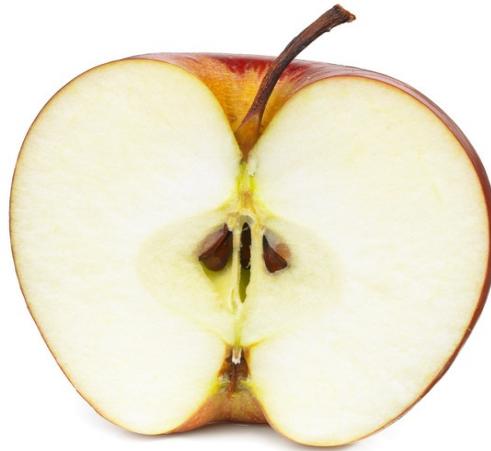


P.S. 119
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)



SCHOOL: 08X119
ADDRESS: 1075 PUGSLEY AVENUE, BRONX, NY 10472
TELEPHONE: (718) 822-5198
FAX: (718) 239-3112

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 08x119 **SCHOOL NAME:** _____

SCHOOL ADDRESS: 1075 Pugsley Avenue, Bronx, NY 10472

SCHOOL TELEPHONE: (718) 822-5198 **FAX:** (718) 239-3112

SCHOOL CONTACT PERSON: Lydia Tyner **EMAIL ADDRESS:** ltyner@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Gina Marcasciano

PRINCIPAL: Lydia Tyner

UFT CHAPTER LEADER: Traci Grandoit

PARENTS' ASSOCIATION PRESIDENT: Beatrice Alonso

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 8 **CHILDREN FIRST NETWORK (CFN):** 607

NETWORK LEADER: Elmer Myers

SUPERINTENDENT: Timothy Behr

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/ronlyres/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
Lydia Tyner	*Principal or Designee	
Gina Marcasciano	Chairperson	
Traci Grandoit	*UFT Chapter Chairperson or Designee	
Beatrice Alonso	*PA/PTA President or Designated Co-President	
<i>Beatrice Alonso</i>	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Kelly Fernandez	Member/	
Maggie Arak	Member/	
Sarah Boxer	Member/	
Patricia Mangroo	Parent Member/	
Carollina Monroy	Parent Member/	
Erenia Hernandez	Parent Member/	
Marie Eustace	Parent Member/	
Fior D’Liza Diaz	Parent Member	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

PS 119 is a strong neighborhood school, treasured by its community, and led by an experienced, collaborative and innovative faculty. A large school in a multi-site campus, we unite to provide the best for our children. A tradition of excellence supports new approaches responsive to the needs of an ever-changing, diverse community. We believe all children are special.

Growing up at PS 119 is marked by an array of joyful milestones. Children shine for their families at monthly assemblies. Student exhibits showcase creative expression. Studio-in-a-School supports the establishment of standards-based visual arts programs. Children look forward to joining our winning chess team and studying ballroom dancing in the upper grades. Parents visit classrooms on Back-to-School-Days, at publishing parties, and multicultural festivities and observe their child's growth over the years. Our Positive Behavior Intervention and Support (PBIS) program teaches children to meet our expectations for appropriate behavior. Our slogan, "*P.S. 119 ROCKS*" teaches children to be **Respectful, Organized, Caring, Knowledgeable, and Safe**. Morning announcements and weekly Character Education assemblies support students in developing a positive approach to school and life.

Rewards are showered upon children excelling in school-wide reading incentive programs. Our literacy curriculum celebrates critical thinking and comprehension through independent reading. Kitchen tables throughout the neighborhood become workstations for the creation of science projects, transforming our gymnasium into the highly anticipated Annual Science Fair. This school wide curricular event has evolved to include our visual arts expo with social studies themes evidenced throughout. Family Fun and Learning Nights, Adult ESL classes, YMCA Afterschool, professional and student performances and a variety of enrichment clubs add excitement to our learning environment. We have secured resources to support technology and arts programming through Donors Choose, the office of Council Member Palma and the Bronx Borough President's Office. Most classrooms have interactive whiteboards and document cameras to support visual learning, internet accessibility, and differentiated instruction. All classrooms have computers, cameras and printers with a wide array of software and internet access.

The P.S. 119 professional development system provides mentoring, renewal and time for collegial sharing. Inquiry Days provide professional planning and demonstrations. Professional study groups meet to explore and apply educational theory and practice. Ever-evolving curriculum maps guide standards-based instruction. Teachers get to know their students well, and their observations are highly valued as we design meaningful learning for each child. Professional learning is designed to support children in making at least one year's progress in each subject. The collection and dissemination of easily accessible data for each student supports educators in ongoing monitoring of progress. Inquiry Teams are a natural outgrowth of teacher collaboration and leadership.

The School Leadership Team monitors student progress to identify approaches and programs that address gaps in instruction. We find the apprenticeship model of learning -- through teacher demonstrations and small-group, differentiated practice -- effective, both socially and educationally. The *100 Book Challenge*, *6+1 Writing Traits*, *Every Day Counts* and character education assemblies provide examples of how the community unites to improve student achievement. Each grade level takes five major trips to the city's cultural institutions to elevate students' vocabulary and cultural sophistication. The growth of our special needs and English Language Learner population challenges us to find better ways to address each child's needs. Our experienced teachers, committed parents, and systems of communication and cooperation, support the changes we seek. Our Inquiry Team targets these subgroups for action research.

At P.S. 119, we maintain a unity of purpose and a sense of urgency as we work to meet the needs of all children, and to involve our entire community in an open dialog about the development of our school.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 119								
District:	8	DBN:	08X119	School BEDS Code:	320800010119				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2007-08	2008-09	2009-10		(As of June 30)	2007-08	2008-09	2009-10	
Pre-K	72	71	71			93.0	93.8	TBD	
Kindergarten	125	109	127						
Grade 1	149	146	137						
Grade 2	134	145	158						
Grade 3	150	132	156						
Grade 4	130	159	138						
Grade 5	148	122	167						
Grade 6	0	0	0						
Grade 7	0	0	0						
Grade 8	0	0	0						
Grade 9	0	0	0						
Grade 10	0	0	0						
Grade 11	0	0	0						
Grade 12	0	0	0						
Ungraded	0	0	1						
Total	908	884	955						
Special Education Enrollment:					Student Stability - % of Enrollment:				
(As of October 31)	2007-08	2008-09	2009-10		(As of June 30)	2007-08	2008-09	2009-10	
# in Self-Contained Classes	37	28	37			90.6	91.9	TBD	
# in Collaborative Team Teaching (CTT) Classes	25	29	41						
Number all others	6	31	24						
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:					Poverty Rate - % of Enrollment:				
(BESIS Survey)					(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10			75.4	75.4	88.6	
# in Transitional Bilingual Classes	0	0	0						
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	167	178	189						
Special High School Programs - Total Number:					Students in Temporary Housing - Total Number:				
(As of October 31)	2007-08	2008-09	2009-10		(As of June 30)	2007-08	2008-09	2009-10	
CTE Program Participants	0	0	0			3	35	TBD	
Early College HS Program Participants	0	0	0						
Number of Staff - Includes all full-time staff:					Recent Immigrants - Total Number:				
(As of October 31)	2007-08	2008-09	2009-10		(As of October 31)	2007-08	2008-09	2009-10	
Number of Teachers	67	69	TBD			25	22	28	

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	10	6	23	Number of Administrators and Other Professionals	15	14	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	95.5	100.0	TBD
				% more than 2 years teaching in this school	53.7	56.5	TBD
				% more than 5 years teaching anywhere	50.7	52.2	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	90.0	93.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0		100.0	100.0	TBD
Black or African American	12.0	11.3	11.5				
Hispanic or Latino	57.0	55.3	53.6				
Asian or Native Hawaiian/Other Pacific Isl.	28.5	30.8	31.3				
White	2.4	2.5	2.9				
Male	51.0	50.5	50.1				
Female	49.0	49.5	49.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received	Title I Part A Funding:			2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	-	-	-				
Multiracial							
Students with Disabilities	√sh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	71.2			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the Overall Score)</i>	8.5			Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the Overall Score)</i>	17.3			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	41.6			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:	3.8			Quality Statement 5: Monitor and Revise			
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = 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			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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							

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 school's 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?
-

New York City Progress Report Data:

The overall score for student progress was 24.4 out of 60 and the overall score for student performance was 4.9 out of 25.

