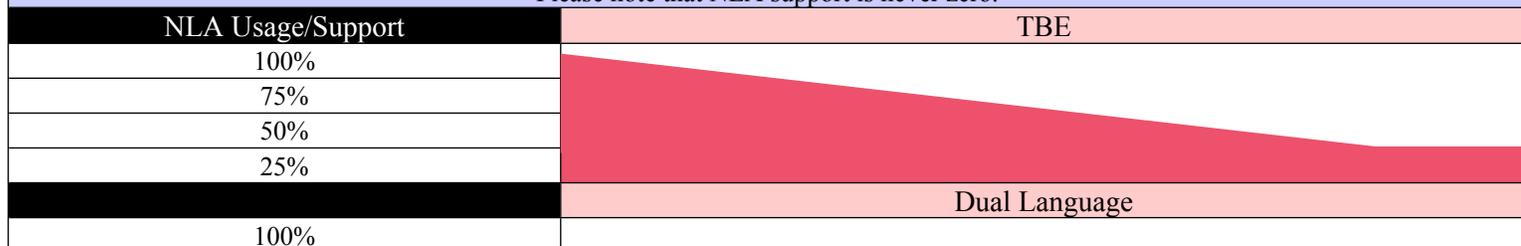
In addition, instruction is differentiated for ELL subgroups using NYSESLAT, Acuity and teacher-generated assessments. The ESL teacher targets ELL students who are not progressing based on interim assessments both in the classroom and using the ELL periodic assessments and additional support is added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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### **Native Language Arts and Native Language Support**

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. The intervention programs for the ELLs students are similar to the intervention students offered to all general education students at I.S. 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. Former ELLs are also given ELL testing modifications for up to two years after reaching proficiency.

7. I.S. 119 is open to new programs and improvements for the upcoming school year. Currently, we are assessing our Freestanding ESL pullout program and considering remodeling it into a push in program with the focus on content subjects such as mathematics, social studies and science. I.S. 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 I.S. 119. Students are mainstreamed into the general education population and are afforded every opportunity to participate in all programs offered to students at I.S. 119.

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

10. At I.S. 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 and glossaries 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. All levels, beginners, intermediate and advanced, are given instruction in Achieve 3,000 an internet based reading program that differentiates its reading levels and strategies based on student's reading levels. In addition, Literacy Navigator a reading program designed by America's Choice is also given to all ELL students as a supplementary reading and writing program. Literacy Navigator is differentiated based on student's reading levels.

11. Native language support is delivered during the Freestanding ESL model through other students as well as dictionaries and books. Students are paired in groups according to native language and encouraged to support one another as much as possible. All students are given 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.

14. At I.S.119 ELL students are offered the same language electives as our general education students. ELL students are offered Italian and Spanish.

### C. Schools with Dual Language Programs

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

## D. Professional Development and Support for School Staff

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

1. The ESL teacher attends regional and school wide professional development opportunities. This includes monthly staff development as well as regional ELL meetings. She meets weekly with the literacy coach in order to plan and improve upon her lessons. In addition she has attended Q-TEL training. The ESL teacher is strongly encouraged to attend meetings and professional development that would directly positively impact her students and enhance her abilities as an educator. The ESL teacher is expected to turn key all training to the assistant principals, subject area teachers, common branch teachers, guidance counselors, and parent coordinator during faculty and department meetings.

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. We refer any ELL student who demonstrates difficulties to the guidance counselors for individualized attention. Teachers at I.S. 119 are encouraged to work with students on transitional strategies.

3. Staff is given 7.5 hours of staff development during the professional development days specifically designed to meet these ELL requirements. Records of the agenda and attendance are kept by the ELL teacher.

## E. Parental Involvement

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

1. Parents are offered many opportunities to get involved at I.S. 119. At the start of the school year, parents are invited to school to understand the instructional models that are offered at I.S.119. A monthly parent newsletter is sent home with the children and electronically through DOE email and echalk. 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. The principal meets with the PTA, SLT and holds monthly "Coffee With the Principal Meetings" where she listens to and addresses the needs and concerns of the parents.

4. Parental involvement activities address the needs of the parents because activities are created and based upon the direct input from the parents. Parents are surveyed both formally and informally on what their needs are by the PTA and the parent coordinator. Parent requests are brought back to the principal.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	4	6					12
Intermediate(I)							9	9	10					28
Advanced (A)							6	2	7					15
Total	0	0	0	0	0	0	17	15	23	0	0	0	0	55

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	0	1				
	I							2	0	3				
	A							7	9	6				
	P							7	6	12				
READING/ WRITING	B							1	4	6				
	I							10	9	9				
	A							6	2	6				
	P							0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

1. At I.S. 119 we use the NYSESLAT, classroom tests, portfolios, ELL periodic assessments, in house Long Term Goal assessments, Achieve 3,000 and Literacy Navigator to assess ELL students. The insights provided from the data will show us improvements or regression. This information helps inform our instruction by giving us our next steps in planning, instruction and differentiation. In Spring 2010 none of our ELL students reached proficiency in the reading and writing modalities. Consequently, our focus this year will be on differentiating instruction with a focus on reading and writing strategies.

2. At I.S. 119 data patterns in the LAB-R and NYSESLAT exams reveal that students in grades 6 are advanced and proficient in listening and speaking and intermediate and advanced in reading and writing. For grade 7, all of our students are proficient or advanced in listening and speaking. In reading and writing students in grade seven are beginners or intermediate. None are proficient. In grade 8 the same pattern occurs where none of our ELL's are proficient in reading and writing. The LAB-R data pattern indicates the same pattern as the NYSESLAT where students consistently underperform in the reading and writing modalities.

3. Patterns across NYSESLAT modalities are critical in addressing curriculum decisions. Our focus for students and teacher's professional development and programs is on addressing reading and writing strategies for our ELLs. The ELL and special education teachers have all

Mathematics assessments, teacher observations and student portfolios.

### Additional Information

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

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		