Student Progress for English Language Arts indicates the following:

- **Median Growth Percentile:** Our schools Median Growth Percentile score is 64, which is 49.3% of the way from the lowest (43.8) to the highest (84.8) score relative to our Peer Horizon and 36.4% of the way relative to our City Horizon.
- **Median Growth Percentile for Schools Lowest Third:** Our schools Median Growth Percentile score for the schools lowest third is 66.0, which is 44.6% of the way from the lowest (47.7) to the highest (88.7) score relative to our Peer Horizon and 28.5% of the way relative to our City Horizon.

Student Progress for Mathematics indicates the following:

- **Median Growth Percentile:** Our schools Median Growth Percentile score is 59.5, which is 37.4% of the way from the lowest (42.6) to the highest (87.8) score relative to our Peer Horizon and 33.5% of the way relative to our City Horizon.
 - **Median Growth Percentile for Schools Lowest Third:** Our schools Median Growth Percentile score for the schools lowest third is 61.5, which is 41.7% of the way from the lowest (42.4) to the highest (88.2) score relative to our Peer Horizon and 33.2% of the way relative to our City Horizon.
-

New York State Accountability Status indicates the following:
We made our Adequate Yearly Progress in all areas.

Special Education Enrollment:

	2006-2007	2007-2008	2008-2009	2009-2010
# in Self-Contained Classes	33	37	37	37
# in ICT classes	14	25	29	41

English Language Learners Enrollment

# Receiving ESL services only	130	167	178	189
-------------------------------	-----	-----	-----	-----

Subgroup 2010 ELA Score Level	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
IEP Students	31	46.6%	22	38.6%	6	12%	1	1.3%
ELL Students	31	39.3%	36	43.3%	15	17.3%	0	0%

Subgroup 2009 ELA Score Level	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
IEP Students	5	8.8	13	22.8	30	52.6	9	15.8
ELL Students	13	18.1	14	16.47	55	64.7	10	11.76

Subgroup 2008 ELA Score Level	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
IEP Students	23	33.8	24	35.3	21	30.9	0	0
ELL Students	13	18.1	40	55.6	18	25.0	1	1.4

School Environment indicates the following:

- Attendance averaged 93.5% which is 37.5% of the way from the lowest (91.7%) to the highest (96.5%) score relative to our Peer Horizon and 48% relative to our City Horizon.
- Our Learning Environment Survey was completed by 59% of our parents and 47% of our teachers.
- Academic Expectations was scored 7.4, which is 15% of the way from the lowest (7.1) to the highest (9.1) score relative to our Peer Horizon and 19% relative to our City Horizon.
- Communication was scored 6.5, which is 8.3% of the way from the lowest (6.3) to the highest (8.7) score relative to our Peer Horizon and 15.4% relative to our City Horizon.
- Engagement was scored 6.8 which is 13% of the way from the lowest (6.5) to the highest (8.8) score relative to our Peer Horizon and 22.2% relative to our City Horizon.
- Safety and Respect was scored 7.9, which is 27.8% of the way from the lowest (7.4) to the highest (9.2) score relative to our Peer Horizon and 36.4% relative to our City Horizon.

Our 2007-2008 **Quality Review** indicates the following:

Overall, our school received a score of well-developed, with an outstanding in the identification and improvement in the performance and progress of those students in greatest need of improvement.

Recommendations for school improvement were:

- Continue to develop strategies that assist teachers to differentiate work.
- Ensure that every teacher sets goals routinely with and for individual students.
- Develop consistent systems for assessment, monitoring and evaluation of student progress at grade level.
- Increase the use of interim targets and define responsibilities when planning developments.

Summary:

1. When compared to students in our peer schools, our students' Median Growth Percentile score for the lowest third in ELA is 66. We will implement inquiry teams on each grade level to focus on and develop learning tasks to engage students performing in the lowest one-third. We will employ the following within the inquiry teams:
 - Action 100 to improve student progress in reading
 - Common Core State Standard based IRLA to align our reading instruction with the new standards
 - We will use the new version of American Reading Company's Common Core State Standard based IRLA in providing continuous standards-based conferences with our lowest third.
 - We will assign mentor teachers to those students who do not have sufficient time to read at home.
 - We will improve the quality and quantity of professional development and common planning time for our teachers.
 - We will incentivize amount of time spent reading for all students.
2. When looking at the data for our lowest one third, our recommendation is that our staff members utilize the ARIS, Acuity and Schoolpace systems to drive instruction. Our Data Specialist, IEP Teacher, ELL personnel and classroom teachers will work together to analyze the data and modify instruction to meet the needs of students at varying levels.
3. Based on recommendations for academic improvement evidenced by test scores of IEP students, we have implemented strategies to mainstream self contained IEP students to give them both academic and social instruction on their grade level. We will develop an inquiry team to assess students IEP's, create goals and write IEPs that are more responsive to each individual student's needs as we move forward with the citywide Phase 1 of the Special Education Initiative.

SECTION V: ANNUAL SCHOOL GOALS

2010 Comprehensive Education Plan Goals

1. **Grade teams will develop Common Core State Standards (CCSS) learning tasks. These tasks will engage students of all abilities in study of English language arts, social studies and science aligned with new and existing standards.**
2. **Teachers will participate in ongoing, personalized professional development in using data to differentiate instruction and to set goals.**
3. **Inquiry teams will engage students in the lowest third of ELA achievement in spending more time conferring with their teachers and reading and writing independently.**
4. **We will begin Phase 1 of the Special Education initiative with the goal of making IEPs more responsive to student needs and providing children with IEPs more access to their grade.**

SECTION VI: ACTION PLAN

Subject/Area: English Language Arts, Social Studies and Science

Annual Goal #1	<i>Grade teams will develop Common Core State Standards (CCSS) learning tasks to update current curriculum maps. These tasks will engage students of all abilities in study of English language arts, social studies and science aligned with new and existing standards.</i>
Action Plan	<p><u>Responsible Staff:</u></p> <ul style="list-style-type: none">• Principal, AP's, Character Education teacher, Data Specialists, Grade Leaders, Classroom and Cluster teachers, CCSS Liaison <p><u>Target Population(s):</u></p> <ul style="list-style-type: none">• All Students <p><u>Implementation Timeline:</u> especially</p> <ul style="list-style-type: none">• Ongoing from September 2010 through June 2011 <p><u>Actions:</u></p> <ul style="list-style-type: none">• Employ Action 100 Professional Developer for K-5 20 days (9/10)

	<ul style="list-style-type: none"> • Provide professional development introducing staff to the CCSS and writing learning tasks on opening day, during grade meetings, October faculty conference and Election Day. (9/10) • Establish schedule and agendas for Inquiry Days; ARC classroom demonstrations and intervisitations ; Grade Meetings and Faculty Conferences (9/10); Grade Leader meetings • Provide administrative monitoring and feedback for teacher implementation of Action 100 and 6+1 Writing Traits (9/10-6/12) • Maintain documentation of student progress and instructional strategies with collaborative planning. • Update Curriculum Maps and review of students work to monitor goal attainment
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<ul style="list-style-type: none"> • Title 1 for Consultant from American Reading Company • Tax Levy and Title 1 for American Reading Company Instruction materials and Schoolpace • Title 1 and Tax Levy for trade books associated with 6+1 Writing Traits program • Contract for Excellence - Character Education Teacher for Youth Development Assembly • FSF Incremental for per diem substitute to facilitate assemblies and intervisitation • For salary of Character Education teacher and Guidance Counselor to provide youth development assemblies and engage students in meaningful work while their teachers participate in inquiry. • Per Session for Inquiry Team, CCSS Liaison and Grade Leaders to meet twice monthly.
Indicators of Interim Progress and/or Accomplishment	<ul style="list-style-type: none"> • A monthly review of Curriculum Maps will reveal that they are being revised • Curriculum Map revision will reflect our study of the Common Core Standards • Weekly Data Reviews of student progress in reading volume and level • By February of 2011 each grade will have reviewed and made revisions to existing curriculum maps, September - December

SECTION VI: ACTION PLAN (CONT.)

Subject/Area: All subjects- Using data to inform instruction

Annual Goal #2	Teachers will participate in ongoing, personalized professional development in using data to differentiate instruction and to set goals.
Action Plan	<ul style="list-style-type: none"> • <u>Responsible Staff:</u> • Principal, Assistant Principals, Data Specialists, Individualized Education Plan Teacher, Inquiry Team • <u>Target Population(s):</u> • Teachers • <u>Implementation Timeline:</u> • Data Specialist will meet with Grade Inquiry teams monthly and will have met with each teacher individually by 11/15 • IEP Teacher will meet with teachers of self-contained and inclusion classes individually or in small groups by 11/15 • <u>Actions:</u> • Professional development in the utilization of ARIS, Acuity and Schoolpace online systems. • Grade level meetings to include analysis of student data, including item analysis of simulated and state examinations. • One-on-one support for teachers provided by data specialists. • Support Inquiry team and grade leaders in using data to set goals and monitor progress.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<ul style="list-style-type: none"> • ARRA Title 1 for data specialist • FSF IEP Teacher • FSF Inquiry Teams; Title 1 Per Session for Inquiry Team and Grade Leaders to meet twice monthly • Hardware for use in accessing online data systems • Per diem substitute to cover data specialist at meetings on school days
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Weekly, timely logins to School Pace will reach 100% by June 2011. • A weekly review will reveal 5% increase in logins to ARIS • Data Specialist will document grade meetings and individual conferences with teachers • Classroom observations will reveal evidence of data driven small group and individualized instruction

SECTION VI: ACTION PLAN (CONT.)

Subject/Area: English Language Arts (Reading/Writing)

Annual Goal #3	Inquiry teams will engage students in the lowest third of ELA achievement in spending more time conferring with their teachers, reading and writing independently.
Action Plan	<ul style="list-style-type: none"> • <u>Responsible Staff:</u> • Principal, Assistant Principals, Data Specialists Grade Leaders, Inquiry Team. • <u>Target Population(s):</u> • Lowest 1/3 of students in English Language Arts achievement. • <u>Implementation Timeline:</u> • Classroom demonstrations and intervisitation beginning in 9/23; Professional development schedule draft circulated 9/7/10; new materials should be received by 9/15 • <u>Actions:</u> • Establish schedule and agendas for Inquiry Days; ARC classroom demonstrations and intervisitations ; Grade Meetings and Faculty Conferences (9/10); Grade Leader meetings • Assign mentors to students who are not reading sufficiently at home (11/20) • Teachers will use an array of reading incentives for students in self-contained and inclusion classes • All students who excel in the 100 BC will receive incentives • Provide Parent Workshops to improve home monitoring of independent reading • Provide professional development to improve reading and writing instruction: <ul style="list-style-type: none"> ○ American Reading Company monthly whole-faculty training in Action 100 reading progress data analysis, instructional and intervention strategies (RTI); ○ Grade leader meetings bi-monthly to plan for professional development, and instructional and intervention focus/action; ○ Biweekly grade common planning sessions (to include curriculum planning; looking at student data to differentiate instruction; peer turnkey of reading units of study, conference techniques, and <i>Six Plus One Traits of Writing</i> initiative; viewing and discussion of 6+1 professional development DVDs, etc.); ○ Literacy curriculum maps, to be updated based on outcomes of grade leader meetings and grade common planning sessions; ○ Teacher inter-visitations for reading and writing workshops, including conferring and intervention, to be planned and scheduled at grade leader meetings;

	<ul style="list-style-type: none"> ○ Special Education and ESL Team meetings bi-monthly to plan for professional development, and instructional and intervention focus/action. ● Instructional and Assessment Strategies: ○ School-wide implementation of Teachers College balanced literacy reading curriculum, including whole-class, small-group and individual conferences, supported by curriculum calendar and summary; ● School-wide implementation of 100 Book Challenge differentiated reading instruction and incentive program; ● School-wide implementation of Action 100 Reading Intervention program (includes IRLA assessments, data analysis, conferring and intervention); ● Formal reading assessments (running records, ACUITY predictive assessments), to provide data for instructional and intervention planning; ● Regular (6-8 weeks) informal reading assessments (running records, ACUITY formative assessments, IRLA assessments); ● School-wide implementation of <i>Six Plus One Traits of Writing</i> differentiated writing curriculum; ● Use of <i>6+1 Traits of Writing</i> conference cards/rubrics for individual goal-setting and progress-monitoring; ● Regular (6-8 week) on-demand writing assessments, to be discussed at grade common planning meetings; ● Upper and lower grade literacy Academic Intervention Services based on above mentioned diagnostic and formative assessments; providing support in literacy skills of determined need in small group setting; emphasizing guided reading and conferences from pre-emergent levels; ● Extended Day intervention groups base on above mentioned literacy assessments; emphasizing independent reading and writing, and student-teacher conferences.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	Part time Teacher Center Specialist per session – FSF Incremental Academic Intervention Teachers – Title I SWP Grade Leaders Per Session FSF Learning Specialists --Title II A, School Support ESL Teachers, FSF

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Weekly review of Schoolpace will reveal that the number of students on level and on pace in reading increases by 5 percent each month • Teachers will project student progress by level in January of 2011. • Weekly review of student progress by level will reveal 68% of students making strides toward a full year of growth. (February-June)
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SECTION VI: ACTION PLAN (CONT.)

SECTION VI: ACTION PLAN (CONT.)

Subject/Area: All subjects as indicated on IEPs

Annual Goal #4	We will begin Phase 1 of the Special Education initiative with the goal of making IEPs more responsive to student needs and providing children with IEPs more access to their grade
Action Plan	<u>Responsible Staff:</u> <ul style="list-style-type: none"> • Principal, Assistant Principals, Data Specialists Grade Leaders, Inquiry Team. <u>Target Population(s):</u> <ul style="list-style-type: none"> • Special Education students <u>Implementation Timeline:</u> <ul style="list-style-type: none"> • Ongoing from September 2010 <u>Actions:</u> <ul style="list-style-type: none"> • Create a team of general education and special education teachers to form an inquiry team. • Inquiry Teams will assess IEPs to create goals that are more responsive to students' needs. • General and Special Ed teachers will meet regularly to communicate student needs and differentiate lessons to meet IEP goals. • Special Ed teachers will meet monthly to discuss students' goals, classroom management and lesson plans.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<ul style="list-style-type: none"> • Per session for Inquiry team – FSF Inquiry Team, Data Specialist, FSF Incremental • IEP teacher – FSF • Social Worker – Title 1 SWP
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Inquiry Teams will meet to review goals and monitor the progress of the mainstreamed students. • Goals will be updated as needed. • By February 1 at least 2 students from each self-contained class will be mainstreamed for an academic subject. • As appropriate and logistically possible, self contained classes will be mainstreamed for lunch and gym periods by Nov. 2010.

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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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	29	29	N/A	N/A	2	-	2	-
1	70	66	N/A	N/A	11	-	4	-
2	59	61	N/A	N/A	11	-	5	-
3	88	88	N/A	N/A	18	-	2	-
4	95	75			10	-	-	6
5	81	79			5	-	-	1

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

- 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.

- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> ▪ Words Their Way is used for small group phonics intervention in grade 2 within the classroom, by an AIS provider, during the school day. ▪ Guided Reading is provided during the school day, in a small group outside of the classroom for students in grades K-5. ▪ 100 Book Challenge, independent reading & conferring is provided for students in Extended Day in grades 1-5. ▪ ESL students receive small group literacy instruction in our Saturday Academy for English Language Learners.
Mathematics:	<ul style="list-style-type: none"> ▪ Small Group Math Intervention is provided for grades K-5 during the school day. ▪ Small Group Math Intervention is provided to students in the lowest third in grades 1-5 during Extended Day. Individual item analysis of NYS exams and simulations and individual conferencing guides the strategies used for this instruction.
Science:	<ul style="list-style-type: none"> ▪ At-Risk Tutoring is provided in a small group setting during the school day. The instructional focus is determined by the Child Study Team after and assessment of the child’s needs. ▪ ESL students receive small group science instruction in our Saturday Academy for English Language Learners.
Social Studies:	<ul style="list-style-type: none"> ▪ At-Risk Tutoring is provided in a small group setting during the school day. The instructional focus is determined by the Child Study Team after and assessment of the child’s needs. ▪ ESL students receive small group social studies instruction in our Saturday Academy for English Language Learners.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> ▪ Small Group Counseling is provided to small groups of students during the school day in 30 minute sessions. These sessions focus on interpersonal social skills, character education and anger management.
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> ▪ At-Risk Counseling is provided in a small group setting, during the school day, focused on basic social skills.
At-risk Services Provided by the SETSS Teacher	<ul style="list-style-type: none"> ▪ At-Risk Tutoring is provided in a small group setting during the school day. The instructional focus is determined by the Child Study Team after and assessment of the child’s needs.
At-risk Health-related Services:	<ul style="list-style-type: none"> ▪ Open Airways education group to support children with chronic asthma.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy 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.

Approved 2009-10 Title III Plan

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

Form TIII – A (1)(a) **08X119**

Grade Level(s) K-5 **Number of Students to be Served:** 200 **LEP** _____ **Non-LEP**

Number of Teachers 6 **Other Staff (Specify)** Supervisor
School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s

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

Language Instruction Program

To ensure that our ELL's meet the standards and pass the required NYS assessments, our ESL program is aligned with the core curriculum offered in our instructional program. The four language modalities of listening, speaking, reading and writing are integrated in the ESL program. Instruction is based on Beginning, Intermediate, and Advanced levels as determined through the LAB-R and the NYSESLAT.

Our program includes 5 licensed ESL teachers who use varying models of instruction: Sheltered immersion, coteaching, and pull-out groups.

The kindergarten students are divided among 6 classes. An ESL teacher services these students and will prepare them for the NYSESLAT. Grade 1 and 2 are both sheltered immersion models with experienced and licensed ESL teachers. The ELL students who are not serviced by a classroom teacher who is licensed in ESL are distributed among other classes and serviced through a pull-out, or coteaching program.

In compliance with ELL-related mandates, we complete all required documentation: completion and monitoring of HLIS Extension of Service Request, BESIS, etc. PS 119 also uses data to improve instruction by analyzing the results of the NYSESLAT and the ELL Periodic Assessments., as well as the students' performance on state tests. Our data coordinator has worked with administration and teachers to review and analyze all pertinent information about the ELL population in ARIS, NYStart, and ACUITY for consideration of the ESL teachers.

The supplemental programs available for ELL's include two AIS programs: Math and Wilson Reading groups. The math intervention includes instruction in number sense and operations. The AIS Wilson group focuses on direct phonics instruction.

For extracurricular activities, ELL students are involved in all activities offered to the students in the classrooms: Ballroom dancing, Studio in a School, class plays/performances, and YMCA Afterschool.

Title III Saturday Program

ELL Saturday Academy

For the ELLs who are tested after one year of English schooling, we have instituted an ELL Saturday Academy. This program builds upon the strength of the school day content area study and language development in a small group setting. Our Saturday Academy is quite successful and the children look forward to coming to school on Saturday! The Saturday Academy will service students in grades 2-5. There will be six groups of 10-15 students per group. The teachers that will service these groups are certified ESL and common branch area teachers. The ESL Coordinator plans curriculum and lesson plans with content area teachers for the Saturday Academy. The design of the lessons is based on the analysis of the NYSESLAT Writing modalities. The lesson plans target academic writing in math and science. The ESL teacher pushes into each group to model ESL strategies. The common branch area and ESL teacher co-teach during the sessions. The teachers work with ELLs in differentiated groups to ensure that their language and literacy needs are met.

The program will take place from November to May for 16 sessions from 8:30 to 12:00 for 3 1/2 hours each session. Each Saturday Academy is preceded by a half-hour planning session led by the ESL teacher. The teachers review each plan developed by the ESL Coordinator and prepare for successful implementation of the lesson. The ESL teacher emphasizes the language strategies to be utilized that day. There will be a supervisor to maintain a safe environment and ensure quality instruction. The supervisor will be there half an hour before and after dismissal to ensure safe drop off and pickup of students by parents. Students will be able to work with the Scholastic Book Flix computer based literacy program to enforce their literacy skills such as language development, vocabulary development, phonics and reading comprehension skills. Title III funds will be used to purchase the books and hands on instructional materials in our main building and annex to utilize as an academic intervention during the school day and Saturday Academy. All ELLs from grades 1-5 will be exposed to this program. Students study components of English grammar introduced through a mini-lesson and reinforced through reader's theatre, controlled dialogue, expository writing and content area study. Students improve reading comprehension through reading independently and conferring with their teacher using books that are at their independent level. This program will focus on preparing the students for the NYSESLAT Assessment.

We will also purchase with Title III funds supplementary materials to support these programs such as:

- High interest, low reading level Libraries
- 100 Book Challenge theme sets
- Scholastic Book Flix Site Licenses for 1 year (Purchased with NYSTL Software funds)
- NYSESLAT Student books (Purchased with Title 1 funds)

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.

Our professional development plan for all ELL personnel includes:

- Seminars at QTEL
- Academic Writing Institute
- Teaching American History Institute
- UFT sponsored courses
- BETAC Workshops

One teacher enrolled in the TESOL Certificate Program and we are developing strategies to increase participation. Teachers of ELLs will receive site-based staff development throughout the course of the school year from the Literacy and Math Coaches as well as the ESL teachers. Some of these in-house Professional Development Sessions are:

- ELA/ESL Standards
- Math Standards
- NYSESLAT Assessment
- Differentiated Strategies for ELLs in ELA and Content Area Instruction

- Looking at ELL Data
- ELL Promotional Policy

PARENTAL INVOLVEMENT

PS 119 always reaches out to the parents of English Language Learners to build a bridge over language and cultural divides. We have built a partnership that supports the progress of our students. Initiatives include:

- Family Fun and Learning Night
- Father Daughter Dance
- Mother Son Dance
- Parent Association Meetings
- ELL Parent Conference at Columbia University
- Health Fair,
- South Asian Women's Partnership
- Evening Workshops Series
- Annual Bengali Luncheon, which includes singing, dancing, and eating native foods.

Our Parent Coordinator also reaches out to parents by conducting informal Coffee Talks throughout the school year to encourage parent discussion groups. She has also arranged parent translators to be available in the school to promote communication with the Spanish and Bengali parents new to the country. We have also partnered with the NYC Department of Adult Education to provide free ESL classes for our ESL parents. We evaluate the needs of the parents through Parent Association surveys and polls.

This year we have planned to offer five three hour workshops for parents to focus on the needs of their children. The presentations and workshops will be conducted by an ESL teacher during the Saturday program

- ELA/ESL Assessments – How to help your child with Reading.
- Math Assessment – How to help your child with Math.
- ELL Promotional Policy - Understanding this Policy and how it affects your child.
- Creating activities to help your child with Reading and Writing – Hands on Activities
- Creating activities to help your child with Math – Hands on Activities
- Strategies you can use when reading with your child.

Parents that participate will receive a resource packet with activities and resources that can be used with their child at home. The teachers will prepare a resource packet for parents to use as a guide to help their students in ELA, ESL and content area subjects. This resource packet, snack and refreshments will be funded by Title III.

Form TIII – A (1)(b) 08x119

School: PS 119 BEDS Code: 320800010119

Title III LEP Program
School Building Budget Summary

Allocation Amount: \$31,940		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries Saturday Academy Per Session Family Events	\$22,019.16	<u>ELL Saturday Academy</u> 6 Teachers x 3.5 hrs. x 16 sessions x \$49.89 = \$16,763.04 1 Supervisor x \$52.21 x 4.5 hrs. x 16 sessions = \$3,759.12 - <u>Parent Involvement</u> 2 Teachers x 5 events x 3 hours x \$49.89 = \$1497
Other: Parent Activities	\$1,000	Refreshments and Snacks \$1,000 Resource Packets copies Parent Lending Library
- Supplies General Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$8919	<ul style="list-style-type: none"> • High interest, low reading level Libraries • Dramatic play materials • Student publishing materials
TOTAL	\$31,938.16	

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.

We assess the number of families who prefer communication in languages other than English during the month of September. In addition to the Home Language Survey, teachers interviewed and assessed parents during the opening days of school. The supervising school aide then compiled the numbers of translated documents required for each class. This information is maintained in the copy room for efficient distribution of translated text. Preferred language is also recorded on students' blue emergency cards and ATS.

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.

Spanish and Bengali are the primary foreign languages. Only a small number of Bengali families require language interpretation services because there is generally a family member who responds to this need. Arabic, Chinese and Urdu are the languages of communication for a small number of families. Framed posters at the building entry proclaim each family's right to language translation and interpretation services. Parents in need of these services are directed to our Family Room where the Parent Coordinator arranges for the provision of services.

A survey of each family lists the language translation and interpretation needs by each class. Teachers, office staff and parent volunteers are aware of the staff members and volunteers who can provide language interpretation in Spanish, Bengali, Arabic, Chinese and Urdu and French. Staff is also aware of translation and interpretation services provided by the NYC DOE.

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.

The monthly newsletter and other school publications are translated into Spanish. Selected school letters are translated into all languages. Translated correspondence is distributed as per the class lists describing the language preferences of parents. When letters and other written documents cannot be fully translated, a message in several languages directs families in need of language assistance to the Family Room.

All Parent Association meetings provide Spanish and Bengali interpretation services. School aides and parent volunteers provide language interpretation services for conferences, scheduled and ad hoc meetings. The services of the Translation and Interpretation Unit will be used as needed.

Framed posters at the building entry proclaim each family's right to language translation and interpretation services. Our P.S. 119 Parent Compact proclaims the right to translation services.

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.

Spanish speaking staff provides oral interpretation during and after traditional school hours. Bengali and Mandarin interpretive services are provided by parent volunteers. We intend to provide a stipend for parents who provide this service.

We use the DOE Interpretation Unit as needed, particularly during Parent Teacher Conferences.

2. 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>.

A. A copy of the Parent Bill of Parent Rights and Responsibilities will be sent home to families requiring these services in the appropriate language.

B. Translated version of the Parent Bill of Parent Rights and Responsibilities are framed and displayed at the Main Entrance of PS 119.

C. The School Safety Plan contains an addendum outlining how parents in need of language access services may receive these services.

D. N/A

E. We access the DOE Translation and Interpretation Website to find translation signs guiding parents to services. The Family Room provides language access services to families in need.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	563,721	551,846	1,115,567
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,637	5,518	11,155
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	28,186	*	
4. Enter the anticipated 10% set-aside for Professional Development:	56,372	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

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

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Public School 119 Parent Involvement Policy 2009 - 2010

The P.S. 119 Parent Involvement Policy reflects the philosophy of the Leadership Learning Support Organization with respect to the development of leadership throughout the school community.

This Parent Involvement Policy developed jointly with parents of participating children, Parent Association leaders, school volunteers and school staff incorporates the goals of the P.S. 119 school/community.

- Parents will be provided opportunities to be actively involved in establishing school-based policies and recommendations by serving as members of the School Leadership Team.
- Parents will be notified in a timely fashion and encouraged to attend our monthly Title I meeting to review the status of programs and to request their involvement on the in-school Parent Advisory Council. This Title I meeting will be part of our monthly Parents' Association Meeting.
- Workshops will be held to provide opportunities for parents to assist their children at home in their academic studies. Workshops may include Literacy, Mathematics, Science, Social Studies, Arts/Crafts, ESL, Computers, Middle School Articulation, Child Abuse, Special Education Services and Parenting Skills.
 - Regular written communication reflecting on-going day-to-day activities in the school will be disseminated to the parents through the monthly PS 119 Newsletter. Communication to homes on a regular basis will reinforce the home/school connection.
 - Workshops and meetings will be held to review individual student data and the Annual School (city/state) Reports regarding student and school achievement.

- The School will encourage parents to share in student success through monthly Honors Assemblies, which encourage students to succeed to the highest possible level.
- Parents will be provided a Department of Education approved 'Code of Behavior' in their home language and will review the code and have students adhere to its principles.
- Parents will provide a quiet setting at home for students to complete homework; read each day to kindergarten through 2nd grade students for 15-30 minutes per day and to have students in grades 3-5 read by themselves 20-45 minutes per day.
- Parents will communicate with their child's teacher regarding educational and emotional needs through:
 - review of student homework on a daily basis, and signing work after parental review,
 - attending regularly scheduled parent/teacher conferences,
 - meeting/ communicating with teachers throughout the school year to keep apprised of ongoing student progress.
 - academic/behavior contracts
- Parents and community will be encouraged to assist in the school through a volunteer program. Parents may work with the Learning Leaders program in classrooms, offices, library, cafeteria, etc., to supplement and complement the efforts of the school.
- The parents and other members of the community will be encouraged to be involved in providing enriching educational and arts experiences.
- Parents will be involved in cultural heritage celebrations during the school year and will work with children in the development of these special programs. Cultural heritage celebrations will assist in heightening students' self esteem, and by having them gain a greater appreciation of themselves and others.
- Parents will assist in school fundraising initiatives such as bake sales, candy sales and the book fair. They will also assist with coat drives, food donations for those in need and using supplementary funds to provide school supplies to children in need.
- Parents are invited to share in their child's education through Family Fun and Learning Night where workshops, games and nourishment are provided.
- A School/Parent Compact will be disseminated to all parents to ensure that the school and home are working cooperatively to provide for the successful education of the children at P.S. 119.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

P.S. 119 School Parent Compact	
The school and parents working cooperatively to provide for the successful education of the children agree:	
The School Agrees	The Parent/Guardian Agrees
<ul style="list-style-type: none"> • to maintain a clean, safe, orderly and supportive learning environment in which all students can be successful and learn • to engage parents in making decisions about educational programs • to establish and maintain ongoing cooperation and collaboration between the home and the school • to convene regular meetings each year for parents to inform them of educational programs their children are receiving and of their rights to be involved in such programs • to actively involve parents in planning, reviewing and improving school programs and the parent involvement program • to provide performance profiles and individual student assessment results for each child and other pertinent individual and school district information • to provide high quality curriculum and instruction for parent/teacher conferences at least two times a year • to provide frequent reports to parents on their child’s progress • to provide reasonable access to staff during non-instructional time • to provide opportunities for parents to volunteer and participate in their child’s class and in classroom activities • to assure that parents may participate in all parent involvement activities such as literacy classes, workshops dealing with parenting, reading strategies and other topics • to treat parents with courtesy and respect • to provide parents with translation and interpretation services as guaranteed by the Parents Bill of Rights 	<ul style="list-style-type: none"> • to send the child to school prepared and ready to learn • to be aware of the child’s work, progress and problems by talking to the child about school by looking at the child’s work and progress report and by attending school functions when possible • to share the responsibility for improved student achievement • to maintain continuing contact with the child’s teacher and principal about the progress of the child’s education • to reinforce at home the importance of acquiring knowledge, skills, and values needed to become productive citizens • to volunteer time, skill or resources when needed and possible • to review homework daily including reading to Kindergarten through 2nd grade students for 15-30 minutes a day and to have students in grades 2-5 read by themselves 20-45 minutes a day • to take part in school and community programs that empower parents to participate in making educational decisions • to respond to communications from the child’s school • to hold the child accountable for their work, attendance and behavior • to monitor the child’s attendance, homework and extracurricular activities • to treat school personnel with courtesy and respect

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.

See Needs Assessment in Section IV

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - 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.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

We have restructured the extended day program to focus on the students at the proficient level in an effort to have them progress to an advanced status. The needs of those who are approaching the standards continue to be met through our extensive AIS programs.

We have refined our AIS programs to systematically cycle out children who meet specific benchmarks and bring in children who have not yet met these benchmarks. These students receive small group instruction.

To accommodate our large class sizes in the fifth grade, our AIS providers push into the classrooms and assist in instruction rather than pull-out students.

Our Extended Day Program also serves children in the lowest third of reading achievement. Increased time-on-task reading is supported by individual conferences and schoolwide incentive program.

3. Instruction by highly qualified staff.

Our schools percentage of highly qualified teachers in core subject areas is 100%. Overall highly qualified staff is 100%. We will maintain 100% highly qualified through assigning all teachers appropriately.

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.

We have instituted an on-site Professional Development Team. We also have Inquiry Days, which allows for demonstration lessons by staff developers, highly qualified teachers, as well as common planning time for grade level teams to work together on curriculum pacing and applications.

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

We have obtained highly qualified teachers through an outreach program with Manhattanville College Jumpstart Program

A P.S. 119 Teacher Center supports job embedded professional development and teacher leadership.

Participating in BETAC offerings has strengthened our ESL instruction.

Participating in the Teaching American History and GLOBE professional development has enriched member of our faculty.

Membership in the Children First Network #18 of the Leadership LSO allows us to choose from a menu of professional development offerings for teachers and administrators. We have benefitted from ongoing professional development regarding data analysis for differentiation, mathematics and literacy, teaching students with disabilities and English Language Learners.

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

100% of our teachers are highly qualified

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

We have developed several programs to increase Parent Involvement including Family Fun and Learning Nights, Back to School Days classroom visitations and school tours, ESL classes for parents, monthly Parent Association meetings, and Phone Trees for communication amongst parents. We have offered ARIS Parent Link Workshops to assist parents in monitoring their child's progress using our new DOE data tools.

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.

We have a Parent Coordinator and a Family Worker who work closely with parents on how to assist their children with the transitions into our early childhood grades. They institute parent workshops and Learning Leader volunteer programs to familiarize the parents with the goals of our early childhood grades. We include and recruit Pre K Families to all schoolwide events.

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.

Our School Inquiry Team targets a group of students with a common need and institutes a specific program with strategies to measure their progress. This helps to determine if a program is appropriate for the needs of our students. Also, the School Leadership Team meets on a monthly basis to discuss the instituted curricular programs and determine if the needs of our students are being addressed.

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.

Our lower performing students are targeted to receive small group Academic Intervention Services in reading and math during the school day, while our moderately performing students are eligible to receive intervention services in our small group extended day and afterschool programs. All students benefit from individual conferences, small group instruction and reteaching as needed.

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.

Our school supports adult education through our Adult ESL classes, parent workshops and other opportunities presented by our Parent Coordinator. Our Parent Coordinator receives and shares information with the staff members and parents.

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 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			563,721		
Title I, Part A (ARRA)	Federal	✓			551,846		
Title II, Part A	Federal	✓			347,616		
Title III, Part A	Federal	✓			28,580		
Title IV	Federal	n/a					
IDEA	Federal	✓			42,861		
Tax Levy	Local	✓			3,842,789		

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

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.

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.

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

We have 10 Students in Temporary Housing

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

Our attendance coordinator initiates a relationship with all shelter families. She then networks within the school community to provide materials and services needed for the families. Food, clothing, school supplies, trip fees, transportation passes, and referrals to community agencies are all provided. Our goal is to remove all barriers to full participation in school life. Counseling is provided as needed. The coordinator also establishes contact with service providers in the STH so that the school can be contacted when needed.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 119					
District:	8	DBN:	08X119	School		320800010119

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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	71	71	72		93.0	93.8	93.5
Kindergarten	109	127	149				
Grade 1	146	137	150	Student Stability - % of Enrollment:			
Grade 2	145	158	136	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	132	156	145		90.6	91.9	92.0
Grade 4	159	138	158				
Grade 5	122	167	137	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		75.4	88.6	88.6
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	35	49
Grade 12	0	0	0				
Ungraded	0	1	1	Recent Immigrants - Total Number:			
Total	884	955	948	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					25	22	28

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	28	37	35	Principal Suspensions	9	16	10
# in Collaborative Team Teaching (CTT) Classes	29	41	35	Superintendent Suspensions	1	2	1
Number all others	31	24	44				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	67	69	65
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	14	10
# receiving ESL services only	178	189	TBD				
# ELLs with IEPs	6	23	TBD	Number of Educational Paraprofessionals	1	1	6

These students are included in the General and Special Education enrollment information above.

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
	0	0	0	% fully licensed & permanently assigned to this school	95.5	100.0	100.0
				% more than 2 years teaching in this school	53.7	56.5	89.2
				% more than 5 years teaching anywhere	50.7	52.2	73.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	93.0	100.0
American Indian or Alaska Native	0.0	0.0	0.1	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	11.3	11.5	9.9				
Hispanic or Latino	55.3	53.6	55.8				
Asian or Native Hawaiian/Other Pacific	30.8	31.3	31.2				
White	2.5	2.9	3.0				
Male	50.5	50.1	47.8				
Female	49.5	49.9	52.2				

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	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		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:

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	35.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	3.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	24.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

**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 608	District 08	School Number 119	School Name P.S. 119
Principal Ms. Lydia Bassett Tyner		Assistant Principal Ms. Michele Montana	
Coach		Coach	
Teacher/Subject Area Ms. J. Piro		Guidance Counselor Carmen Marrero	
Teacher/Subject Area Ms. T. Wilson		Parent Ms. S. Cruz	
Teacher/Subject Area Ms. R. Druker		Parent Coordinator Ms. L. Flores	
Related Service Provider D. Konnari		Other Ms. G. Marcasciano	
Network Leader Mr. E. Myers		Other	

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	6	Number of Certified Bilingual Teachers	1	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	952	Total Number of ELLs	201	ELLs as Share of Total Student Population (%)	21.11%
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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.

During registration at the beginning of the school year, all parents of newly admitted students to the New York City Public School system must complete the Home Language Identification Survey. The HLIS indicates which language the child speaks at home and which is most dominant in the child's life; it is used as the criteria for testing the newly admitted students who may be eligible for a language program offered by the city.

This September of 2010 we decided to try something different to guarantee a higher rate of accuracy when completing the forms. Any parents who were newly admitted to the NYC school system were enrolled by two ESL teachers who conducted the intake process separately from other students. This way we felt these teachers could more readily assess the family's needs and answer their questions without confusion.

Depending on how the parents answer the HLIS, we decide if the student is eligible to be tested or not. If the parents indicate that the home language is English, the student is registered in the general education program. If the dominant language is something other than English, the LAB-R is administered to the new admits (Transfer students from another NYC school should already have HLIS forms and test scores in ATS). After completing all the necessary research in ATS, two ESL teachers in our school, Jeanne Piro and Therese Wilson, test all of the eligible students and hand-score the tests. A student who scores below Proficiency levels at a Beginning, Intermediate, or Advanced Level is considered an English Language Learner and is noted as such for further placement.

PS 119 has several structures in place to ensure that parents understand all three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL). After reviewing all of the HLIS forms and subsequently LAB testing all eligible students, we determined the entitled ELL population and sent out Entitlement Letters to inform parents of their students' program eligibility. These letters were distributed in different languages: Spanish, Bengali, Chinese, French, Arabic, and Urdu. The letters also invited the parents to attend an Orientation Session on Oct. 7. The families watched an orientation film which gave them information about bilingual/ESL services offered by the NYC school system. After viewing the film, the parents asked many questions about the different choices available to their children. Ms. Tyner then addressed the audience and outlined the educational programs and services available. Two parents also provided translation services in Spanish and Bengali, our two dominant languages of the ELLs. At the end of the orientation, the parents were asked to complete the Parent Survey and Program Selection Form on which they indicated their choice for language instruction.

We see a definite trend in choices that the parents have selected. An overwhelming majority has always chosen "Freestanding ESL" as their first choice. A primary reason for this preference is parents' desire to have their children educated in a heterogeneous and multicultural classroom. Our demographics are such that to create transitional bilingual, or even dual language classrooms, would be to separate the children by language. Because we have always worked hard to establish such a warm and comforting academic environment, we feel that our community's strong desire is to keep their ELL children here at PS 119. Well-informed and aware of the other options of instruction, the parents trust our ability to provide their children with a strong language acquisition program.

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained		1	1		1	1								4
Push-In	3	2	1	2	2	3								13
Total	3	3	2	2	3	4	0	0	0	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	201	Newcomers (ELLs receiving service 0-3 years)	152	Special Education	20
SIFE		ELLs receiving service 4-6 years	48	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	152		13	48		6	1		1	201
Total	152	0	13	48	0	6	1	0	1	201

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													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
TOTAL	0													

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	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Other										0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	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	35	22	12	15	16	12								112
Chinese	1		1	2		1								5
Russian														0
Bengali	12	9	13	12	10	9								65
Urdu														0
Arabic	2	7		1	4	1								15
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	1	1										4
TOTAL	52	39	27	31	30	23	0	202						

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.

PS 119 has a combination of various models of instruction for the ELLs: sheltered-immersion, pull-out, and push-in. We have four sheltered-immersion classes in Grades 1, 2, 4, and 5, all taught by certified ESL teachers. Two other ESL teachers either push-in to assist the classroom teacher, or they pull-out the students for more focused instruction (Pull-out students also come from the mainstream classes). The pull-out groups are organized by grade and by NYSESLAT and LAB-R scores. Organizing the students by grade allows us to address grade-level standards as well as content area instruction. The group size ranges from 10-15 students and they meet for the mandated periods of instruction as determined by CR Part 154. This year, one of our ESL teachers is also an Art cluster teacher who provides services to Grades 3, 4, and 5. She also has a pull-out program for the Beginner ELLs in those 3 grades, where she integrates art instruction with language strategies.

Last year's goal was to increase the number of ESL/bilingual certified teachers on each grade level, K-5. We have accomplished this by hiring additional staff (from 4 to 7). One teacher on sabbatical is working towards certification this year, so next September we will have another ESL teacher. We are also promoting participation in the TESOL certificate program at local universities. By increasing expertise in ESL/bilingual methodology among our faculty, we will be able to better serve our ELLs across the grades and provide them with appropriate ESL instruction.

To enrich language development and to make content comprehensible, we use different strategies and programs to meet the students' needs. We provide English oral language development, comprehensive literacy instruction, and standards-based content area instruction. Our goal is to teach the students to learn English while they are acquiring content area knowledge.

The teachers in the sheltered-immersion classes follow the curriculum map for their grade level, adapting it for differentiated instruction. In the pull-out programs, the teachers emphasize different subjects to teach, while developing the four language strands of listening, speaking, reading, and writing. For example, one program we use, Rigby's On Our Way to English, uses a thematic approach to learning English. Thematic units involve the students in content learning through guided reading and a shared writing strategy. The different modalities of language are learned through the context of the themes (examples - American Journeys, Inside our Bodies, Our Changing Earth, etc.). The program also includes mini-writing lessons that focus on procedures and techniques that are used during the writing process.

The three pull-out teachers each have their own classrooms which are completely furnished to provide multi-sensory language acquisition.

The rooms have enhanced technology, listening centers, classroom libraries, and dramatic play areas. For the ELL children to have their own learning environment is so crucial to acquiring a new language. They can practice English without fear of sounding "wrong," and they can concentrate and focus on listening to English through music and stories in an open environment.

We differentiate instruction for the various ELL subgroups. ELLs in United States schools for less than 3 years are considered newcomers. In our self-contained immersion groups, the AIS providers and the grade consultants work with groups of beginners in these classes. Also, the art/ESL teacher provides instruction to the Beginners in her art classroom, where language acquisition is learned through hands-on art activities.

The pull-out ESL programs always strive to accommodate the needs of newcomers. They work in small groups where the teachers can scaffold both social and academic language skills. In the lower grades, the teacher is using a new program called "Singlish" which builds language through music, visuals, and movement. The upper-grades use "English to a Beat," which incorporates learning English through music and reading. Different language structures are taught in each folk tale. The beginners also use Leapfrog to increase vocabulary and listening skills.

For the ELLs who are tested after one year of English schooling, we have instituted a quite successful ELL Saturday Academy. This program builds upon the strength of the school day content area study and language development in a small group setting. The groups of children are organized by grade level. The weekly curriculum focuses on a language activities skill for the day, a writing activity to integrate the grammar skill, a reading lesson in science or math, and a Magic School bus video to end the day. Our Saturday Academy is very popular and the children look forward to coming to school on Saturday!

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

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

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: 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.				
NLA Usage/Support		TBE		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED

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?

We provide various intervention services for ELLs in ELA , math, social studies, and science. For students experiencing difficulty with reading, the teachers often articulate with the classroom teachers in assessing concertns and then collaborating on the lesson planning. For ELA, the ESL teacher prepares lessons that focus on the common core standards for language arts. The lessons also include developing the ELLs writing skills and learning strategies to link literature and writing. For example, this year we are going to launch a new program "6 & 1 Traits of Writing," a teaching tool that uses picture books to strengthen students' writing in the seven traits: ideas, sentence fluency, organization, word

choice, voice, conventions, and presentation.

This year we have also introduced a music program where the visiting musician supplements the teacher's literacy instruction. By singing songs with the ELL students, he reinforces English phonemes, vocabulary building, concept reinforcement, repetition, and rhyming words.

ELLs participate in our Extended Day Program, which is designed to improve performance on the NYSESLAT, ELA, and math.

For ELLs reaching proficiency on the NYSESLAT, they have been enrolled in the sheltered-immersion class for each grade, where they will continue to be instructed by an ESL teacher. During all testing periods, we include all of the proficient ELLs with the current ELLs to ensure that they receive the testing modifications.

New programs and improvements are always being considered for the upcoming school year. The School Leadership Team often discusses the challenges of educating our rapidly growing ELL community. We would like to increase the number of teachers with ESL expertise on each grade level. This can be accomplished by filling vacancies with certified ESL teachers and also by encouraging present teachers to pursue certification. Presently two teachers on staff are working towards this license.

ELLs are afforded equal access to all of our school programs. Our Parent Coordinator is involved with the parents and provides translation as needed, both Spanish and Bengali. After school and supplemental programs include Saturday Academy, Summer School Enrichment, and the YMCA program, which gives preference to recruiting ELLs. The school library media center at PS 119 serves as a source of cultural knowledge for the English Language Learner. Students need information about how the mainstream culture functions and the library offers this information in a way that is non-threatening and welcoming. The library media specialist also takes these students into consideration when choosing books and materials for the library collection. Purchases are made that will support academic learning and have positive portrayals of the cultures represented in the school.

Many different instructional materials are used to support ELLs: SmartBoards, Listening Centers, 100 Book Challenge, Book Flix, Leapfrog, and Dramatic Play Theatres all enrich instruction. English to a Beat is a lively program that develops oral language, grammar, vocabulary, and writing through a combination of folk tales and songs. The lessons are based on sixteen multicultural folk tales.

Native language support is provided at PS 119. The faculty affirms our students' ability to speak a second language, and often encourages the Beginners, for example, to write in their native languages. Our newly renovated library also houses many bilingual books for the children and parents to aid with the transition to English.

The school's resources and required services always correspond to ELLs' ages and grade levels. Our book-leveling program ranges from easy-to-read to more sophisticated chapter books appropriate for each grade level. Materials at the easiest levels are purchased with consideration of chronological age.

PS 119 has established a wonderful, engaging summer school program for our ELLs, and our newly arrived students are encouraged to participate in this successful enrichment program.

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)?

Paste response to questions 1-5 here

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.

Our professional development plan for all ELL personnel includes seminars at QTEL, the Academic Writing Institute, Teaching American History Institute, Touro College - Writing as Learning, and programs offered by BETAC. Classroom mentoring in reading instruction includes demonstration lessons, fishbowls and observations and conferences. Our ELL teachers use their common planning period for professional development and curriculum mapping.

All of the ESL teachers were given a common prep this year to collaborate and focus on instruction and issues affecting their ELL population.

As the children transition from the 5th Grade to middle school, they receive support from the classroom teacher as well as the whole school. The teacher has initiated an Academic Writing Program, which emphasizes expository writing, vocabulary, and non-fiction . They are also involved in Community Service at school where they have assumed the roles of Big Brothers and Big Sisters. The Guidance Counselor also conducts orientation sessions with them as they approach graduation so that they are able to take advantage of choices.

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?

PS 119 always reaches out to the parents of ELLs to build a bridge over language and cultural divides. We have built a partnership that supports the progress of our students. Initiatives include Family Fun and Learning Night, Father Daughter Dance, Mother Son Dance, Parent Association Meetings, ELL Parent Conference at Columbia University, South Asian Women's Partnership, and the annual Bengali luncheon, which includes singing, dancing, and eating native foods. Our Parent Coordinator also reaches out to parents by conducting informal Coffee Talks throughout the school year to encourage parent discussion groups. She has also arranged parent translators to be available in the school to promote communication with the Spanish and Bengali parents new to the country. We have also partnered with the NYC Department of Adult Education to provide free ESL classes for our parents.

Our school is involved in the Learning Leaders Program which coordinates volunteer parents who assist the teachers in the classrooms. This year we are reaching out for more Learning Leaders in the ELL classes.

We evaluate the needs of our parents through Parent Association surveys and polls. At the ELL Parent Orientation, we show the informational video which describes the three different models of language acquisition.

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)	19	24	6	3	8	6								66

Intermediate(I)	8	10	12	17	10	3								60
Advanced (A)	24	3	9	10	11	11								68
Total	51	37	27	30	29	20	0	0	0	0	0	0	0	194

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	3	2	1	4	1	0							
	I	7	3	4	2	4	1							
	A	12	17	10	6	4	6							
	P	7	4	12	14	9	10							
READING/ WRITING	B	19	5	2	7	5	1							
	I	9	12	15	8	3	3							
	A	1	5	9	11	8	10							
	P	0	4	1	0	2	3							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	17	8		36
4	3	13	7		23
5	17	6			23
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	9		16		8		8		41
4	3		14		6		4		27
5	7		10		7		0		24
6									0
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	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		2		13		8		30
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	11		6		6		0		23
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				
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.

Patterns across the NYSESLAT modalities - reading/writing and listening/speaking indicate a different phenomenon. Across all grade levels, the total students who scored Advanced in the L/S is 45, and in the R/W, the total is 44. By grade level, the numbers are lower in the Reading/Writing modality in the lower grades. In Kindergarten and Grade 1, the Listening/Speaking aggregate is higher than the Reading/Writing aggregate. In Kindergarten, 12 students were Advanced in L/S and 1 was Advanced in R/W. Grade 1 is 17 and 5. Beginning with Grade 2, however, we see a shift: Grade 2 has 10 students Advanced in L/S and 9 Advanced in R/W. Grade 3 has 6 and 11 - Grade 4 has 4 and 8 - Grade 5 has 6 and 10. (This is different than previous years where all the grades had higher scores in Listening/Speaking than Reading/Writing). Many factors may contribute to this new finding. The NYSESLAT test is extremely difficult for Kindergarteners and First Graders to be successful enough to pass; the Writing component is very sophisticated for such young language learners. As the children proceed through the grades, however, they have become more accustomed to testing and are better prepared for the grammar and writing challenges of the test. Also, the upper grade teacher(s) may have focused more on preparing for the NYSESLAT, and the Saturday Academy had students from Grades 2 -5. This year we will direct the Kindergarten and 1st Grade teachers to familiarize themselves with the format of the test and include this type of instruction in the classroom. We also plan to encourage the teachers to include the Language Strand of the new core standards when planning lessons.

P.S. 119 uses the Teacher's College Reading and Writing Program assessment. The assessment provides information on the child's proficiency in phonics, fluency, comprehension, and spelling. The assessment assigns children to particular reading levels that reflect their ability to read and comprehend. Each level reflects special challenges and "next steps" for the instructor. This prescription allows teachers to differentiate and set goals for individual children.

For each stage of the English Language Learner, instruction is differentiated to adapt to the needs of the ELLs. Beginners whose oral expression is limited are exposed to meaningful language within a strong contextual environment (visuals, gestures, simplified language, TPR, repetitive text, songs, nursery rhymes, etc.). The ESL teachers also implement dramatic play and theatre into the day, an activity loved by the children. Instruction at this stage, however, is not limited to speaking and listening; it integrates oral practice with literary awareness through using read-alouds, shared reading and shared writing. Beginners ELLs are given opportunities to express themselves by repeating, drawing and labeling according to ability and comfort level. Vocabulary acquisition and phonemic awareness are also stressed at this level. Instruction in printed concepts, inventive spelling and initial sounds serves to encourage ELLs at the beginning level to read and write in an environment that encourages risk taking.

more support in literacy skills. Literacy concepts are initially learned through shared reading and writing, which enables ELLs to internalize literacy strategies and to become more independent readers and writers. Graphic organizers assist to highlight important concepts and to acquire the academic language necessary to function in the mainstream classroom. Also, they help to activate and build a stronger background knowledge base, sometimes lacking with the ELL population. Journal writing, mini-lessons on writing and revising text, and frequent opportunities for independent writing and conferencing serve to address the needs of our ELLs. Again, learning how to write in a second language is quite a challenging task.

On all proficiency levels, ESL teachers implement differentiated instructional strategies and address individual learning styles. Ongoing assessments, portfolios, and anecdotal notes all inform the teacher when a student has reached a new proficiency level, or is experiencing delayed language development. Instruction is therefore constantly striving to meet the needs of our ELLs as they move along the proficiency continuum.

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		10/28/10
	Assistant Principal		10/28/10
	Parent Coordinator		

	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		